

STUDENTS' DEMOTIVATING FACTORS IN LEARNING ENGLISH

(A Study At Department of English Language Education)

THESIS

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ABSTRACT

Name : Nabila Fajrina
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Motivation has a great importance in language learning and teaching. It is believed that it has a significant role for successful and effective language learning and teaching. It is also will keep students' interest in long process of English language learning. However, many educators are not aware of the importance of the motivation flip-side which is demotivation that can decrease students' interest in learning English. Thus, in order to explore students' demotivating factors in leaning English at Department of English Language Education, research questions were formulated: What are the factors that demotivate students of Department of English Language Education in learning English and What is the major factor that demotivates student of Department of English Language Education in learning English? This research employed a mixed-method research which used questionnaire and interview technique. The participants consisted of 42 students from 7th semester, 9 students from 9th semester, 11 students from 11th semester and 1 student from 13th semester of English Language Education Department. Through a 44 closed-ended items demotivation questionnaire and semi-structured interview of experienced students (1 male and 4 females) students reflected on teaching material, teaching process and teaching content factors, teaching facilities and teaching environment, the relationship between lecturers and students, lecturers' teaching competence and attitude of lecturers, experience of failure and lack of confidence, unclear study goal factor, significance others, the scheduling system and the usage of native language in language learning process as their demotivating factors in learning English. Teaching material, process and content found out to be the major factor that decrease students' interest in learning English. This research is expected to enrich the literature research of demotivation in learning English and to provide an adequate information to the educators to help the students eliminate the demotivating factors.

CHAPTER I

INTRODUCTION

A. Background of Study

Motivation concept is substantiated as main factors and have a great significance in language learning and teaching process. Many studies have discovered that motivation is a critical concern in language learning and has a significant role in successful and effective language learning and teaching. Dornyei (2005:65) stated that motivation is what actuates someone starts to learn a language and make her/him stay in accord with the long process of second language learning. It also becomes a determining factor to succeed in mastering second language (L2). According to Merriam-Webster Dictionary (2017) motivation is “a force or influence that causes someone to do something”, whereas Dornyei and Otto (1998:65) defines motivation as “the dynamically changing cumulative arousal in a person that initiates directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and successfully or unsuccessfully acted out”.

Due to the significance of motivation in English language learning and teaching. This issue has been researching since 1950. But, demotivation as the negative side of motivation has been neglected since many of second language motivation researchers focused on motivation as the positive effects that encourage students' learning process.

“Unlike motivation that increases the action of tendency, demotivation reduces it” (Dornyei, 2001a:142). According to Dornyei (2001a:142) demotivation is “specific external forces which decreased behavioral intention or ongoing action”. It is undeniable that demotivation also has a significant influence on English language learning process. Like motivation, demotivation also has more significant influence in a learning experience. Moreover, it has been discussed that demotivation causes failure to learn. As a result, there has been growing interest and foci on the issue.

There are many studies about demotivation conducted by researchers from the west (i.e, Chambers, 1993; Dornyei, 2001; Oxford, 1998) and from Asia (i.e., Trang & Baldauf, 2007; Sakai & Kikuchi, 2009; Hu & Cai, 2010; Zhou & Wang, 2012; Bahramy & Araghi, 2013; Al-Khairy, 2013; Ali & Pathan, 2017; Li & Zhou, 2017). Research from Asia started a bit late but developed fast compared to studies on demotivation in the west. The first research was conducted by Al Khairy (2013) which carried out a study about demotivational factors experienced by Saudi university undergraduates. He concluded that Saudi university undergraduate students felt demotivated because of the factors which include textbooks; insufficient use of modern teaching aids; English faculty behaviors; peer pressure; teaching methods; the difficulty in English vocabulary and grammar, etc.

The second research was conducted by Bahramy and Araghi (2013). Their study attempted to explore the demotivating factors and the major factor of

demotivation in learning English on highly motivated students. the result showed that teacher-related factors found out to be the major factor.

The third research was also done by Li and Zhou (2017) with the aims to investigate the factors that caused demotivation to learn English among local university students. The result is external factors consist of teaching material, teaching process and teaching content, significant others, teachers' teaching competence and attitude of teachers, the relationship between teachers and students, teaching facilities and teaching environment found to be more influential than the internal factors including lack of intrinsic interest, experience of failure, lack of confidence, and unclear study goal. Their study also concluded that the unclear study goal is an important demotivator in Chinese local non-key university.

The last research was conducted by Ali and Pathan (2017) with the purpose to investigate demotivating and motivating factors among Pakistani College students in learning the English Language. The participants consisted of 150 freshman college students which came from three different disciplines. The result showed that course contents and teaching material emerged as the most important demotivating factors, whereas instrumental motivation emerged as the most influential source of demotivation. Hence, more studies on demotivation in learning English are needed to explore the factors of demotivation in order to deal with it effectively.

The present study attempts to explore demotivating factors in learning English of university students majoring in English language education. The

English language is a global language that used by many people and dominates the world due to technological innovations and globalization. Moreover, English has been the most popular foreign language and become a compulsory subject at all school levels from primary school to higher education in Indonesia. Related to the need of mastering English Language, demotivation has become an issue but in Indonesia, there is a few study available related to demotivation in learning English. Meanwhile, many studies on this issue are dominated from overseas. So, there is a need to gather and to add more information related demotivating issue by investigating it among university students to help teachers and educators in improving the English learning experiences of university students.

Based on researchers' experiences and students' experiences in English language learning process and practice, demotivation in learning English could be caused by various reasons. Researchers' experience about demotivation in learning English at Department of English Language Education happened in the third semester or exactly in 2013. Researchers' GPA has gone down because only 5 subjects could be submitted while there were more than 10 compulsory subjects should be finished. It happened because the schedule set by Department of English Language Education did not fit and one of the lecturers changed the schedule in sudden without any announcement so that the class should be canceled and must be rescheduled it again in the next two semesters. The researcher felt demotivated because of the scheduling system at that time which did not allow us to switch the unit or classroom. It caused the researchers' period of study longer than anyone else. Other than that, the researcher also conducted a

pilot study by doing in-person interview on 22-24 July 2017 to the students who have experienced demotivation in learning English at Department of English Language Education. As the results, most of the students mentioned the lecturer teaching style, the method, and the evaluation as the trigger of their demotivation.

Most of the participants found the teaching style used by a few lecturers were not attractive. One of the students said that a few lecturers were text-book oriented and using less creative activities that made learning English really boring. Moreover, our native language still being used in learning English process which made them felt demotivated. Then, unspecific scores are given by the lecturer also caused them demotivated. They got a low score without knowing what the reason was. A few students who have experienced the same thing mentioned that they were in highly motivated condition and have put a lot of effort to the success of the subject given but they got a low score. It affected their GPA and made them lost their motivation to the next semester. The lecturer who often shows preferences to particular students also became the reason their lost interest in the learning process. One of the students mentioned that she lost her interest in learning English because the lecturer criticized her with an unpleasant way in front of other students. From the statement, it can be concluded that the way lecturer treats the students also will influence the students' motivation.

Peers in the classroom also being mentioned. One of the students said that friends who did not want to help each other and always wanted to be on top make her felt demotivated. Another student mentioned that, she liked to learn in the circumstance with the highly motivated students because it made her wanted to

learn more. But, in the low motivated student's environment, they only did the assignment to fulfill the tasks. They did not care about the good achievement in learning English progress. Thus, it caused her to become demotivated because the peers were unmotivated.

Related to the facilities, most of them mentioned that the classrooms condition are not really comfortable to use, especially when the weather is so hot. Not all the fan in every classroom are functioning well. It affects their concentration which decreases their motivation in learning English.

So, related to the previous problems, it is significant to explore the demotivating factors in learning English at Department of English Language Education of Ar-Raniry State Islamic University.

B. Research Questions

Based on the background of study, the researcher conducted this research in order to find out the answer to the following questions:

1. What are the factors that demotivate students of Department of English Language Education?
2. What is the major factor that demotivates students of Department of English Language Education?

C. Research Aims

This study has two objectives, the detail will be mentioned below:

1. To explore the factors that might have caused demotivation on students of Department of English Language Education.

2. To find out the major factor that demotivates students of Department of English Language Education.

D. Limitations of Study

This study is limited to the exploration of demotivational factors that impede the English Department Students motivation in learning the English language. As the result, this study will gather various factors that caused demotivation to help the lecturer and the Department of English Language Education.

E. Research Benefit

The results of this study are expected to provide valuable information to the development of foreign language teaching and to the improvement of English language teaching in Department of English Language Education of Ar-Raniry State Islamic University by exploring demotivation factors in learning English among students. The demotivation could affect students dramatically by impeding the students to use their full capabilities and potentialities. Students who once motivated to learn English then lost their interest and energy will experience learning English as suffering and time-consuming task. So, by having adequate information, the language instructors/educators could eliminate demotivating factors or reduce them to create a learning atmosphere in Department of English Language Education to be more engaging and interesting. So that the students' potentiality for successful English language learning might be better accomplished.

F. Research Terminologies

To provide a better understanding of the study, the operational definitions of the following terms are employed:

1. Motivation

Merriam-Webster Dictionary (2017) stated motivation is “a force or influence that causes someone to do something”, whereas Dornyei and Otto (1998:65) defines motivation as “the dynamically changing cumulative arousal in a person that initiates directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and successfully or unsuccessfully acted out”.

2. Demotivation

Dornyei (2001a:142) defines demotivation as “specific external forces that reduce or diminish the motivation basis of behavioral intention or ongoing action”. In this research, demotivation is the state in which the students are in high motivation in learning English language, but then their motivation is decreased suddenly that caused by various reasons from themselves (*intrinsic*) or extrinsic educational factors.

3. Learning English Language

Brown (2007:7) defines that “learning is acquiring or getting of knowledge of a subject or a skill by study, experience or instruction”.

Learning process also could be happening inside or outside the class. Related to learning English as a foreign language, students' process of learning English will be influenced by their surrounding elements, such as their lecturers, their families, their classmates, learning environments, and facilities. The major influence comes from the lecturer since the lecturer acts as the communicator and one of the knowledge sources in the class so that there must be a harmonious relationship between the student and the lecturer as well as good interaction between them.

In this study, the Learning English language context does not focus on particular skill in Learning English such as reading, writing, speaking and listening. The context related to Learning English Language in general. So that, the context of research could include all the course taken by the students that use English Language in learning and teaching process. For example, Reading, Writing, Speaking, Listening, Grammar, Teaching Methodology, Literature, etc.

CHAPTER II

LITERATURE REVIEW

A. Definitions of Motivation

The term “motivation” is frequently used in many educational types of research and many contexts especially in second language learning. Motivation works in deciding human behavior by enlivening it and directing it (Dornyei, 1998). In other words, it is a common way of relating the motive and source of behavior (Dornyei, 2001a:1). It clarifies the reason for ones’ act, the effort needed in pursuing it and the duration of time in sustaining the activity (Dornyei, 2001b:4). Johnstone (1999:146) defines motivation as “a strong desire for achieving a specific target or goal”. According to Weiqiao Fan (2009) as quoted in Gulnaz et al. (2015) motivation is important in igniting the propensity of individual learning. Moreover, motivation is one the four elements that essential for individual learning, the rest of the elements consists of motivation, simulation, learners’ response and reinforcement (Gulnaz et al, 2015).

As the main attempts of this study are to explore students' demotivating factors and the major factor of demotivation as the flip-side of motivation, the aims of this section as well as the next sections solely to provide a brief overview about English language learning motivation as the basis for demotivation.

B. Theory of Motivation

Motivation has a simple definition, but actually, it is relatively complex issue that has triggered many debates among the second language (L2) researchers which resulted in a range of motivation theories over the past decades. In the following sections, a few theories related to motivation in L2 learning are briefly discussed.

1. Gardner's theory of L2 Learning

Gardner (1985:10) as quoted in Dornyei (1998) defines L2 motivation as “the extent which an individual works to learn the language because the desire to do so and the satisfaction experienced this activity”. Gardner's theory has been inspired many researchers to conduct a study on L2 learning motivation. The main point is the students' behavior towards the language group will influence their outcome in mastering the language skill (Gardner 1985:6). Gardner devised his theory of L2 motivation after conducted several studies on L2 motivation and L2 attitudes. Gardner's theory of L2 motivation comprises of integrative motive, the Attitude/Motivation Test Battery (AMTB) and the socio-educational. The integrative motive is the most captivating out of them. Gardner (1985:82-82) defines integrative motive as “motivation to learn a second language because of positive feelings towards the community that speaks the language”. This integrative motive consists of three elements:

1. Integrativeness which refers to interest in mastering a second language with the purpose to get closer to the community that speaks language including openness and respect for other cultural groups.
2. Attitudes towards the learning situation are the condition where the language is learned, such as the school context or natural L2 learning environment
3. Motivation is consists of the effort to learn, desire to achieve the goal to learn the language and positive effects towards learning the language because it is enjoyable.

In addition to the theory above, a key issue in that theory is the correlation between orientation and motivation. Orientation works in arousing the motivation and directing it in order to accomplish the goal. (Gardner, 1985:51). According to Gardner (1985: 11-12, 51-52), there are two categories of orientation which comprise of integrative orientation and instrumental orientation. Integrative orientation refers to positive behavior on L2 group. In contrast, Instrumental orientation is the economic and practical advantages in learning L2 such as getting a job, earning a salary, and getting recognition.

2. Self-determination theory in L2 Learning

Self-determination theory was introduced by Deci and Ryan (1985) and became the most influential approaches in motivational psychology (Dornyei, 2005:76). It consists of intrinsic and extrinsic motivation. Noels et al. (2000: 60-61) define intrinsic motivation as “the action that people do for their own sake since it is enjoyable to do. In contrast, extrinsic motivation refers to action performed in accomplishing some target or goal, such as to avoid the punishment and to earn a reward”.

According to (Vallerand, 1997; Valleran, Blais, Brière, & Pelletier, 1989; Vallerrand et. al., 1992, 1993) as quoted by Noels et. al (2000) there are three classifications of intrinsic motivation (IM):

1. IM-Knowledge which is the activity that performs for the feelings associated with exploring new ideas and developing knowledge.
2. IM-Accomplishment that refers to the sensation related to attempting in mastering a task or achieve a goal.
3. IM-Stimulation which related to the sensations by performing the task such as the aesthetic appreciation or fun and excitement.

The similarity of these types is people who perform the action experience enjoyable sensations along the self-initiated activity. In addition, related to extrinsic motivation, there are three levels of extrinsic motivation (EM) which ranks from the highest to the lowest level (Vallerand, 1997: Vallerand et al., 1989, 1992,1993):

1. External regulation which is the activities that are determined by external sources to the person, such as tangible benefits or costs.
2. Introjected regulation refers to reasons that pertain to perform the activity due to some type of pressure that individuals have incorporated into the self.
3. Identified regulation which reflects the action of people because they have chosen to do so for personally relevant reasons such as achieving a valued goal.

