

## **Students' Demotivating Factors in Learning English among State Junior High School in Yogyakarta**

Students who face difficulties in learning English are often demotivated to learn. This research aimed at finding out the students demotivating factors in learning English among state junior high school in Yogyakarta. The descriptive qualitative research was used as the research design. The research took place at one state junior high-school in Yogyakarta. Five students at the third grade in the first semester became the participants of this research. The data were collected through interview using Indonesian language. Member checking was done to get the validity of the interview data. The researcher analyzed the data using selective coding. The findings revealed from five participants who were involved in this research. There were seven main findings found related to the research question which is about the students' demotivating factor in learning English. Those were teachers characteristic, score, students' lack of confident on students' skill, grammar, vocabulary, repeated assessment, and students' mood.

A research from Falout (2012) stated that in English as a Foreign Language (EFL) context, motivation is related to students' achievement. When students are motivated, they can achieve the target language proficiency. However, Dörnyei (2011) found that motivating EFL students to develop their proficiency in their target language was quite complex. It is because once they lost interest in learning for some reasons, they would transform their motivation into neglecting their task. The opposite side which is closely linked to student's failure and lack of success is demotivating. For some cases, students who face difficulties in learning English are often demotivated to learn.

Demotivation can occur due to many factors. These factors influence students' motivation in learning English. Hu (2011) said that there are some students' demotivating factors in learning English such as learning difficulties in grammar-translation, monotonous teaching, poor teacher-student relationship, and poor classroom management. The other research was done by Falout (2012) also added that factor of demotivation pointed to grammar-translation which made students uninterested and frustrated in learning. The students become demotivated when they do not understand or feel when learning English with grammar-translation, which gives them a lot of pressures. Apart from that, the other demotivating factors come up because students' lack of self-confidence and negative attitude.

Several studies have mentioned that grammatical aspect becomes the main demotivating factors for students. Dörnyei (2001) stated that students' main problem in high school was learning grammar, especially in junior high school and they feel grammar was quite difficult. In learning grammar, students are forced to memorize grammar and it makes students demotivated. In terms of grammar-based teaching, Dörnyei (2001) also stated that students feel that teachers over-emphasized the grammar, so students' lack of opportunities to communicate using English in the classroom. In addition, students are expected to memorize quickly the rules of grammar and a large number of English words. A research from Sakai and Kikuchi (2009) asserted that one of the triggers of junior high school students demotivating factors was grammar-based. Students got many exposures about grammar material. It was because whatever skills they learn in English course would relate to grammar, and it made them discouraged in achieving their target language proficiency.

In teaching learning process, teacher play important rule to motivate students to achieve their target language, but sometimes the way how teacher teaches in classroom can demotivate

students in learning English. In line with that, Sakai and Kikuchi (2009) found that besides grammatical context, the other demotivating factor was related to teachers' teaching methodology. Every teacher has his or her own methodology for teaching. However, in teaching learning process, the teacher is expected to create a relaxing atmosphere in the class. Teachers should also motivate learners by choosing an interesting topic for the students. In addition, setting up a conducive environment with relevant and interesting activities is also very important. Browsers and Flinders (1990) said that in order to make students achieve their target language, the focused of learning center should be changed into students as learning center instead of teacher as learning center. Which mean that the role of teacher in classroom is only as the facilitator for the students. However, many teachers in their teaching learning process used monotonous teaching methodologies. They used the same method to teach students. Some teachers dominate the class, so it makes students feel bored because students have a limited chance to express themselves. Here, teachers are expected to improve their ability in teaching with a different methodology to make students become enthusiastic in teaching learning process.

The other demotivating factor is students' lack of self-confidence. Students with lack of self-confidence during learning process could have the lower motivation and relate to low proficiency in achieving students' target language. Tsuchiya (2006) also stated that students' self-confidence was deeply interrelated especially with tests. The correlation between the reducing of self-confidence and having tests becomes the strongest demotivating factors. The disappointing feelings after receiving poor test results demotivate them more than being unable to understand lessons or English. In addition, tests are strongest demotivator and they put pressure on students because tests seem to be the only indicator of students' performances. Students' demotivation started with a failure to understand content in lessons, which caused their poor performance at

tests. Then, students lost their self-confidence and became more demotivated to achieve their target language proficiency.