The things that these level have in common are the trigger of the activities come from external context. Moreover, all of these levels reflect that the action performs by people in order to accomplish some specific target or goal, such as getting a reward, getting a respect from people, getting a job, and avoiding punishment.

3. Motivation Perspective: The L2 motivational Self-System

L2 motivational self-system was recognized by Dornyei (2005). The idea of *self* was adopted to this approach and related to *possible selves*. *Possible selves* refer to positive or negative future images of people which works as future self-guide and as an influential motivational self-mechanism (Dornyei 2005: 98-100, 106-106; Dornyei, 2009: 29; Dornyei and Ushioda, 2011: 86-87).

There are three components of L2 motivational self-system according to Dornyei and Ushioda (2011:86) :

1. The ideal L2 self which reflects on the individual image of oneself as a successful L2 user.
2. The ought to L2 self refers to social challenges that comes from the learner's environment which focus on safety, responsibilities and obligations in L2 learning
3. L2 Learning experiences Thirdly is *L2 Learning experiences* that related to learning experience and environments, such as the impact of the teacher, the syllabus or curriculum and the experience of success

The three components above are related to each other in enhancing the motivation in L2. *The ideal L2 Self* concept acts as the starter in starting to learn L2 by building the students' belief as a successful L2 user, whereas *the ought to L2 self* refers to how the students maintaining their motivation despite all the social challenges from the learning environment that they should overcome, Last is *the L2 learning experiences* which could affect student' motivation which refers to the teaching method of lecturers, the classroom condition, the peers, the material given, the syllabus or curriculum, and the experience of fail or succeed in test.

C. Demotivation in Learning English Language

Second Language motivation research mainly focused on positive forces of motivation which enliven L2 learning while the negative side of motivation which is demotivation still receives little concern from researchers (Dornyei, 2001b:141). In the following sections, demotivation will be explained briefly. After that previous studies on demotivation are discussed.

D. Definitions of Demotivation

Dornyei (2001a) defines ‘demotivation’ as “specific external forces that reduce or diminish the motivational basis of behavioral intention or an ongoing action”, whereas Bednarova (2011) as quoted by Mirza et al (2016) defines demotivation as students’ psychological condition that shows the students’ in highly motivated being confine in their way achieving the goal caused by internal or external factors. As the importance of motivation, demotivation also important to receive much focus in achieving the success of L2 learning process. It gives negative effects on the students’ attitude and their outcomes of learning the language. It becomes a hindrance for the students in achieving their target of study.

Demotivating factors could reduce the motivation to the lowest level (Dornyei, 2001b:142). Amemori (2012) quoted a demotivated learner as “a person who used to be a motivated person that lost his or her interest for some reason”. The results obtained from the pilot study shows a few reasons that caused the students felt demotivated. For example, student A became

demotivated because the usage of native language by the lecturer in the learning process and student B who felt demotivated because of the facilities in class which is not adequate in supporting the learning process.

L2 motivation consists of internal and external factors, but many kinds of research about this issue dominantly focus on external factors (William and Burden, as quoted by Dornyei, 2001a:20). Identifying the demotivating factors internally on the students will be quite difficult. Nonetheless, the finding of Sakai and Kikuchi (2009) justified it by showing that Japanese upper secondary school students perceived internal factors as a crucial factor in learning English. Thus, it is important to consider not only external factors but also internal factors in researching demotivation issue in learning English.

Based on the brief overview of the theories above, the researcher decided to conduct a research on the demotivation issue to explore students' demotivating factors in learning English externally and internally. The finding of the pilot study showed that most of the demotivating factors come from external sources. Nevertheless, internal factors which do not receive much attention from other researchers is so crucial in building students motivation since it will actuate self-initiated of the students to learn more and will cause the students to enjoy the activity they do. Therefore, the researcher also includes the exploration of the internal demotivating factors among the students at Department of English Language Education. There are four previous studies which support this study. The previous studies about demotivation are explained briefly in the following section.

E. Previous Study

1. A study on University Students' Demotivation by Li and Zhou

Li and Zhou (2017) conducted a study entitled “ A Questionnaire-based study on Chinese University Students' demotivation to learn English”. The study sought to explore the factors that caused demotivation to learn English among the university students. The study was conducted in China.

The participants of this study consisted of 367 non-key local university students from various majors which comprise of English, Material Science, Financial Management, Urban Design, Electrical Engineering, Law, etc. The questionnaire which were distributed composed of two parts. The first part was to gather the participants' background information and the second part contained 46 items of statement of Five-Likert Scale form. The data were analyzed quantitatively with the usage Statistical Package for Social Science (SPSS) to identify the demotivators in learning English. From the total of 378 copies of the questionnaire distributed, only 367 copies of questionnaires result were valid.

The result revealed that students mostly motivated by the external factors by which included teaching material, teaching process and teaching content, significant others, teachers' teaching competence in teaching and learning English process with an account for 62,5% of the demotivation factors identified, whereas the internal factors only occupy 37,5%. Moreover, unclear study goal which is found to be an important

demotivator could be dealt by the teachers by developing students' belief in English language to generate their interest in learning English so that the students have a clear study target.

2. A study on Demotivational factors by Al-Khairy

Al-Khairy (2013) conducted a study on Saudi undergraduates' demotivating factors in learning English. The subjects were 150 English major students (EMS) and 150 non-English major students (NEM). The purpose of this study is to explore common factors that demotivate Saudi undergraduate in learning English. The questionnaire was distributed to identify the demotivational factors

The finding of this study revealed that students' demotivators in learning English comprise of textbooks, English Faculty behavior, peer pressure, teaching methods, insufficient use of modern teaching aids, difficult English vocabulary, and grammar. This study suggested that the lecturers should manage the way they speak to avoid misunderstanding, they also should have a good emotional management and should apply modern technology as the teaching aids. In addition, in order to enhance students' motivation in learning English, English department should rationalize English syllabus and pick suitable English textbooks to the students.

3. A Study on Demotives in EFL University Students by Bahramy and Araghi

Bahramy and Araghi (2013) carried out a study to identify students' university demotivating factors in learning English. The purpose of this study was to investigate demotivation in learning English and to find out the major demotivating factor on the students. The participant of this study consisted of 60 students.

The collected data was the recall essay on students' demotivation experiences along their period of studying English. The result of this study showed that teacher-related factors ranked the highest among the other demotivating factors.

4. A Study on Demotivation and Motivation in Learning English among College Students

Ali and Pathan (2017) carried out the study on students' demotivating and motivating factors in learning the English Language entitled "Exploring factor causing demotivation and motivation in Learning the English Language among College Students of Quetta, Pakistan"/. The purpose of the study was to identify both demotivators and motivators to learning English. The subjects were 150 students of three majors consisted of ICS, Medical, and, Engineering.

The questionnaire and open-ended questions for interview served as the instrument in collecting the data. The questionnaire which was

distributed was adapted from Sakai and Kikuchi (2009) and also open-ended question adapted from Gardner (1985). The data from the questionnaire were analyzed by using SPSS quantitatively. Content analysis was employed on narrative data in analyzing the qualitative data. The finding of this study showed that important demotivating factors consisted of course content and teaching material.

CHAPTER III

RESEARCH METHODOLOGY

A. Brief Description of Research Location

This study took place at Department of English Language Education of Ar-Raniry State Islamic University. This department also is known as PBI (*Pendidikan Bahasa Inggris*) major which was established in 1964 but it became defunct caused by the regulation controversy and then it reopened in 1980. The Department of English Language Education which is currently headed by Dr. T. Zulfikar, S.Ag, M.Ed is one of the most favorite departments within the Faculty of Education and Teacher Training of Ar-Raniry State Islamic University that focus on students' preparation to become a great educator in English Language Teaching. It is shown by a large number of students' who are interested in pursuing their education in this department and the number of students is developing every year.

Department of English Language Education (PBI) receives "A" accreditation from National Accreditation Department or also known as *Badan Akreditasi Nasional (BAN)* which reflects the Departments' excellence learning services and achievement on its vision to produce noble, innovative, professional, competitive and well-behaved prospective professional English educators and also its mission to develop a practical, applicable, and modern English language learning which refers to local wisdom and to cooperate with diverse and multi-background institutions at local, national and international level.

Department of English Language Education (PBI) has a few lecturers holding a doctorate degree from Germany, Australia, and Malaysia, and it also has more than 15 lecturers as well as adjunct teaching staffs who graduated from national universities and various international universities in many developed countries, including United States, United Kingdom, Australia, Netherlands, Germany, and so forth. (pbi.ar-raniry.ac.id, 2017)

B. Research Design

As the purpose of this research to explore the demotivating factors of the students in learning English, a mixed methodology was suitable as research design used in this study. The researcher decided to combine quantitative and qualitative elements to get the depth and breadth understanding related to the demotivation issue in learning English at Department of English Language Education.

Mixed methods research is an approach which associates both qualitative and quantitative forms. Philosophical assumptions, qualitative and quantitative approaches, and the mix of both approaches are included in the study. Therefore, it is not only collecting and analyzing both kinds of data but also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research (Creswell & Plano Clark, 2007).

Based on the overview above, this study employed mixed-methodology research with a sequential explanatory design. Creswell (2009) stated that sequential explanatory strategy started with the collection and analysis of quantitative data then follow with the collection and analysis of qualitative data.

C. Participants

Research participants are the subjects that have the capability to provide the rich information related to the research questions on the behalf of study (Creswell, 2008, as cited by Putri, 2016). Participants took part in this study consisted of 42 students of 7th semester, 9 students of 9th semester, 11 students of 11th semester and 1 student of 13th-semester of Department of English Language Education of Education and Teacher Training Faculty, Ar-Raniry State Islamic University.

Furthermore, as the researcher wanted to explore in-depth and breadth information about the students' demotivating factors in learning English at Department of English Language Education, a random sampling technique was used to select the students who would fill the questionnaire. After collected the results of the questionnaire, the researcher used purposive sampling to choose the participants who would participate in the interview. The researcher selected five students with criteria of the highest rank of the students who experienced demotivation the most in learning English based on the results of the questionnaire.

D. Technique of Data Collection

In order to explore students' demotivating factors in learning English at Department of English Language Education, the researcher decided to distribute the questionnaire and to conduct the interview.

1. Questionnaire

The questionnaire has a role to elicit the information required to help the researcher finds answers of the study objectives. Brown (2001:6) defined questionnaire as “a written instrument that presents respondents with series of questions statement where they react by writing out their answer or selecting them among existing answer”.

The questionnaire which was distributed in this study was the adaptation of Li and Zhou (2017) demotivational questionnaire with a form of five-Likert Scale. The researcher has conducted the pilot study by distributed this questionnaire before conducted the actual study. The researcher decided to use only 44 items out of 45 items since one statement was not too relevant to the research context. The questionnaire was distributed through unit visiting and through social media by using Google Form.

2. Interview

Interview is usually used in collecting data for qualitative research. Semi-structured interviews are used in this present study (Mackey&Gass, 2005:173). In this study, interview is needed to obtain deeper information about demotivating factors on English Education Department students. There are five questions related to the topic of this study which was the adaptation of Shinhye (2015). The questions were about the students' interest in learning English, students' experiences in demotivation of

learning English and how they overcome those demotivating issue in learning English. The researcher decided to adopt the questions since these questions were suitable to be used in getting students' perspective on their demotivation experiences and also relevant to the research context.

E. Technique of Data Analysis

In order to explore students' demotivating factors in learning English at Department of English Language Education, the researcher decided to collect the data by using questionnaire and then doing in-person semi-structured interview. First, quantitative data were obtained by distributing the questionnaire in form of five-point Likert-Scale to the participants. Then, from all the participants, 5 students were chosen to participate in one-on-one interview. The participants' responses were recorded using phone recorder then the responses were transcribed into the descriptive qualitative analysis.

The questionnaire which is distributed to the students were scored based on the students' choice on each statement in form of five point-Likert scale (Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; and Strongly Agree = 5). In analyzing the quantitative data which is accumulated from the questionnaire, the researcher used Statistical Program for Social Science (SPSS) version 16.00 and performed descriptive statistics analysis and frequency analysis in which percentages and mean were calculated to determine demotivating factors in learning English among students at English Education Department.

On the other hand, qualitative data from the interview were analyzed in the descriptive qualitative analysis. First, the data on students' responses towards

demotivating factors in learning English which was gathered through interview was transcribed. The data were reduced by selecting the valuable information since much data were available. Then the data were displayed into sentence pattern and rearranged into well-sequence of narrative explanation that represents the answer of each participant (Sugiyono, 2008: 249). Last, the conclusion was drawn from the analysis result and was combined with the results of the questionnaire which depicts students' demotivating factors in learning English.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of Questionnaire

The researcher used a questionnaire to collect the quantitative data of students' demotivating factors in learning English. The questionnaire was distributed to obtain the data of the factors that demotivate the students in learning English. It consisted of 44-statements in Likert-scale adapted from Li and Zhou (2017) in which the students had to choose one answer from five options: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA). The participants who took part to fill the questionnaire were the 7th, 9th, 11th, and 13th-semester students.

The questionnaire was distributed on 14th November 2017 and 17th November 2017 to three units. The researcher selected the units based on the lecturer's approval. There were 44 students who fill in the questionnaire through unit visiting. The researcher also collected the questionnaire results through Google Form. The link to Google Form was shared on social media by LINE and Whatsapp not only in students' group but also personally. Through Google Form, there were 17 students that fill the online questionnaire.

To analyze the data of the questionnaire, the researcher used SPSS version 16.00 and performed descriptive analysis and frequency analysis to find out the percentage of each statements' score. The score interpretation used to show the highest to the lowest score on the statements or factors in the questionnaire that demotivate students of the Department of English language Education in learning

English. The rank of highest to lowest score would be described as in the following Table 4.1 below:

Table 4.1
Descriptive Statistics

No.	Statements	N	Min	Max	Mean (r)	Std. Deviation
1	It is boring to only listen to lecturers	61	1	5	3.92	.843
2	Exercises are not interesting	61	2	4	3.79	.551
3	It is boring that lecturers only focus on textbook	61	1	5	3.74	1.340
4	The out of dated facilities in the class are not good for learning English	61	2	5	3.67	.926
5	It is boring to test student only by exam	61	1	5	3.66	.981
6	Multimedia resource are seldom used in our class	61	2	5	3.64	.837
7	The overcrowded classroom made me less interested in learning English	61	1	5	3.54	1.089
8	I am frustrated when my English scores are posted in public	61	1	5	3.51	1.286
9	Lecturer show preferences to those who are good at learning English.	61	2	5	3.46	.867
10	Lecturer cannot take all students into consideration in large class	61	2	5	3.34	.911
11	The high frequency to change lecturers makes student uncomfortable.	61	1	5	3.20	.928
12	It is difficult to understand some long and difficult sentences	61	1	5	3.20	9.63
13	Too many extracurricular activities influenced my English study	61	1	5	3.15	1.093
14	I lost my confidence by being compared with other peers	61	1	5	3.13	1.176
15	There are too many new words in our textbooks	61	1	5	3.10	1.028
16	English teaching pays too much attention to grammar	61	1	5	3.03	1.080

17	That people with a poor command of English still achieve success negatively affects me	61	1	5	2.98	1.025
18	English is not paid due attention to technological universities.	61	1	5	2.93	.998
19	It is difficult to understand some learning content	61	1	5	2.89	.885
20	Teaching method is outdated and cannot satisfy the needs of students	61	1	5	2.82	.885
21	I have made so many efforts to learn English but actually it doesn't make senses	61	1	5	2.80	1.108
22	I am inclined to be influenced by peers when they do not study hard.	61	1	5	2.80	.928
23	I am frustrated to be placed into different classed according to my English scores	61	1	5	2.79	1.018
24	English class is often shifted due to conflicts with other courses	61	1	5	2.79	.915
25	My English lecturer criticized me when I did not well in my study	61	1	5	2.75	1.105
26	I cannot achieve an ideal mark in tests	61	1	5	2.69	.975
27	It is boring for us to remember so many words	61	1	5	2.67	1.151
28	Lecturer are not easy going	61	1	5	2.59	1.006
29	Lecturers are not well prepared for their class	61	1	4	2.57	.865
30	Teaching materials are not so close to our life	61	1	5	2.56	.886
31	Lecturers have little interaction with students in class	61	1	5	2.56	.958
32	I am not motivated to learn English well because of unclear study target	61	1	5	2.56	1.162
33	My poor English made me demotivated to learn it	61	1	5	2.52	1.299
34	There is no a harmonious relationship between lecturer and students	61	1	4	2.43	.865
35	My english lecturer do not give some good motivation	61	1	5	2.41	.955
36	We are only taught dumb English in universities	61	1	5	2.38	1.171

37	My parents and families often tell me how important English is which makes me frustrated	61	1	5	2.23	1.131
38	Lecturers are inexperienced in teaching	61	1	4	2.18	.975
39	My parents do not give me praise when I make progress	61	1	5	2.15	1.046
40	I learn English because it is required by our school but not because of my interest	61	1	5	2.05	1.023
41	English learning is a burden to me	61	1	4	1.89	.933
42	It is rare to use English in our daily life so that English is not so important	61	1	5	1.74	.814
43	I am not interested in English	61	1	5	1.62	.934
44	I do not want to learn English because it makes little help for my future career	61	1	5	1.52	.766

Source : SPSS 16.00

Table 4.1 explains that from 44-statements about students' demotivating factors in learning English, the highest mean score was $r = 3.92$ on the statement that shows most of the students agreed that it's boring to only listening to the lecturer in class. Meanwhile, the lowest mean score could be seen from mean score $r = 1.52$ which reflected that most of the students of Department of English Language Education admitted that the English language provides a great help in supporting their future careers.

In order to be more clear about the percentage of each statement on students demotivating factors in learning English, the measurement would be described one by one as follows :

1. Teaching material, teaching process and teaching content.

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is boring to test students only by exam.	3.3%	8.2%	26.2%	44.3%	18.0%
It is boring to only listen to lecturers in the class.	1.6%	4.9%	14.8%	57.4%	21.3%
English teaching pays too much attention to grammar	4,9%	27,9%	39.3%	14,8%	13,1%
It is boring for us to remember so many words.	16.4%	31.1%	27.9%	18.0%	6.6%
We are only taught dumb English in universities.	29.5%	27.9%	19.7%	21.3%	1.6%
Teaching materials are not close to our life	8.2%	42.6%	37.7%	8.2%	3.3%
There are too many new words in our textbooks.	6.6%	23.0%	29.5%	36.1%	4.1%
Exercises are not interesting.	0%	6,6%	8,2%	85,2%	0%
It is boring that lecturers only focus on the textbook	13.1%	3.3%	16,4%	31,1%	36,1%
Total	83.60%	175.50%	219.70%	316.40%	104.10%
Average	9.29%	19.50%	24.41%	35.16%	11.57%

The result of data processed above could be illustrated in the following histogram

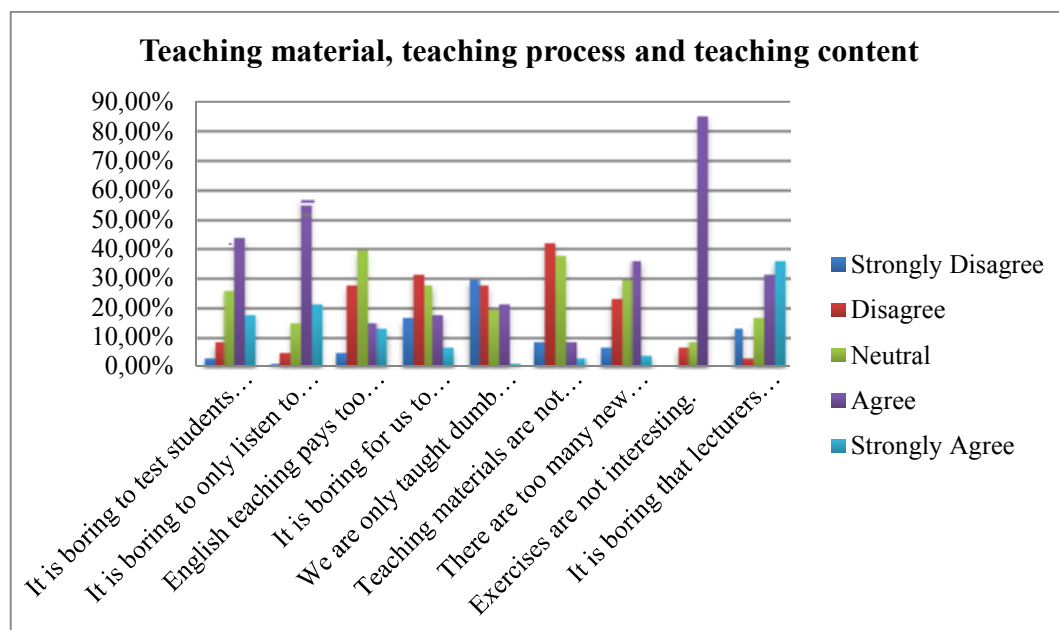


Chart : 4.1 teaching material, teaching process, and teaching content.

Based on Chart 4.1, it could be explained as follows:

a. It is boring to test students only by exams.

Related to students perception of this statement, it could be seen from Chart 4.1 that generally, the students find it as a demotivating factor when the lecturers only test them through the exam. This chart shows that 62.3% of the students agreed to this statement, while the rest of them were neutral and disagreed. So, it can be implied that the students of Department of English Language Education really feel demotivated by the lecturers' way to test them by using regular exam. It also indicates they agreed that the lecturers could modify their ways of testing students to be more interesting, to increase students' motivation in learning English.

b. It is boring to only listen to lecturers in the class

The Chart 4.1 tells that 78.70% of the students agreed with this statement. Meanwhile, the rest of students were neutral and disagreed with this statement. It can be concluded that the significant number of students had experienced their interest in learning English was decreasing if only listening to the lecturers in class. The lecturer could create an interesting activity where the students could participate actively or create a casual conversation to engage the students in the material given instead of only giving lectures. So, it can be concluded that this statement is one of the demotivating factors in learning English.

c. English teaching pays too much attention to grammar

Related to this statement, the Chart 4.1 above point out that 39.30% of students were neutral with this statement. It could be implied that this factor was not too significant in decreasing students motivation in learning English because the grammatical structure is the crucial part that the students must learn to succeed in mastering English language skills. But the rest of students who agreed also implied that the lecturers should be able to create an interesting and fun method of teaching grammar to avoid students' ignorance in the class and to increase their motivation.

d. It is boring for us to remember so many words

As can be seen from the Chart 4.1 above, 47.50% of the students disagreed with this statement. Meanwhile, the rest of them were neutral and agreed with this statement. This statement is not significant in

decreasing students motivation in learning English. It could be assumed that the students found it interesting to remember many words because many of them have lack of vocabularies and it was crucial for them to memorize much vocabulary to be applied in many skills in English

e. We are only taught dumb English in universities

The Chart 4.1 reveals that 57.50% of the students disagreed with this statement. Meanwhile, the rest of students were neutral and agreed. It confirmed that the English language is taught in the Department of English Language Education were mostly from authentic material resources and being taught by the lecturers who expert in their fields. So, it could be concluded that most of the students disagreed with this statement. Thus, this factor is not significant in decreasing students' motivation.

f. Teaching materials are not so close to our life

The Chart 4.1 reflects that 50.20% the students disagreed with this statement meanwhile the rest of them were neutral and agreed with this statement. Based on the result, the students considered teaching materials being used were related to their life's. So, it confirmed that most of the students disagreed with this statement. It could be concluded that this statement is not significant as demotivating factors in learning English.

g. There are too many new words in our textbooks.

Related to this statement, the Chart 4.1 depicts that 40.20% of the students agreed with this statement meanwhile the other students were neutral and disagreed with this statement. Based on this result, it could be

implied that students concurred that many new words in textbook could impede their motivation in learning English. It happened because most of the students were not familiar with new words and found it difficult to understand some new words that have the different meaning in different contexts which made them puzzling in comprehending the meaning of new words. So, their capabilities to cope with this issue become their demotivating factors in learning English.

h. Exercises are not interesting.

The Chart 4.1 above reveals that a significant number of the students agreed for 85.20% and the rest of them were neutral and disagreed with this statement. It shows that students concurred that exercises given in learning English process were not interesting. It emphasizes that there is a need to create the exercise to be more appealing to the students or by doing others interesting activities to build up students motivation such as involving the students in the lecturers' project or giving them a group project. So, based on the explanation before, it signifies this statement as one of the demotivating factors in learning English.

i. It is boring that lecturers only focus on the textbook

The Chart 4.1 above tells that 67.20% of the students marked "Agree". Meanwhile, the rest of them marked "Neutral" and "Disagree". It shows that students agreed that the lecturers who only focus on textbooks made the learning English became too boring and too rigid which made them lost interest in learning English. The lecturers could

combine the use of textbooks and multimedia resources available from faculty or interact more with the students to increase their motivation in learning English. So, based on the explanation before, it signifies this statement as students' demotivating factors in learning English.

2. Significance others

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
That people with a poor command of English still achieve success negatively affects me.	8.2%	23%	36.1%	27.9%	4.9%
I do not want to learn English because it makes little help for my future career.	57.4%	37.7%	1.6%	1.6%	1.6%
It is rare to use English in our daily life so that English is not so important.	39.3%	54.1%	3.3%	0%	3.3%
My parents and families often tell me how important English is. Which makes me frustrated.	29.5%	37.7%	18.0%	9.8%	4.9%
I lost my confidence by being compared with other peers.	8.2%	26.2%	21.3%	32.8%	11.5%
My parents do not give me praise when I make progress.	32.8%	31.1%	27.9%	4.9%	3.3%

English is not paid with due attention to technological universities.	4.9%	29.5%	41%	16.4%	8.2%
Total	180.30%	239.30%	149.20%	93.40%	37.60%
Average	25.76%	34.19%	21.31%	13.34%	5.39%

The result of data processed above could be illustrated in the following histogram

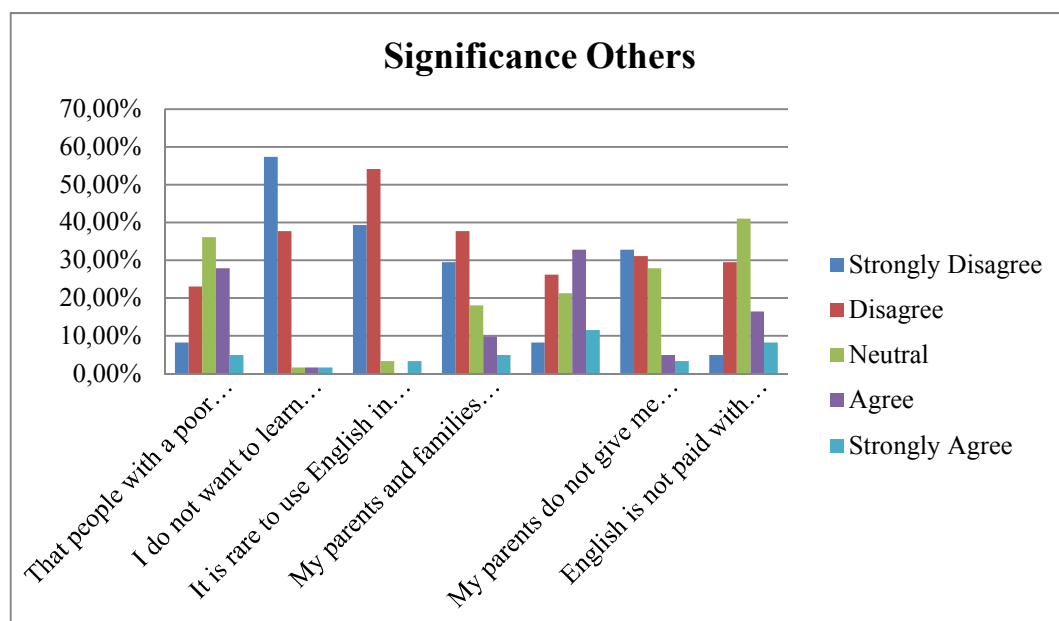


Chart : 4.2 significance others.