Based on teacher perception, students demotivating factors in learning English such as students are demotivated because they feel that they got a lot of exposures in learning grammar. In addition, students' lack of self-confidence also plays important roles in students' demotivating factor in learning English. These conditions tell that demotivating factors exists in among junior high school in Yogyakarta. So, the researcher would like to explore further what are the factors that make students feel demotivated in learning English at one state junior high-school in Yogyakarta based on students' perception. Therefore, in this paper, the researcher is interested in conducting a research investigating students' demotivating factors in learning English among junior high school in Yogyakarta.

Many studies have shown that motivation and demotivation play a significant role in attaining foreign language proficiency. In junior high school, motivation found as crucial factors for determining the success of foreign language acquisition. However, there are also existing demotivating factors that impede learners' learning motivation and hence lead to unsuccessful mastery of English language proficiency. There are some demotivating factors come up that researcher found based on the informal interview with one of the English teacher at one state junior high-school in Yogyakarta such as grammatical aspect, teacher methodology in teaching, and students' lack of self-confidence. For example, when students learn about comparison degree, they feel demotivated because the form of this material is quite difficult to understand. In addition, most of the students learn grammar with memorizing the form of grammar and when they practice communication with others, they feel nervous and afraid to make mistake.

Therefore, it becomes the students' demotivating factors in achieving their target language proficiency.

In addition, teachers' methodology in teaching also plays important roles in students' demotivating factors, because usually, teachers use the same method to deliver their material in teaching. Several teachers also still use teacher-centered approach, where the method of learning is identical with teachers spending a lot of time to explain the material. The last is students' lack of self-confidence. Students with the lack of self-confidence during the learning process make their motivation become lower. It is then related to the low proficiency in achieving students' target language. For example, they are lack in speaking aspect and when they have a test to speak in front of the classroom, they feel afraid to make mistake and the result of this experience is a demotivated feeling. Those factors show that there are some demotivating factors exist in one state junior high-school in Yogyakarta, which affect the students' language proficiency.

To make this research more specific, the researcher limited the research as the following. This research focused only on the students' demotivating factors in learning English. The participants of this research were the students at the third grade in the first semester at one state junior high-school in Yogyakarta. The result of this research might be different from other research, in which the participants were taken in other institutions, hence the result could not be generalized to other research and institutions. In addition, this research is worth doing because the researcher interested to know what factors make students in one state junior high-school Yogyakarta demotivate in learning English.

The research took place at one state junior high-school in Yogyakarta. The researcher chose this school due to the data that in 2016/2017, one state junior high-school got the highest national examination in the level of Yogyakarta province including the English subject.

Therefore, this school has become one of the favorite junior high school in Yogyakarta so far and holding “A” for the accreditation. Furthermore, this school also provided a good education facility that is supported students in their learning process. In addition, the researcher has also conducted an informal interview with one of the English teacher from this school to discuss about students’ demotivating factors in learning English and the result proved that there were some students who feel demotivated when he or she learned English. From the problem, the researcher was interested to find out what are factors that is make students feel demotivated in learning English.

**Research Participant.** The participants of this research were five students. The reasons why the researcher chose five participants was that the researcher thought that five students were enough, and in qualitative research design, number of participants was not important as long as the data required had been fulfilled. It was related to Creswell (2012), who stated that descriptive qualitative might use small sample size, which meant that there was no definite number of participants. Hence, these numbers of participants represented the information of the data.

The reason why the third-grade in first semester students were chosen as the participant was based on the information from one of the teacher in one state school junior high-school in Yogyakarta during the informal interview who stated, “Students in second grade and now they were in third grade felt demotivated because they got a lot of exposures especially in grammar aspect and it made students not enthusiastic in learning English”. In determining the participants, the researcher conducted the interview with the English teachers. The researcher asked the English teacher in order to choose one of the students from each class and to give additional information about which students were considered having problems related to motivation in learning English because teacher involved in students teaching and learning process.

This table below is table that described the reason why five participants are chosen based on informal interview with one of the English teacher at one state junior high school in Yogyakarta.