Based on Chart 4.2 it could be explained as follows:

- a. That people with a poor command of English still achieve success negatively affects me**

Related to this statement, the Chart 4.2 reveals that 36.10% of the students were neutral. Meanwhile, the rest of them agreed and disagreed. It can be concluded that this statement is not significant as one of the demotivating factors in learning English. But, there were 27.90% of

students that agreed, lost their interest in learning English while facing this situation in learning English process which reflects that the lecturers should be able to evaluate the students' progress well and fair.

b. I do not want to learn English because it makes little help for my future career

Based on the Chart 4.2 above, a significant number of students chose "Disagree" for 95.10%. Meanwhile, the rest of them were neutral and agreed with this statement. It could be implied that most of the students disagreed with this statement because they concurred that English is an important skill that should be mastered and very beneficial in their future career. The English language is being used in many parts of the world, so it really helps the students in terms of pursuing their education abroad and help them in getting jobs in the future.

c. It is rare to use English in our daily life so that English is not so important

The Chart 4.2 above presents that a significant number of students chose "Disagree" for 93.30%. Meanwhile, the rest of students chose "neutral" and "disagree" with this statement. It could be concluded that most of the students disagreed with this statement because they agreed that English is important and always be used in daily life. So, this statement is not significant as one of the demotivating factors in learning English.

d. My parents and families often tell me how important English is which makes me frustrated

The Chart 4.2 above tells that 66.80% of the students disagreed with this statement. Meanwhile, the rest of students were neutral and agreed with this statement. Based on the result, it could be concluded that this statement is not significant as a demotivating factor in learning English to the students at Department of English Language Education. But still, the family and friends support is always needed by the students since their motivation always influenced by the people that close to them.

e. I lost my confidence by being compared with other peers

The Chart 4.2 above shows that 44.30% of the students agreed with this statement. Meanwhile, the rest of students were neutral and disagreed with this statement. It could be implied that most of the students agreed that the statements above could impede their motivation since most of the students accepted the lecturers' treatment in a negative way which made them lost their confidence and lost interest in learning English. But, the small number of them will accept this in a positive way which make their motivation increases. So, based on the explanation before, it signifies this statement as one of the students' demotivating factors in learning English.

f. My parents do not give me praise when I make progress

Related this statement, 63.90% of the students disagreed with this statement. Meanwhile, the rest of the students were neutral and agreed. It could be concluded that most of the students disagreed with this statement.

Their parents always praise them in positive ways when they make a progress in their study. But, the small number of students reflected that their parents did not praise them while they needed it most, whether they were making a progress or making some mistake. So, this statement is not significant as one of demotivating factor in learning English

g. English is not paid with due attention to technological universities

The Chart 4.2 above shows that 41% of the students were neutral with this statement. Meanwhile, the rest of the students chose “disagree” and “agree”. It could be concluded that most of the students neutral with this statement. So, this statement is not significant as one of the demotivating factors in learning English.

3. Teaching competence and attitude of lecturers

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teaching method is outdated and cannot satisfy the needsof students.	4.9%	32.8%	39.3%	21.3%	1.6%
Lecturers are inexperienced in teaching.	27.9%	37.7%	23%	11.5%	0%
Lecturers are not well prepared for their class.	9.8%	37.7%	37.7%	14.8%	0%
Lecturers have little interaction with students in class	13.1%	36.1%	34.4%	14.8%	1.6%
The high frequency to change lecturers makes students	3.3%	18%	41%	31.1%	6.6%

uncomfortable.					
Total	59%	162.30%	175.40%	93.40%	9.80%
Average	11.80%	32.46%	35.08%	18.70%	1.96%

The result of data processed above could be illustrated in the following histogram

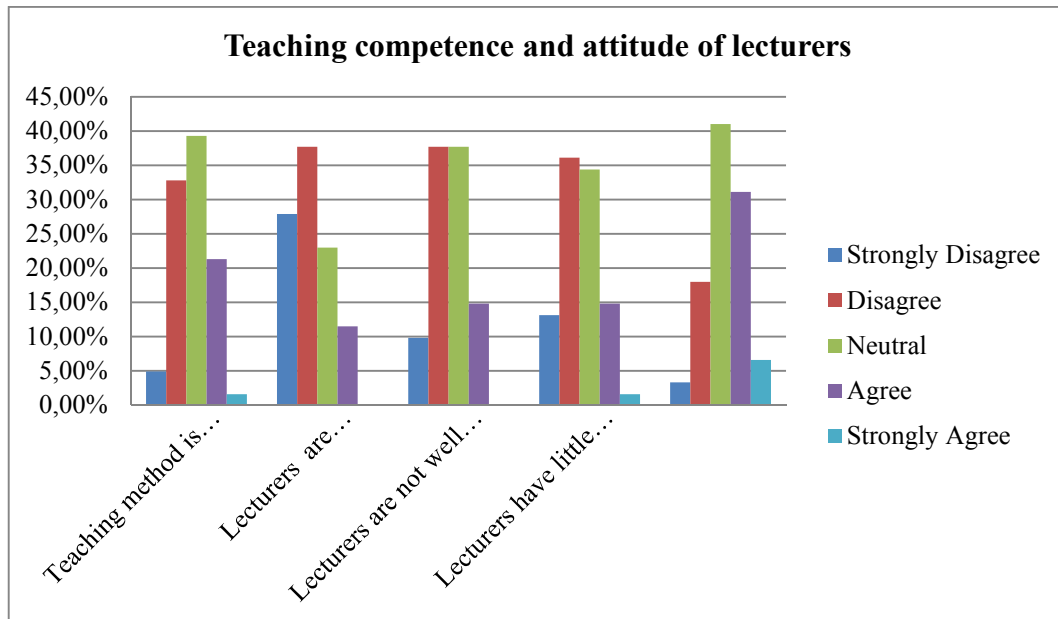


Chart 4.3 : teaching competence and attitude of lecturers

Based on Chart 4.3, it could be explained as follows:

a. Teaching method is outdated and cannot satisfy the needs of students.

The Chart 4.3 above points out that 39.30% of the students were neutral with this statement. Meanwhile, the rest of them marked “Agree” and “Disagree”. It could be concluded that most of the students were neutral with this statement which proved that a few students still consider the teaching method used is up-to-date and could satisfy their needs. So, this statement is not significant as one of the demotivating factors in learning English.

b. Lecturers are inexperienced in teaching.

The Chart 4.3 above reveals that 65.60% of the students disagreed with this statement. Meanwhile, the rest of the students chose “Neutral” and “Disagree”. It could be implied that most of the students disagreed with this statement. It shows that most of the lecturers at Department of English Language Education are experienced in teaching and expert in their fields. So, based on previous explanation, this statement is not significant as a demotivating factor in learning English.

c. Lecturers are not well prepared for their classes.

The Chart 4.3 above tells that 47.50% of the students disagreed with this statement. Meanwhile, the rest of them chose “Neutral” and “Agree” to this statement. It shows that the lecturer always well-prepared for their classes, but the neutral side indicated that the lecturers still should be more well-prepared to improve the enthusiasm of the students in learning English. So, based on the previous result, this statement is not significant as a demotivating factor in learning English.

d. Lecturers have little interaction with students in class

Related to this statement, the Chart 4.3 shows that 49.20% of the students disagreed with this statement. It indicates that this statement is not significant as a demotivating factor in learning English., It shows that the lecturer has many interactions with the students in the class, but the neutral side indicates that the lecturer still should give much attention and create

much interaction with the students to create learning atmosphere to be more fun in order to increase students interest in learning English.

e. The high frequency to change lecturers makes students uncomfortable

The Chart 4.3 above shows that most of the students chose “Neutral ” for 41%, and “Agree” for 38,20%. Meanwhile, the rest of the students chose “Disagree”. The interval of both percentages “Neutral” and “Agree” show any difference which depicted that students experience demotivation related high frequency of lecturer change. Most of them have difficulty to cope with it since they have to get acclimated to their new lecturers’ attitude and lecturers’ method which could influence them in negative ways and decrease their interest in learning English. So, based on previous explanation, it signifies this statement as a demotivating factor in learning English.

4.The relationship between lecturers and students

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My English lecturer criticized me when I did not well in the study.	11.5%	36.1%	23%	24.6%	4.9%
There is no harmonious relationship between lecturer and students.	13.1%	42.6%	32.8%	11.5%	0%
My english lecturer do not give me some good suggestion.	13.1%	50.8%	19.7%	14.8%	1.6%
Lecturer show	0%	11.5%	44.3%	31.1%	13.1%

preferences to those who are good at learning English					
Lecturers are not easy going.	9.8%	42.6%	32.8%	8.2%	6.6%
Total	47.50%	183.60%	152.60%	90.20%	26.20%
Average	9,50%	36,72%	30,52%	18,04%	5,24%

The result of data processed above could be illustrated in the following histogram

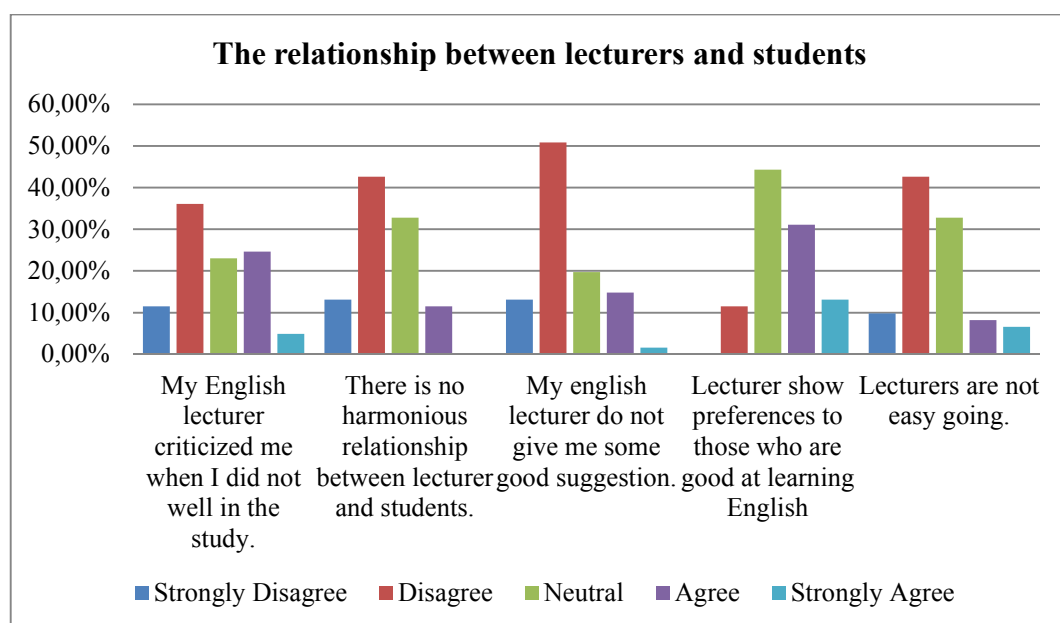


Chart 4.4 : the relationship between lecturers and students

Based on Chart 4.4 it could be explain as follows:

a. My English lecturer criticized me when I did not well in the study

The Chart 4.4 above shows that 47.60% of the students disagreed with this statement. Meanwhile, the rest of them chose “Neutral” and “Agree” to this statement. It could be implied that this statement is not significant as a demotivating factor in learning English. It shows that the students took the critics in positive ways. But, the number of students that chose

“Neutral” and “Agree” indicated that the lecturers should criticize the students in a positive way to build up their interest in learning English.

b. There is no harmonious relationship between lecturers and students

The Chart 4.4 above point out that a significant number of students chose “Disagree” for 55.70%. Meanwhile, the rest of them agreed and neutral with this statement. It shows that there is a harmonious relationship between the lecturers and students at Department of English Language Education. The small number of students who agreed and were neutral to this statement reflected that the lecturer should maintain the harmonious relationship to subsist. So, based on the previous result, it could be concluded that this statement is not significant as a demotivating factor in learning English.

c. My english lecturer do not give me some good suggestion

The Chart 4.4 tells a significant number of students chose “Disagree” for 63.90%. Meanwhile, the rest of them chose “Agree” and “Neutral” to this statement. It shows that the students disagreed with the statement above which makes it not significant as a demotivating factor in learning English, nevertheless the lecturers should maintain in giving the students good suggestion and feedback to increase their interest in learning English.

d. Lecturer show preferences to those who are good at learning English

Related to this statement, the Chart 4.4 shows that most of the students chose “Neutral” for 44,30% and “Agree” for 44,30%. Meanwhile, the rest of them disagreed with this statement. It shows that the

percentages of both options show any difference. It indicates that the students lost their interest in learning English progress when the lecturers show preferences to a particular student who good at learning English. The lecturers could overcome this problem by giving the students attention in the class equally and doing the evaluation of the students fairly. So, based on explanation before, it signifies this statement as a demotivating factor in learning English.

e. Lecturers are not easy going.

The Chart 4.4 shows that 52.30% of students marked “Disagree”. Meanwhile, the rest of the students chose “Neutral” and “Disagree”. It shows that most of the lecturers in Department of English Language Education are easy going and friendly which could increase the students’ interest in Learning English. So, it could be concluded that the students disagreed with this statement which makes it not significant as a demotivating factor.

5. Teaching Facilities and Teaching Environment

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am frustrated to be placed into different classes according to my English scores.	9.8%	31.1%	32.8%	23.0%	3.3%
The overcrowded classroom made me less interested in learning English.	6.6%	9.8%	23.0%	44.3%	16.4%
I am frustrated when my English scores	9.8%	13.1%	19.7%	31.1%	26.2%

are posted in public					
Lecturers cannot take all students into consideration in the large class.	18.0%	41%	29.5%	0%	11.5%
English class is often shifted due to conflicts with other courses	1.6%	44.3%	32.8%	16.4%	4.9%
The out of dated facilities in the class are not good for learning English.	0%	13.1%	24.6%	44.3%	18.0%
Multimedia resources are seldom used in our class	0%	9.8%	29.5%	47.5%	13.1%
Total	45.80%	162.20%	191.90%	206.60%	93.40%
Average	6.54%	23.17%	27.41%	29.51%	13.34%

The result of data processed above could be illustrated in the following histogram

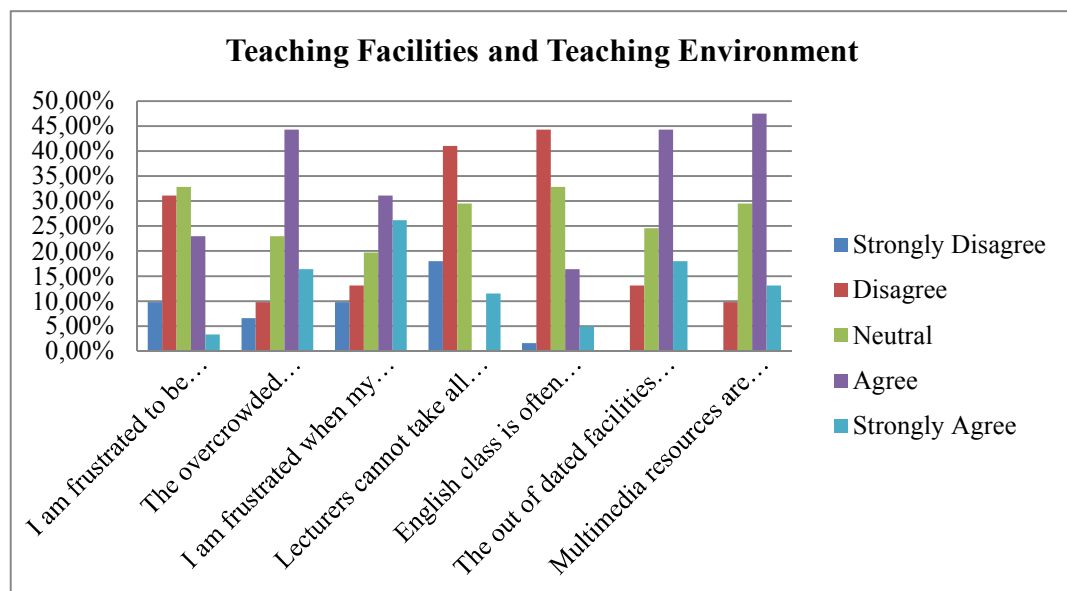


Chart 4.5 : teaching facilities and teaching environment

Based on chart 4.5 it could be explain as follows:

a. I am frustrated to be placed into different classes according to my English scores.

As depicted in the Chart 4.5 above, 40.90% of the students chose “Disagree”. Meanwhile, the rest of students chose “Agree” and “Neutral” to this statement. It indicates that the students’ interest in learning English is not influenced by the class uniting based on their English scores. So, It could be implied that this statement is not significant as a demotivating factor in learning English.

b. The overcrowded classroom made me less interested in learning English.

The Chart 4.5 reveals that a significant number of students chose “Agree” for 60.70%. Meanwhile, the rest of them chose “Disagree” and “Neutral” to this statement. It shows that most of the students agreed with the statement which signifies this as a demotivating factor in learning English. It also indicates that there is a need to limit the number of students in each English language class to create learning environment more comfortable for the students to increase students’ motivation in learning English.

c. I am frustrated when my English scores are posted in public

The Chart 4.5 depicts that a significant number of students chose “Agree” for 57.30%. Meanwhile, the rest of them chose “Disagree” and “Neutral” to this statement. It shows that most of the students agreed with this statement as a demotivating factor in learning English. It also indicates

that students with a low score will lose their confidence if their result is posted in public which leads them to demotivation in learning English.

d. Lecturers cannot take all students into consideration in the large class

Related to this statement, the Chart 4.5 reveals that most of the students chose “disagree” for 59%. Meanwhile, the rest of the students chose “Agree” and “Neutral”. It could be implied that most of the students disagreed with this statement which makes it not significant as a demotivating factor in learning English.

e. English class is often shifted due to conflicts with other courses

The Chart 4.5 above tells that 45.90% of the students chose “Disagree”. Meanwhile, the rest of students chose “Agree” and “Neutral”. It could be implied that most of the students disagreed with this statement which makes it not significant as a demotivating factor in learning English. Nonetheless, the small number of students that agreed to this statement experience demotivation in dealing with this issue. It indicates that the students need flexibility in choosing their own schedule to adjust with their best condition to participate in class since the class schedules are set by the faculty depends on the classroom which available.

f. The out of dated facilities in the class are not good for learning English

As depicted in the Chart 4.5 above, most of the students chose “Agree” for 62.30%. Meanwhile, the other students chose “Disagree” and “Neutral”. It shows that the Department of English Language Education

should give a lot of attention to renew the facilities in the class since most of the students agreed that the facilities are outdated and not good for learning English. The facilities in the class are crucial in supporting students' progress in learning English. So, based on previous explanation, it signifies the statement above as a demotivating factor in learning English.

g. Multimedia resources are seldom used in our class

The Chart 4.5 above tells that most of the students chose "Agree" for 60.60%. Meanwhile the other students chose "Disagree" and "Neutral". It could be implied that students agreed that multimedia resources are seldom used in class. It indicates that the lecturers should use multimedia resources more often in learning English process to increase students interest in learning English. Besides, in learning a language, the use of technology is crucial to creating a learning English process to be more understandable and the learning atmosphere could be more appealing to the students. So, based on explanation before, it signifies this statement as a demotivating factor in learning English.

6.Lack of Intrinsic Interest

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am not interested in English	57.4%	31.1%	6.6%	1.6%	3.3%
I learn English because it is required by our school but not	34.4%	39.3%	14.8%	9.8%	1.6%

because of my interest					
English learning is a burden to me.	42.6%	32.8%	18.0%	6.6%	0%
My poor English made me demotivated to learn it.	27.9%	26.2%	19.7%	18.0%	8.2%
Total	162.30%	129.40%	59.10%	36%	13.10%
Average	40.58%	32.35%	14.78%	9%	3.28%

The result of data processed above could be illustrated in the following histogram

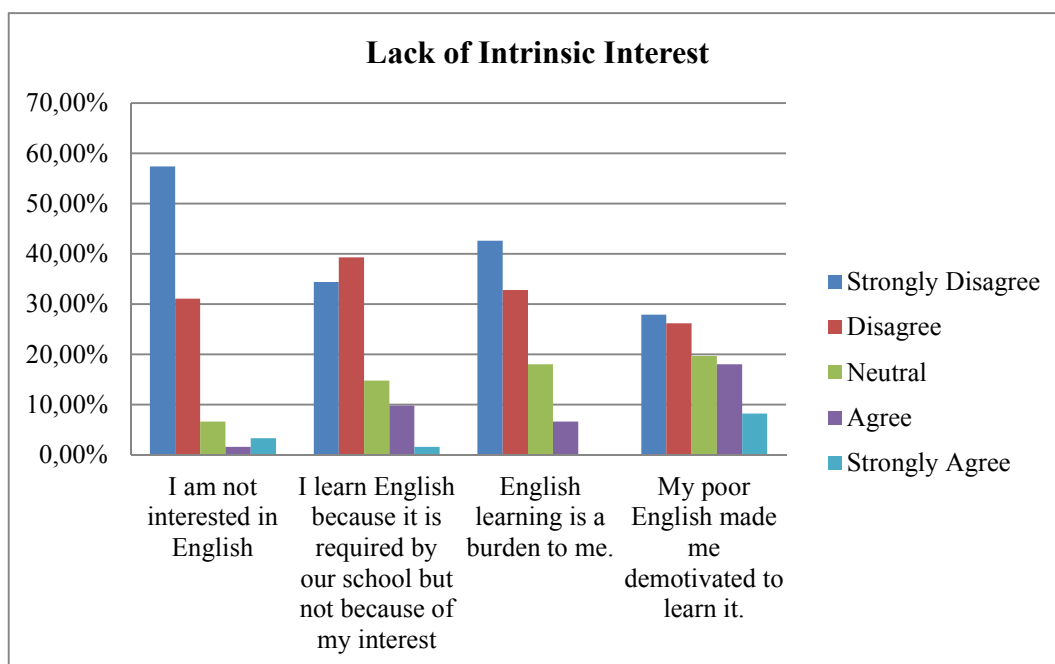


Chart 4.6 : lack of intrinsic interest

Based on Chart 4.6, it could be explained as follows:

a. I am not interested in English

The Chart 4.6 above shows that a significant number of students chose “Disagree” for 88.60%. Meanwhile, the rest of them chose “ Neutral” and “Agree”. It could be implied that most of the students disagreed with this

statement. Most of them started learning English and enrolled in Department of English Language Education with a high interest in learning English. It shows the students enjoy learning English and build high interest in it. So, it can be concluded that the statement above is not significant as a demotivating factor in learning English.

b. I learn English because it is required by our school but not because of my interest

As depicted in the Chart 4.6 above, 73.70% of the students chose “Disagree”. Meanwhile, the rest of them chose “Neutral” and “Agree”. It could be implied that most of the students disagreed with the statement above since the students started learning English in Department of English Language Education with a high interest in acquiring English Language skills. So, it can be concluded that this statement is not significant as a demotivating factor in learning English.

c. English learning is a burden to me.

The Chart 4.6 above reveals that 75.40% of the students disagreed with this statement. Meanwhile, the rest of them chose “Neutral” and “Disagree”. The majority of students disagreed that English learning as a burden for them. It shows that they had a high intrinsic motivation in learning English and they enjoyed learning English for their own sake. So, it can be concluded that this statement is not significant as a demotivating factor in learning English.

d. My poor English made me demotivated to learn it.

The Chart 4.6 above tells that 54.10% of the students disagreed with this statement. Meanwhile, the rest of students chose “Neutral” and “Agree”. It could be concluded that their level of English language skills do not make them lost interest in learning English process. Nevertheless the small number of students who agreed with this statement considered they have poor English skills which caused their motivation decreased. So, based on the previous explanation, this statement is not significant as a demotivating factor in learning English.

7.Experience of Failure and Lack of Confidence

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
It is difficult to understand some long and difficult sentences	3.3%	21.3%	34.4%	34.4%	6.6%
I have made so many efforts to learn English but actually it doesn't make senses	9.8%	36.1%	24.6%	23%	6.6%
It is difficult to understand some learning content	3.3%	27.9%	37.7%	29.5%	1.6%
I cannot achieve an ideal mark in tests.	9.8%	34.4%	36.1%	16.4%	3.3%
Total	26.20%	119.70%	132.80%	103.30%	18.10%
Average	6.55%	29.93%	33.20%	25.83%	4.53%

The result of data processed above could be illustrated in the following histogram

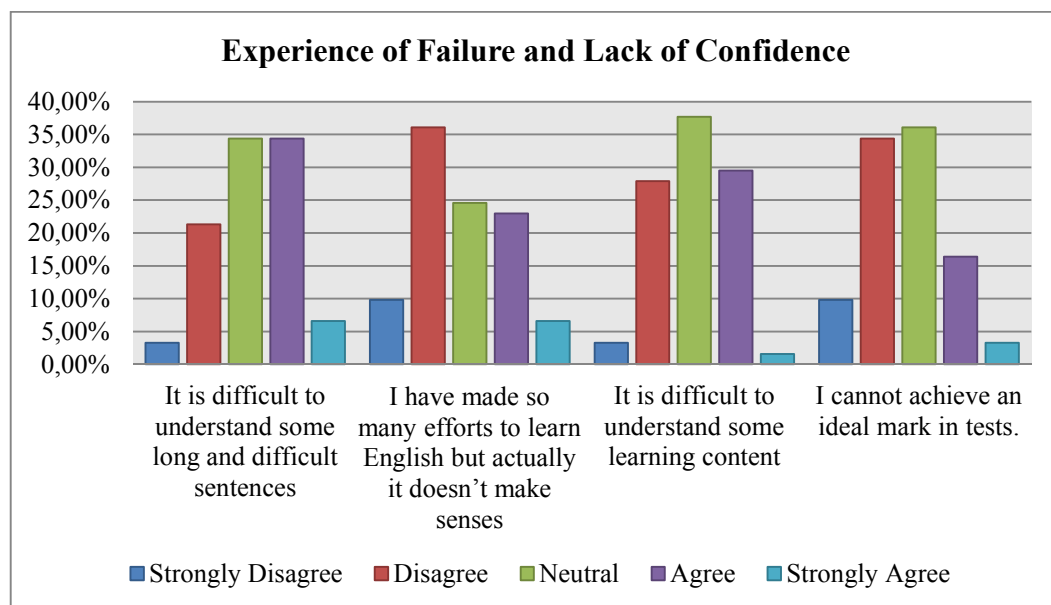


Chart 4.7 : experience of failure and lack of confidence

Based on Chart 4.7 it could be explain as follows:

a. It is difficult to understand some long and difficult sentences

As depicted in the Chart 4.7 above, 41% of the students agreed with this statement. Meanwhile, the rest of them chose “Neutral” and “Disagree” for 34,40%. It indicates that the students experience demotivation in their learning English progress related to comprehending some long difficult sentences. So, it could be implied that the students agreed to the statement above which signifies it as one of the demotivating factors in learning English.

b. I have made so many efforts to learn English but actually it doesn't make senses

The Chart 4.7 tells that most of the students chose “Disagree” for 45.90%. Meanwhile, the rest of them chose “Neutral” and “Agree”. The

students perceive that all the effort they put to the success of English learning progress are worth for the progress of their English learning. So, it could be concluded that the statement above is not significant as a demotivating factor in learning English.

c. It is difficult to understand some learning content

The Chart 4.7 shows that most of the students chose “Neutral” for 37,70% and “Disagree” for 31,20%. Meanwhile, the rest of them chose “Agree” for 31,10%. The interval among the percentages shows that the students were neutral with the statement above. But the lecturer should put more attention to the learning content given to the students in preventing students demotivation in learning English. So, based on the previous explanation, it can be concluded that the statement above is not significant as a demotivating factor in learning English.

d. I cannot achieve an ideal mark in tests

The Chart 4.7 reveals that 44.20% of the students disagreed with this statement. Meanwhile, the rest of them chose “Agree” and “Neutral”. The percentage indicates that most of the students who failed in the test did not experience lost interest in learning English, but the small number of students who agreed with this statement still depicted that experience of failure could decrease students’ motivation in learning English. Based on the previous result, it can be concluded that the statement above is not significant as a demotivating factor in learning English.

8.Unclear Study Goal

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Too many extracurricular activities influenced my English study	6.6%	23%	29.5%	31.1%	9.8%
I am inclined to be influenced by peers when they do no study hard	4.9%	34.4%	41%	14.8%	4.9%
I am not motivated to learn English well because of unclear study target.	19.7%	34.4%	21.3%	19.7%	4.9%
Total	31.20%	91.80%	91.80%	65,60%	19,60%
Average	10.40%	30.60%	30.60%	21.87%	6.53%

The result of data processed above could be illustrated in the following histogram

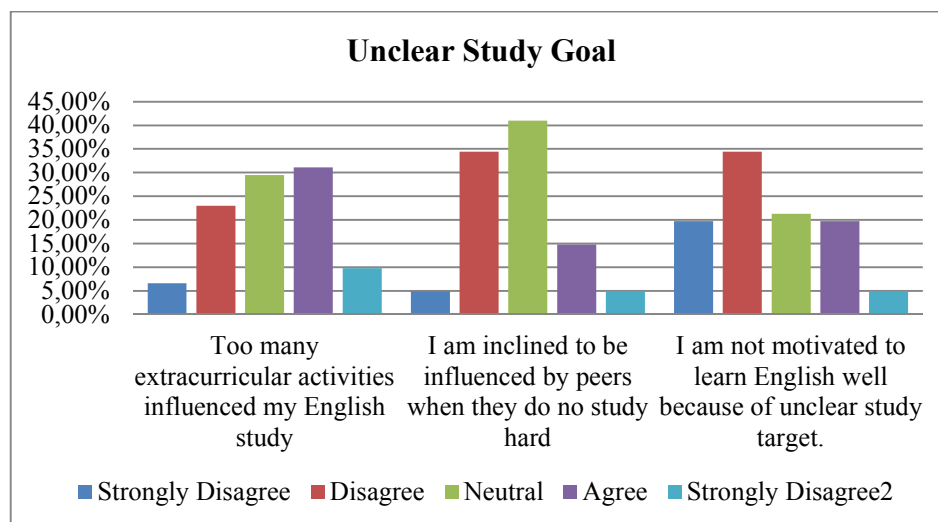


Chart 4.8 : unclear study goal

Based on Chart 4.8, it could be explained as follows:

a. Too many extracurricular activities influenced my English study

The Chart 4.8 above tells that 40.90% of the students agreed with this statement. Meanwhile, the rest of students chose “Disagree” and “Neutral”. The percentage indicates that most of the students that participated actively in the organization and had extracurricular activities outside or inside the college experienced demotivation in learning English. So, based on the result, it signifies the statement above as a demotivating factor in learning English.

b. I am inclined to be influenced by peers when they do no study hard

The Chart 4.8 above shows that most of the students chose “Neutral” for 41%. Meanwhile, the rest of them chose “Disagree” and “Agree”. The percentage indicates that the students were not too influenced by their peers who have low motivation in studying English. Nonetheless, the small number of students that agreed with this statement depicted that mood and emotion of one group are contagious which can influence them to lost interest in learning English. So, based on previous explanation, it can be concluded that this statement is not significant as a demotivating factor in learning English.

c. I am not motivated to learn English well because of unclear study target

The Chart 4.8 reveals that 54.10% of the students disagreed with this statement. Meanwhile, the rest of them chose “Neutral” and “Agree”. Basically, the students at Department of English Language Education enjoy learning English for their own sake since they have set a clear study

target. But, the small number of students who chose the opposite option reflected that a few students still have unclear study target and they need help and encouragement from the lecturer in setting their goal in learning English. Thus, based on the previous explanation, it can be concluded that this statement is not significant as a demotivating factor in learning English.