<b>No</b>	<b>Name of Participant</b>	<b>Grade</b>	<b>The reasons why chosen</b>
1.	Eno	9	Actively talk but afraid to talk in front of classroom.
2.	Galih	9	Actively talk but afraid to make mistake in writing context.
3.	Jodi	9	Active in classroom but quite silent when to speak up in classroom
4.	Sani	9	Quite silent in classroom (passive in learning process)
5.	Sendi	9	Afraid to get low score in assessment.

### **Data Collection Method**

The researcher collected the data by interviewing students to find out the deep information based on the formulation of the problem. Before the researcher conducted the interview, the researcher requested a letter of introduction from Muhammadiyah Yogyakarta University to submit a letter of application to the Yogyakarta education office as a condition of conducting research at an institution. After all the letters were completed, then the researcher started to conduct the interview in one state junior high-school. The interview was held in one state junior high-school in Yogyakarta with the duration was about 15 to 20 minutes for every participant. The researcher used Indonesian language during the interview in order to make the

researcher easier in gaining more information from the participants. It was because their mother tongue was Indonesian language, and it would make them comfort in answering the questions. For this interview, the researcher used a recorder to record all the data from the participants when they were answering the questions. Moreover, the researcher also used pen and note to take a note the interview result.

After the interview, the researcher transcribed the interview result. First, transcribing was a crucial step in the interview because, at this step, the researcher transcribed the data, which converted the recording audio into the text. Besides, at this stage, there was potential data loss and different interpretation between the participants' responses and the researcher. According to Kvale (1996) as cited in Cohen, Manion, Marison (2011), they said that in some cases, transcribing could lead to confusion for the researcher, because it could create some unclear border from the original live interview situation. Therefore, after the process of transcribing had finished, the next step was member checking. This step was also applied to know whether the data were valid or not. If the data were accepted by the participants, it means the data were valid. However, if the transcribing result was not approved by the participants, it means the data were invalid. Therefore, the researcher revised the transcribing result. When conducting member checking, the researcher comes to the school to meet the participants to reassure whether the data are valid or not or maybe there are few additional information according to the participants. If the data was accepted by all of the participants, it means that the researcher can go to the next step which is coding.

The next step after conducting member checking was coding. Coding was the process of breaking down the information in a smaller unit in order to categorize text data to description form (Creswell, 2012). Once categorizing had been decided, then, analyzing the data would be



undertaken through three step of coding namely open coding, axial coding, and selective coding (Cohen, Manion & Marrison, 2011).

In addition, Cohen, Manion, and Marrison (2011) mentioned that the first step of analyzing the data was open coding. That was simply a new label that the researcher attached to pieces of the text to describe and categorize the piece of text. In open coding, the researcher grouped the code into categories based on the criteria that the researcher had decided or known as labeling. The second step was analytic coding. Practically, the analytic coding was almost the same as open coding. However, an analytic coding was more specific than open coding. The third step was axial coding. In this step, the researcher recombined the data that were originally segmented into one category. The researcher began to classify the same answer from all the participants. However, it did not work if the answers were not same. Therefore, the researcher should make anew classification. The last step was selective coding. the researcher will identify the core categories from the previous data. So, in this process, the researcher will identify the core of categories that has been filtered before. The final results from axial coding will be the findings of this study that related to the research questions.

Based on the data obtained from five participants who were involved in this research, there were seven main findings found related to the research question, namely the students' demotivating factor in learning English. Those were teachers' characteristic, score, student's lack of confidence on students' skill, grammar, vocabulary, repeated assessment, and students' mood. Here, the researcher found new problems, which were not stated yet in the literature review, so the researcher related it to new findings.

The researcher chose students' demotivating factors in learning English among junior high school in Yogyakarta as the research topic, because it is interested to know what factors

which make students demotivated in learning English. Based on the data gathered, there were seven findings revealed related to the students' demotivating factors in learning English. The demotivating factors were teachers' characteristic in this case when the teacher sound is not clear and the teacher is a perfectionist, score (decreasing score), students' lack of confidence on their skill, grammar and vocabulary mastery, repeated assessment, and students' mood. The researcher used interview as the method in collecting the data. There were five students of the third grade in first semester as the participants.

Based on the result of the study, the researcher concludes that all the factors that make students demotivated in learning English among junior high school in Yogyakarta are common factors. The factors are factors that come from around student and student environment itself such as teacher characteristic, score and others. Coordination between teacher, student and institutional is needed to improve students' motivation in learning English.