B. Result of Interview

The interview was conducted on 17th November 2017, 18th November 2017, 20th November 2017, 22nd November 2017, and 27th November 2017. Five students from 9th and 11th semester were involved in the interview. The researcher asked the interviewees to answer the question in English. However, they were allowed to answer the questions in Indonesian in order to make them easier in answering the questions. There were 4 questions given to the interviewees. The researcher provided the transcription to give a clear description of the interview. The five participants were marked as P1, P2, P3, P4, and P5. The result of the interview would be further discussed as follows:

Question 1. *When did you start learning English? Did you enjoy learning it?*

This question was pointed to examine the students' feeling toward learning English. At first, the researcher would like to know whether or not the students were already have high interest in learning English. The responses of the participants would be transcribed as in the following :

P1 : *“We all have start learn English since elementary, but I give much focus on it in my last year of high school, of course I really enjoy it a lot because my English teacher has a really good accent and it really amaze me, and I wanted be like her too”.*

P2 : *“I start learning English since I was in elementary school, actually in the fourth grade but before that I have ever learn English with my parents at home and I really enjoy it”.*

P3 : *“I started learning English when I at elementary school, exactly time when I sit on the third grade, I really enjoy it , so that’s why now I took English major as my study”.*

P4 : *“I start learning English since elementary school and really enjoy it”.*

P5 : *“I start learning English since elementary school and I really enjoy it, because my teacher back then is really attractive”.*

Based on the participants’ responses above, all of them mention that they start learning English since elementary. They start building high interest in learning English since they were young. Most of the participants said that they were really enjoying learning English back then because their teacher amazed them with their skills and potentials. It encourages them in the present to enroll in department of English language education to learn English language and to be a good teacher.

Question 2. *What are the difficulties in studying English language?*

As the first question was aimed to know students’ feeling toward learning English, the second question pertinent to find out their difficulties in learning

English which can lead to demotivation. Here are their responses toward the question :

P1 : *“Of course its grammar, I am really suck at grammar, I don’t know how to overcome it, but I really suck at grammar ”.*

P2 : *“Actually there are many difficulties in learning English but the most is the grammar, because I really have low capacities and capabilities in understanding the grammar.”*

P3 : *“until now maybe the most difficult problem is memorizing the vocabulary because there are much vocabulary that I still do not remember it well.”*

P4 : *“I personally said lack of vocabulary, because we always using the common words in daily life in communicating with other people, so maybe the materials and the vocabulary that given by the lecturer its not really attractive, but it depends, because not all the lecturer do”.*

P5 : *“Vocabulary is my difficulties in learning English, because I am not mastering all the vocabulary and remember the grammatical structure in English also difficult for me especially in writing”.*

The students’ answers to the second question indicated that one of the most difficulties they often mentioned is lack of vocabulary. They told that it is really hard to memorize the vocabulary and it becomes one of their obstacles in mastering English language skills. One of the participants also said that he has a

difficulty to pronounce the word correctly. The three of participants also add the grammar as their weakness in mastering the English language.

Questions 3. *Have you ever lost interest in learning English Language? When and Why?*

This question was asked to each participant in the interview in order to find out the student's personal demotivating experiences in learning English and to discover the factors that caused them felt demotivated. Here are their responses toward the question :

P1 : *"It once happen, maybe it was back at third smester, that was when I joined speaking class, and the lecturer ask me to record video of myself talking in english language for six hours in a day, and he demanded me to record it for everyday, I couldn't afford that . So, I decided to leave the class and have to repeat the course in the next semester. I really hate my decision back then, but I survive. I was thinking like why I have to apply for this major, I mean like you still can learn English outside this university , and you can apply to the other major in this university".*

P2 :- *"Yes of course I have. In campus I have ever confused, really-really confused about the terms that have different meaning based on different contextual".*

- *"there are some lecturers that do not really prepare about the syllabus and material so that subject that I really expected to be really interesting, it becomes really boring and then there is a lecturer, he*

always talking but he never gives opprtunities to the students to ask more about the subject , so its really boring”

- “related to the fan and air conditioner because ift the schedule is like in the afternoon, at 11 o’clock or 2 o’clock and its really hot, even if the subject is really interesting , but because of the weather and the fan or air conditioner that do not working, it makes me demotivated”.

- “I have, actually know that if I join English Education Departments I have to be a teacher , and I lost my goal, I do not know , what I want to be and what my parents want to see, So it ever happen to me.”

- “There is a semester that I took the class on Sunday , I think its really not logic, because Sunday is the only day I could rest. So its not really logic to study at Sunday, but what I know for this semester there are no class for Sunday anymore”

P3 : “Absolutely I did. I have ever lost my spirit in learning English, because the lecturer do not give motivation to the students and sometimes when we don’t know how to make some task or homework correctly and the lecturer do not give a good feedback. I also lost my spirit, when I try to study some skill or element in English , I always failed, just like TOEFL, I tried TOEFL for three times and still didn’t get a good score”.

P4 : “I have ever lost interest in learning english, when I come to the english department. Sometimes I feel my English is so weak, so I never

have a braveness for myself to speak in front of the class and lost my confidence”.

P5 : - “If the lecturer give us exercise and homework, and I don’t really get the task, at that time I feel lazy and felt demotivated”.

- “Some of the lecturer just give the material and little explanation about it and exercise. Just that , and and that cycle happen again in the next meeting, so the students feel boring and lazy to learn english”.

- “when the class held in the afternoon, and the weather was hot, and not all the class have facilities like fan and air conditioner, at that time I felt tired, sweaty , and it made me didn’t really understand and got the lecturer point so it also made me felt demotivated too”.

- “What makes me also feel demotivated, is we still use our native language in the classroom not full english speaking. Its happens everyday , we don’t improve well in speaking english because of that habbit. We are not used to speak english, even when we learn English”

Related to the answers above, it proved that all of the participants have many experiences related demotivation in learning English. The first participant said that she lost interest in learning English when the lecturer gave her a task which she couldn’t afford to finish. She even left that class and should retake the class in the next semester.

The second participants experienced demotivation in learning English because of the teaching competence and style of the lecturer. She mentioned that a few lecturer were not well prepared in the teaching process, that changed her expectation of the class that would be interesting but instead turn out really boring. She also lost interest in learning English by the lecturer that never gives an opportunity to ask more about the subject. Many of unfamiliar new terms or new words that have a different meaning in a different context also demotivated her. She also said that the inadequate classroom facility affected students' comfort in learning English and it would lead to demotivation. She even experienced lost interest in learning English because of unclear study goal, but she managed to overcome that by resetting her goal and target again. She also states that the class which scheduled on Monday made her lost interest to attend the class.

For the third participant, he mentioned that he lost interest in learning English because the lecturer doesn't give any motivation and a good feedback in learning English process. He also said that failing in English test made him feel demotivation. On the other hand, the fourth participant experienced demotivation because of less self-confidence in speaking. She felt that her English skills were weak, and she didn't have any braveness to speak in front of her classmate.

Furthermore, the last participant said that the old-fashioned teaching method still being used in learning English process, she said that the lecturers always use regular exercise which made the class feel boring and make her lost interest in learning English. She also implied the class facility isn't adequate to maintain students' comfort in learning English process. When the class was being

held at noon, she felt tired, sweaty and lost her focus till didn't get the lecturing points caused by the condition of the classroom which doesn't have adequate facility to maintain students' comfort in learning progress such as the air chiller. She also adds that native language still being used in learning English process made her felt demotivated.

Questions 4.*What have you tried to overcome your demotivation in learning English Language?*

In order to find out the students' way to cope with their demotivation in learning English, the researcher posed this question. If the previous question asked the student's personal demotivating experiences in learning English and to discover the factors that caused them felt demotivated, this question was aimed to know the students' way to overcome their demotivation in learning English. Here are their responses toward the question :

P1 : "I look back again, to my first aim why am I join this major, and remember again whenever I met people, whenever they ask me where I take my study, and I told them, I am an English major students, and they were like really proud of me and they said , oo you must have a really good english , and have speaking english fluently, and it was really made me happy and I remember again I start form really far, so I just cannot stop right there, I need to the finish line, so that's how I overcome my demotivation".

P2 : “I learn more from the internet, I ask some friend that already take the subject and related to my self that I study at two different universities, I try to make my prioritization of my time”.

P3 : “I share my problems to my friends and my family who can give me some good advises and also motivates me.”.

P4 : “overcome that by practice, to improve my speaking ability”.

P5 : “I like to watching video on youtube, some videos in English , it motivates me to learn English more, because they can speak English , why can't I?, I also like to make my own conversation, I like to speak by myself, by practice more on my own”.

Based on the answer above, the participants have different ways to overcome lost interest in learning English due to the different demotivating factors they have. The first participants overcome her demotivation by look back to her first aim and by remembering the support and praise that people give to her because those things make her happy and could help in build her motivation up. The second participant deals with her motivation by using internet facility to improve her English language skills, she also learns from her friends that already took the subject and always making a prioritization of time.

For the third participant, he chooses to share about his demotivation problems to his family and friends who could give a good advice and could motivate him back. On the other hand, the fourth participant overcomes her demotivation by doing a practice more often to improve her speaking ability. Furthermore, the last participant improve her interest in learning English by watching motivational

videos on youtube and doing practice more often in speaking English by making her own conversation.

C. Discussion

This research aims to explore students' demotivating factors in learning English in Department of English Language Education. The researcher came up with two research questions. The first research question is "What are factors that demotivate students of Department of English Language Education in Learning English?" and the second research question is "What is the major factor that demotivates students of Department of English Language Education in learning English?". The researcher used questionnaire and interview to answer these questions.

To answer the first question, "What is the factor that demotivates students of Department of English Language Education in learning English?". It could be seen in the options percentage of each statement. The finding result of the questionnaire showed the students mostly agreed with all the statements that demotivates them in learning English in terms of teaching material, teaching process and teaching content factors, teaching facilities and teaching environment. They also agreed that they are demotivated because of the relationship between lecturers and students, lecturers' teaching competence and attitude of lecturers, experience of failure and lack of confidence, unclear study goal factor and significant others.

Related to teaching material, process and content, the students mostly agreed with the statement that its boring to only listen to the lecturer in class. It

explains that the students often deal with this condition. To overcome this situation, the lecturers could create the solution by using more interesting activity which involves the students to participate actively in the learning process. Instead of only giving the lectures, the lecturers could create casual conversation to make the students engage in the material given, beside it will encourage the students in exchanging ideas to the lecturer. The students also agreed that its boring to test students only by exam and exercises are not interesting. Regarding to this, the lecturers could modify the regular exam or exercises to become more interesting by using games, role play, writing exercises or group project. The lecturer also could take risks by trying new things in evaluating the students so that students' interest to learn English language rise up. Furthermore, the students also agreed that the lecturers only focus on the textbook. This is the factors that demotivate almost of the students. The students would feel boring and lost interest, as well as the condition of the class would become too rigid if the lecturer only focuses on the textbook. The lecturers should change the habit by using a fun method or innovative learning tools such as the use of technology in the class to make learning English process become more appealing. Furthermore, The students also agreed that many new words in textbook lead them to demotivation in learning English. It caused by the students' lack of capability to memorize new vocabulary since they are used to apply the common words they already knew. It indicates that the students need help to improve their ability to memorize new vocabulary.

Regarding the teaching facilities and teaching environment factors, most of the students agreed with the statement the overcrowded classroom made me

less interested in learning English. It indicates that there is a need to consider the classroom size and the number of students in each class to make the learning English process more comfortable to the students. The students also agreed that they were frustrated when their English scores are posted in public. It happened when the students got a low score. It caused them lost their confidence and led them to demotivation in learning English. Furthermore, they also consented that out of dated facilities in the class are not good in learning English. The faculty as the facility provider need to put more attention related to this issue since the class facilities are not adequate in maintaining students' comfort in learning English progress. In addition, the students also agreed that multimedia resources are seldom used in class. It could be concluded that the lecturers should use multimedia resources more often and not only focus on the textbook to enhance students' motivation in learning English.

Concerning the relationship between lecturers and students, the students agreed that they lost their interest in learning English when the lecturer show preferences to a particular student. It depicted that the lecturer should give their attention to the students equally and moderately to avoid students demotivate in the progress of learning. Related to the teaching competence and attitude of lecturers factor, the students agreed that they feel demotivated in learning English when there is a high frequency to change lecturers. It caused them difficult to cope with the learning process since they have to get acclimated to their new lecturers' attitude and methods. They would feel uncomfortable and it could affect them in a negative way which led to demotivation in learning English.

Experience of failure and lack of confidence also become demotivating factors for the students. The students agreed that its difficult to understand some long difficult sentence. It still related to the students' weakness in mastering vocabulary. So there is a need to the students to overcome this by memorize more vocabulary and getting help from the lecturer. Understanding the meaning of many words could help the students in comprehending the long-difficult sentence.

Furthermore, related to unclear study goal, the students agreed that many extracurricular activities influenced their English study. It indicates that the students need to make a prioritization between their study and extracurricular activity. The lecturers also should guide and motivate the students in setting their clear goal and build up their interest in learning English. Last, significant others become demotivator in learning English. The students mostly agreed that they lost their confidence by being compared with other peers. Each student has different characteristics and different capabilities in comprehending the material given so that the lecturer needs to take an account and treats the students equally and also consider which method is the best to increase students interest in learning English.

To answer the second questions, "What is the major factor that demotivates students of Department of English Language Education in learning English?" It could be seen in descriptive statistics results. Based on the analysis of questionnaire, the majority of students agreed with five statements related to teaching material, teaching process, and teaching content factors. So, it could be

concluded that the major factor of students' demotivation in learning English is teaching material, teaching process, and teaching content.

The results of questionnaire support the finding result of Li and Zhou (2017) which also conducted the study related demotivation in learning English among university students. The finding of demotivators in this study are similar to their results which also found that teaching material, teaching process and teaching content, significance others, teachers' teaching competence and attitude of teachers, the relationship between teachers and students, and teaching facility and teaching environment as demotivators in terms of extrinsic motivation. But the finding which related to intrinsic motivation was different with the finding result of Li and Zhou (2017) because the students of Department of English Language Education did not have an issue related to lack of intrinsic interest. The students only agree with experience of failure and lack of confidence and unclear study goal as their demotivators in learning English.

The finding of this study also support the result of Al-Khairi (2013) which also found demotivators in learning English related to teaching material, teaching process and teaching content and teaching facilities and environment. Regarding to the previous study of Bahramy and Araghi (2013), the result of this study also coherent with their result that found teacher-related factors as the highest demotivator. Last, the finding of this study also supports previous study by Ali and Pathan (2017) which found that teaching material and content as demotivators in learning English.

For the interview result, it can be interpreted that the students' responses were almost the same as the result of the questionnaire which indicated that they have experienced demotivation in learning English. The five students who participated in the interview mentioned a few factors that caused them lost interest in learning English such as the lecturer teaching style, the task given by the lecturer, the lecturers are not well prepare, the new words/terms that confused the students, the lecturers have a little interaction during learning process, the lecturers do not give a good feedback and motivation to the students, old fashioned teaching method still being used in learning process, and the class facility isn't adequate to maintain the students' comfort in learning English and unclear study goal. The students also add the other factors such as the class scheduling system on Sunday which is burdensome to the students and native language or Indonesian language still being used in learning English process.

In regard to the interview result, the researcher noticed that the teaching material, process, and content still take a major part as demotivating factors in learning English. From this interview, the students also add the other factors that demotivate them in learning English like the usage of native language and the class scheduling system as demotivating factors.

From both the result of questionnaire and interview, it could be depicted that students' demotivating factors in learning English are dominated by external factors than intrinsic factors but still, intrinsic factors such as unclear study goal and experience of failure and lack of confidence should be considered as crucial. The students must have intrinsic motivation which comes from themselves so they

will enjoy the learning process for their own sake. The students also need a guide in setting a clear target of their study and need to increase their confidence to make them able to build their motivation up.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on all the data collected, the researcher come to the conclusion that students' demotivating factors in learning English at Department of English Language Education consisted of teaching material, teaching process and teaching content factors, teaching facilities and teaching environment, the relationship between lecturers and students, lecturers' teaching competence and attitude of lecturers, experience of failure and lack of confidence, unclear study goal factor and significance others. From the interview, the students also add other factors which are the usage of Indonesian language in the class and the class scheduling system. On the other hand, the major factor demotivator in learning English is teaching material, teaching process and teaching content which was being chosen by a significant number of students.

Regarding the results above, it could be concluded that the external factors are dominating as demotivating factors in learning English. In spite of it, the intrinsic factors such as unclear study goal still need to be considered as the important factors since the students need to have a clear goal and target in their study. The lecturers and Department of English language Education should consider these factors to help students increase their interest in learning English. The students also need coaching and motivation on the campus to improve their motivation in learning English

B. Suggestions

After completing this research, the researcher perceives the need to give some suggestions that would come in handy in the future, especially for the lecturer and other future researchers who are interested in conducting relevant issue. Here are the suggestions :

For lecturer, it is expected from them to consider and to acknowledge these factors to avoid students' lost interest in learning English process. In addition, the lecturers should give a motivation to the students and help the students overcome their demotivation in learning English.

For future researchers, it is hoped that there will be many kinds of researches related this issue to come since the issue about students' demotivating factors in learning English is still limited in Indonesia. Due to the imperfection of this research, the researcher expects that there will be another research that will further investigate this issue thoroughly. In this research, the researcher only takes the students as subject, so it will be better in the next research to take the lecturer as the subject to investigate lecturers' demotivators in teaching English. The future researchers also could create their own instruments to explore more about demotivators in teaching and learning the English language.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT PERNYATAAN

Saya yang bertandatangan dibawah ini:

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Judul Skripsi : Students' Demotivating Factors In Learning English
(A Study at Department of English Language Education)

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahun dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 9 Januari 2018
Saya yang membuat surat pernyataan,

Nabila Fajrina



DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-007/UN.08/KJ.PBI/TL.00/01/2018

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-10765/Un.08/TU-FTK/TL.00/11/2017 tanggal 14 November 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : **Nabila Fajrina**
NIM : **231 222 733**
Prodi /Jurusan : **Pendidikan Bahasa Inggris**

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

Students' Demotivating Factors in Learning English (Study at English Educations Department)

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Januari 2018

Ketua Prodi Pendidikan Bahasa Inggris


T. Zulfikar

Appendix III

QUESTIONNAIRE

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Factor 1 : Teaching material, teaching process and teaching content.						
1	It is boring to test students only by exam.					
2	It is boring to only listen to lecturers in class.					
3	English teaching pays too much attention to grammar					
4	It is boring for us to remember so many words.					
5	We are only taught dumb English in universities.					
6	Teaching materials are not close to our life					
7	There are too many new words in our textbooks.					
8	Exercises are not interesting.					
9	It is boring that lecturers only focus on the textbook					
Factor 2 : Significance Others						
10	That people with a poor command of English still achieve success negatively affects me.					
11	I do not want to learn English because it makes little help for my future career.					
12	It is rare to use English in our daily life so that English is not so important.					
13	My parents and families often tell me how important English is. Which makes me frustrated.					
14	I lost my confidence by being compared with other peers.					
15	My parents do not give me praise when I make progress.					
16	English is not paid with due attention to					

	technological universities.					
Factor 3: Teaching Competence and attitude of Teachers						
17	Teaching method is outdated and cannot satisfy the needs of students.					
18	Lecturers are inexperienced in teaching.					
19	Lecturers are not well prepared for their class.					
20	Lecturers have little interaction with students in class					
21	The high frequency to change lecturers makes students uncomfortable.					
Factor 4 : The relationship between lecturers and students						
22	My English lecturer criticized me when I did not well in the study.					
23	There is not a harmonious relationship between lecturer and students.					
24	My English lecturer do not give me some good suggestion.					
25	Lecturer show preferences to those who are good at learning English					
26	Lecturers are not easy going.					
Factor 5 : Teaching Facilities and Teaching Environment						
27	I am frustrated to be placed into different classes according to my English scores.					
28	The overcrowded classroom made me less interested in learning English.					
29	I am frustrated when my English scores are posted in public.					
30	Lecturers cannot take all students into consideration in the large class.					
31	English class is often shifted due to conflicts with other courses					
32	The out of dated facilities in the class are not good for learning English.					
33	Multimedia resources are seldom used in our class.					
Factor 6 : Lack of Intrinsic Interest						
34	I am not interested in English					
35	I learn English because it is required by our school but not because of my interest.					
36	English learning is a burden to me.					
37	My poor English made me demotivated to learn it.					
Factor 7 : Experiences of Failure and lack of confidence						

38	It is difficult to understand some long and difficult sentences					
39	I have made so many efforts to learn English but actually it doesn't make senses					
40	It is difficult to understand some learning content					
41	I cannot achieve an ideal mark in tests.					
Factor 8 :Unclear study goal						
42	Too many extracurricular activities influenced my English study					
43	I am inclined to be influenced by peers when they do no study hard.					
44	I am not motivated to learn English well because of unclear study target.					

**This questionnaire is adapted from Liz and Zhou (2014)*

Appendix IV

Interview Guideline for Students “Students’ Demotivating Factors in Learning English”

Date :

Location :

Length :

Interviewee :

Interviewer : Nabila Fajrina

Transcriber : Nabila Fajrina

Note :

Questions :

1. When did you start learning English? Did you enjoy learning it?
2. What are the difficulties in studying English language?
3. Have you lost interest in learning English Language? When and Why?
4. What have you tried to overcome your demotivation in learning English Language?

**These questions are adapted from Shinhye (2015)*

APPENDIX V

Verbatim Interview

First Interview

Name : P1
Student Reg.Number : -
Occupation : Student
Waktu : November 18th, 2017, 07.10 WIB
Place : Phone Call

Rows	Subject	Interviews line	Theme
1	The researcher :	When did you start learning English? Did you enjoy learning it?	Started learning English since Elementary and really enjoy it
	Subject:	We all have start learn English since elementary, but I give much focus on it in my last year of high school, of course I really enjoy it a lot because my English teacher has a really good accent and it really amaze me, and I wanted be like her too. So I set my aim, and I applied for this university in English major, Before I apply , I expect that I will learn about English language, but we learn about how to be a good English teacher here, but I am okay, I still could learn English language here.	
	The researcher:	What are the difficulties in studying English language?	Grammar as the difficulty in learning English
	Subject :	Of course its grammar, I am really suck at grammar, I don't know how to overcome it,but I really suck at grammar	
	The researcher:	Have you lost interest in learning English Language? When and Why?	

	Subject :	<p>It once happen, maybe it was back at third smester, that was when I joined speaking class, and the lecturer ask me to record video of myself talking in english language for six hours for in a day, and he demanded me to record it for everyday, I couldn't afford that .so I decided to leave the class and have to repeat the course in the next semester. I really hate my decision back then, but I survive. I was thinking like why I have to apply for this major, I mean like you still can learn English outside this university , and you can apply to the other major in this university.</p>	The task given couldn't be afford to be finish by the students
	The researcher:	<p>What have you tried to overcome your demotivation in learning English Language.</p>	
	Subject :	<p>I look back again , to my first aim why am I join this major, and remember again whenever I met people,whenever they ask me where I take my study, and I told them, I am an English major students, and they were like really proud of me and they said , oo you must have a really good english , and have speaking english fluently, and it was really made me happy. And I remember again I start form really far, so I just cannot stop right there, I need to the finish line, so that's how I overcome my demotivation</p>	remember the support and praise given by people

Second Interview

Name : P2
 Student Reg.Number :-
 Occupation : Student
 Time : November 20th 2017, 18.00 WIB
 Place : English Language Course

Rows	Subject	Interviews line	Theme
1	The researcher :	When did you start learning English? Did you enjoy learning it?	Started learning English since Elementary and really enjoy it
	Subject:	I start learning English since I was in elementary school, actually in the fourth grade but before that I have ever learn English with my parents at home and I really enjoy it	
	The researcher:	What are the difficulties in studying English language?	
	Subject :	Actually there are many difficulties in learning English but the most is the grammar, because I really have low capacities and capabilities in understanding the grammar.	Grammar as the difficulty in learning English
	The researcher:	Have you lost interest in learning English Language? When and Why?	Confused on the new terms that have different meaning in the different context
	Subject :	Yes of course I have. In campus I have ever confused, really-really confused about the terms that have different meaning based on different contextual , but then I just try to let go and let it flow , and learn it again	
	The researcher:	Is there are anything else , related to the peers or the lecturer style in teaching that demotivates you?	
	Subject :	Related to the peers, actually is not about demotivation, but because of my friend I could be motivated again	The lecturer are not well prepare in teaching

		<p>. but related to te lecturers , yes . there are some lecturers that do not really prepare about the syllabus and material s so that subject that I really expected to be really interesting, it becomes really boring and then there is a lecturer, he always talking but he never gives opprtunities to the students to ask more about the subject , so its really boring</p> <p>How about our facility in campus, do you have any experience related to that thing in learning English process which demotivated you?</p> <p>I think its related to the fan and air conditioner because if the schedule is like in the afternoon, at 11 o'clock or 2 o'clock and its really hot, even if the subject is really interesting , but because of the weather and the fan or air conditioner that do not working, so it makes me demotivated</p> <p>Do you have any experience related yourself that makes you lost interest in learning English such as unclear study goal?</p> <p>I study at two department in two different universities especially in informatics department on computer scinece, in a while I ever lost interest in learning english because I think this computer science is more profitable and more comfortable to me , then I realize English is a tool to open the window of the world so I be motivated again right now. Then, actually I know that if I join English Education Departments I have to be a teacher , and I lost my goal, I do not know , what I want to be and what my parents want to see, so It ever</p>	<p>English</p> <p>The lecturer have a little interaction with the students</p> <p>The class facility isn't adequate to maintain the students' comfort in learning English.</p> <p>Unclear study goal</p>
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		<p>happen to me, but then I reset my target and goal again , so I do not felt demotivated again</p>	
	<p>The researcher:</p> <p>Subject:</p>	<p>What about the scheduling system ?</p> <p>There is a semester that I took the class on Sunday , I think its really not logic, because Sunday is the only day I could rest . And one of my friends ever ask the dean of faculty why we took Sunday class, ten he said its okay because we don't have enough classroom for our tarbiyah students , so its not really logic to study at Sunday, but what I know for this semester there ara no class for Sunday anymore.</p>	<p>The class scheduling system which is burdensome to the students</p>
	<p>The researcher :</p> <p>Subject:</p>	<p>What have you tried to overcome your demotivation in learning English Language.</p> <p>I learn more from the internet, I ask some friend that already take the subject . and related to my self that I study at two different universities, I try to make my prioritize of my time</p>	<p>Using internet to learn more</p> <p>Have a discussion with a friend</p> <p>Making a prioritize of time</p>

Third Interview

Name : P3
 Student Reg.Number :
 Occupation : Student
 Time : November 22nd 2017, 11.41 WIB
 Place : English Language Education Department

Rows	Subject	Interviews line	Theme
1	<p>The researcher :</p> <p>Subject:</p> <p>The researcher:</p> <p>Subject :</p> <p>The researcher:</p>	<p>When did you start learning English? Did you enjoy learning it?</p> <p>I started learning English when I at elementary school, exactly time when I sit on the third grade, I really enjoy it , so that's why now I took English major as my study.</p> <p>What are the difficulties in studying English language?</p> <p>There are a lot of difficulties in learning English , one of them about vocabulary and pronunciation. Because sometime as the beginner students we don't know ho to spell and how to say a correct word in some sentence . and until now maybe the most difficult problem is memorizing the vocabulary because there are much vocabulary that we still do not remember it well. In fact when speak to native speaker , sometimes when we want to say we got confuse about it, cause we don't know the vocabulary in English and we just know the vocabulary in bahasa.</p> <p>Have you lost interest in learning English Language? When and Why?</p>	<p>Started learning English since Elementary and really enjoy it</p> <p>Vocabulary and pronunciation as the difficulty in learning English</p>

	<p>Subject :</p> <p>The researcher:</p> <p>Subject :</p> <p>The researcher:</p>	<p>Absolutely I did. I have ever lost my spirit in learning English, because the lecturer do not give motivation to the students and sometimes when we don't know how to make some task or homework correctly . And the lecturer do not give a good feedback. They just said to us you are wrong and stupid.</p> <p>I also lost my spirit, when I try to study some skill or element in English , I always failed, just like TOEFL, I tried Toefl for three times and still didn't get a good score</p> <p>What about your peers, is there any experience that makes you lost interest in learning English because of your classmate?</p> <p>So far I feel good with my classmate.</p> <p>What have you tried to overcome your demotivation in learning English Language.</p> <p>I share my problems to my friends and my family who can give me some good advises and also motivates me. When I get some problem, I always run to watching movies, because there are some moral values that I can take as motivation to me.</p> <p>I hope in this college, there is one native speaker that teach the students , we can speak directly and follow the native speaker style of speaking english . Almost of our lecturer is passive speaker, although they are graduated from overseas, but I still do not feel interest in the way they teach.</p>	<p>The lecturer doesn't give any motivation to the students</p> <p>the lecturer do not give a good feedback in learning English process</p> <p>Failing in test</p> <p>Sharing the problems with friends and family to get advise</p>
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Fourth Interview

Name : P4
 Student Reg.Number : -
 Occupation : Student
 Time : November 27th 2017, 12.00 WIB
 Place : Phone Call

Rows	Subject	Interviews line	Theme
1	<p>The researcher :</p> <p>Subject:</p> <p>The researcher:</p> <p>Subject :</p> <p>The researcher:</p> <p>Subject :</p>	<p>When did you start learning English? Did you enjoy learning it?</p> <p>I start learning English since elementary school and really enjoy it .</p> <p>What are the difficulties in studying English language?</p> <p>Its depends on how the lecturer giving materials in the class, and I personally said it depends on material. The other difficulties in learning English , I personally said lack of vocabulary, because we always using the common words in daily life in communicating with other people, so maybe the materials and the vocabulary that given by the lecturer its not really attractive. So its being my difficulties in learning English because the lecturer cannot give the attractive material, but it depends, because not all the lecturer do.</p> <p>Have you lost interest in learning English Language? When and Why?</p> <p>I have ever lost interest in learningenglish, when I come to the english department. Sometimes I feel my English is so weak, so I never have a braveness for myself to speak in front of the class and lost my</p>	<p>Started learning English since Elementary and really enjoy it</p> <p>Lack of vocabulary as the difficulty in learning English</p> <p>Feeling unconfidence to speak in front of the class</p>

	<p>The researcher:</p> <p>Subject :</p>	<p>confidence</p> <p>What have you tried to overcome your demotivation in learning English Language.</p> <p>I overcome that by practice, to improve my speaking ability.</p>	<p>Doing practice more to improve speaking ability</p>
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Fifth Interview

Name : P5
 Student Reg.Number :-
 Occupation : Student
 Time` : November 17th 2017, 17.00 WIB
 Place : P5's Home

Rows	Subject	Interviews line	Theme
1	<p>The researcher :</p> <p>Subject:</p> <p>The researcher:</p> <p>Subject :</p> <p>The researcher:</p> <p>Subject :</p>	<p>When did you start learning English? Did you enjoy learning it?</p> <p>I start learning English since elementary school and I really enjoy it, because my teacher back then is really attractive</p> <p>What are the difficulties in studying English language?</p> <p>Vocabulary is my difficulties in learning English, because I am not mastering all the vocabulary and remember the grammatical structure in English is also difficult for me especially in writing.</p> <p>Have you lost interest in learning English Language? When and Why?</p> <p>I ever felt it before, especially in the classroom when the teacher teach but I am not too interest with the lecturer, So I sit on the back , at that time I felt I am not really interest with the subject and lecturer. If the lecturer give us exersice and homework, and I don't really get the task, at that time I feel lazy and felt demotivated. Some of the lecturer are skillfull but some of them have old fashioned teaching method by just giving exercise. I am not really sure now there is any lecturer like that.</p>	<p>Started learning English since Elementary and really enjoy it</p> <p>Vocabulary and Grammar as the difficulties in learning English</p> <p>old fashioned teaching method still being used makes me demotivated</p> <p>Native language or bahasa still being used in learning English process</p>

	The researcher:	How about the classroom condition and facility, is there any experience that makes you lost interest in learning English?	The class facility isn't adequate to maintain the students' comfort in learning English.
	Subject :	<p>Classroom condition, when the class held in the afternoon, and the weather is hot, and not all the class have facilities like fan and air conditioner, at that time I felt tired sweaty , and it made us didn't really understand and get the lecturer point so it also made me felt demotivated too.</p> <p>Sometimes, in the classroom , the lecturer like to ask the students to do the presentation in the most meeting , it also makes me feel demotivated too, because they do not do their action as the lecturer, they wants us to do the problem solving in the classroom. Some of the lecturer just give the material and little explanation about it and exercise. Just that , and and that cycle happen again in the next meeting, so the students feel boring and lazy to learn english.</p>	Old fashioned teaching method still being used in learning English process.
	The researcher:	Is there anything else related your experience of lost interest in learning English?	
	Subject :	What make me also feel demotivated, is we still use our native language or bahasa in the classroom not full english speaking. It happens everyday , we don't improve well in speaking english because of that habbit. We are not used to speak english, even when we learn English	Native language or bahasa still being used in learning English process.
	The researcher	What have you tried to overcome your demotivation in learning English Language.	

	Subject:	<p>I like to watching video on youtube, some videos in English , it motivates me to learn English more, because they can speak English , why can't I?</p> <p>I like to make my own conversation, I like to speak to myself, by practice more on my own.</p>	<p>Watching motivational video on youtube</p> <p>Doing practice more to improve speaking ability</p>
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Theme Accumulation

Subject Name : P1

Theme accumulation total :4

No.	Theme Appeared	Frequent
1.	Started learning English since Elementary and really enjoy it	1
2.	Grammar as the difficulty in learning English	1
3.	The task given couldn't be afford to be finish by the student	1
4.	remember the support and praise given by people	1

Subject Name : P2

Theme accumulation total :11

No.	Theme Appeared	Frequent
1.	Started learning English since Elementary and really enjoy it	1
2.	Grammar as the difficulty in learning English	1
3.	Confused on the new terms that have different meaning on different contextual	1
4.	The lecturer are not well prepare in teaching English	1
5.	The lecturer have a little interaction with the students	1
6.	The class facility isn't adequate to maintain the students' comfort in learning English	1
7.	Unclear study goal	1
8.	The class scheduling system which is burdensome to the students	1
9.	Using internet to learn more	1
10.	Having a discussion with friends	1
11.	Making a prioritize of time	1

Subject Name : P3

Theme accumulation total :6

No.	Theme Appeared	Frequent
1.	Started learning English since Elementary and really enjoy it	1
2.	Vocabulary and pronunciation as the difficulty in learning	1

	English	
3.	The lecturer doesn't give any motivation to the students	1
4.	the lecturer doesn't give a good feedback in learning English process	1
5.	Failing in test	1
6.	Sharing the problems with friends and family to get advise	1

Subject Name : P4

Theme accumulation total :4

No.	Theme Appeared	Frequent
1.	Started learning English since Elementary and really enjoy it	1
2.	Lack of vocabulary as the difficulty in learning English	1
3.	Feeling unconfidence to speak in front of the class	1
4.	Doing practice more to improve speaking ability	1

Subject Name : P5

Theme accumulation total :7

No.	Theme Appeared	Frequent
1.	Started learning English since Elementary and really enjoy it	1
2.	Vocabulary and Grammar as the difficulties in learning English	1
3.	Old fashioned teaching method still being used in learning English process.	1
4.	The class facility isn't adequate to maintain the students' comfort in learning English.	1
5.	Native language or bahasa still being used in learning English process	1
6.	Watching motivational video on youtube	1
7.	Doing practice more to improve speaking ability	1

APPENDIX IV

Table of Categorization and Theme Coding of P1's Interview

Theme Category	Theme Subcategory	Subject
Interest in Learning English	Started learning English since Elementary and really enjoy it	The participant started learning English since Elementary and really enjoy learning the subject.
Difficulties in Learning English	Grammar as the difficulty in learning English	The participant stated that she is suck at grammar.
Experience of Demotivation in learning English	The task given couldn't be afford to be finish by the students	The participant couldn't afford the task given by the lecturer to record herself speaking in English for 6 hours per day that made her decided to left the class.
The way to overcome demotivation in learning English	Look back to the first aim and remember the support and praise given by people	The participant look back to her first aim and remember all the support and praise given by people she met to overcome her demotivation in learning English

Tabel of Categorization and Theme Coding of P2's Interview

Theme Category	Theme Subcategory	Subject
Interest in Learning English	Started learning English since Elementary and really enjoy it	The participant started learning English since Elementary and really enjoy learning the subject.
Difficulties in Learning English	Grammar as the difficulty in learning English	The participant said that grammar is her weakness in mastering English language skills.
Experience of Demotivation in learning English	- Confused on the new terms that have different meaning on	The participants have difficulty in understanding a new

	<p>different contextual</p> <ul style="list-style-type: none"> - The lecturer are not well prepare in teaching English - The lecturer have a little interaction with the students - The class facility isn't adequate to maintain the students' comfort in learning English - Unclear study goal - The class scheduling system which is burdensome to the students 	<p>words or terms that have different meaning in different contextual.</p> <p>The participant have an experience in meeting a lecturer which is not well prepare for the class that made the class becomes really boring.</p> <p>The participant said that there is a lecturer that always talk in class without giving the students opportunity to ask more about the subject learned.</p> <p>The subject said that not all the class having a fan or air conditioning working well which made the learning English process at noon becomes really tiring and making them lost focus till lost interest in learning process.</p> <p>The participant said that she has ever lost interest in learning English because she has unclear study goal.</p> <p>The participant argue that the class scheduled on Monday is unlogic because that day is the only day she could rest.</p>
The way to overcome demotivation in learning	<ul style="list-style-type: none"> - Using internet to learn more 	<p>The participant use the internet facility to</p>

English	<ul style="list-style-type: none"> - Having discussion with friends - Making prioritize of time 	<p>practice and learn more about English language.</p> <p>The participant asking her friend that already took the class about what will be learned.</p> <p>The participant that study in two different universities should make a prioritize of time to finish all the English class available.</p>
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Tabel of Categorization and Theme Coding of P3's Interview

Theme Category	Theme Subcategory	Subject
Interest in Learning English	Started learning English since Elementary and really enjoy it	The participant started learning English since Elementary and really enjoy learning the subject.
Difficulties in Learning English	Vocabulary and pronunciation as the difficulty in learning English	The participant said that he has difficulty in memorizing the vocabulary and having a hard time in pronouncing the words in English correctly.
Experience of Demotivation in learning English	<ul style="list-style-type: none"> - The lecturer doesn't give any motivation to the students - the lecturer doesn't give a good feedback in learning English process 	<p>The participant stated that the lecturer doesn't give any motivation to the students in learning English process.</p> <p>The participant argue that the lecturer doesn't give a good feedback / correction in learning English process.</p>

	- Failing in test	The participant failed three times in English language test that makes him feel demotivated in learning English.
The way to overcome demotivation in learning English	Sharing the problems with friends and family to get advise	The participant overcome his demotivation by sharing his problem to the family and friends who could motivate him and could give a good advice.

Tabel of Categorization and Theme Coding of P4's Interview

Theme Category	Theme Subcategory	Subject
Interest in Learning English	Started learning English since Elementary and really enjoy it	The participant started learning English since Elementary and really enjoy learning the subject.
Difficulties in Learning English	Lack of vocabulary as the difficulty in learning English	The participant said that we used to speak using common words in daily activity , beside the material and vocabulary given by the lecturer is not attractive.
Experience of Demotivation in learning English	Feeling unconfidence to speak in front of the class	The participant said that she felt her English skill was so weak and she never have a braveness for to speak in front of the class
The way to overcome demotivation in learning English	Doing a practice more to improve my speaking ability	The participant overcome her demotivation by doing more practice in speaking English.

Tabel of Categorization and Theme Coding of P5's Interview

Theme Category	Theme Subcategory	Subject
Interest in Learning English	Started learning English since Elementary and really enjoy it	The participant started learning English since Elementary and really enjoy learning the subject.
Difficulties in Learning English	Vocabulary and Grammar as the difficulties in learning English	The participant said that she has a lack of vocabulary and has a difficulty to remember all the grammatical structure in writing
Experience of Demotivation in learning English	<ul style="list-style-type: none"> - Old fashioned teaching method still being used in learning English process. - The class facility isn't adequate to maintain the students' comfort in learning English. - Native language or bahasa still being used in learning English process 	<p>The participant argue that the lecturer always use the same method in learning English , which is a little explanation, exercise, presentation and homework, that makes the process of learning English becomes really boring</p> <p>The participant said that not all the class has the fan or air conditioning that works well, which makes her felt sweaty, tired and couldn't get the lecturer points, which is also makes her lost interest in learning process</p> <p>The participant said that the nativa language still being used in learning English process which makes</p>

		her lost interest in learning English.
The way to overcome demotivation in learning English	<ul style="list-style-type: none"> - Watching motivational video on youtube - Doing practice more to improve speaking ability 	<p>The participant said that she likes to watch many videos in youtube to motivated her more in learning English. The participant overcome her demotivation by making her own conversation to improve her speaking ability.</p>

Appendix VII

AUTOBIOGRAPHY

1. Name : Nabila Fajrina
2. Place / Date of Birth : Banda Aceh/ 10 January 1995
3. Religion : Islam
4. Sex : Female
5. Nationality / Ethnic : Indonesian / Acehnese
6. Marital Status : Single
7. Occupation : Student
8. Address : Kuta Alam, Banda Aceh
9. E-mail : nabilafajrinaa@gmail.com
10. Parents' Name
 - a. Father : Awaluddin
 - b. Mother : Nurhayati
 - c. Father's Occupation : Civil Servant
 - d. Mother's Occupation : Housewife
11. Address : Jl. Poteumeureuhom No.7 Kuta Alam,
Banda Aceh
12. Education Background
 - a. Elementary School : SDN 4 Banda Aceh (2004-2006)
 - b. Junior High School : MTsN MODEL Banda Aceh (2006-2009)
 - c. Senior High School : SMAN 3 Banda Aceh (2009-2012)
 - d. University : Fakultas Ekonomi dan Bisnis- Unsyiah (2012-2016)
UIN Ar-Raniry Banda Aceh (2012-2018)

Banda Aceh, Januari 2018

The Researcher,

Nabila Fajrina