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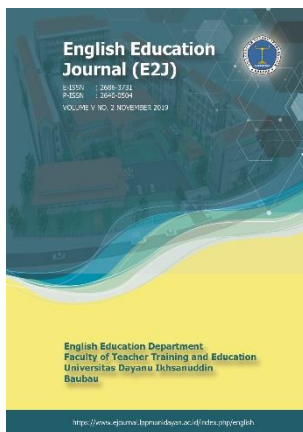
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STUDENTS' DEMOTIVATION FACTORS IN LEARNING ENGLISH at MTs NEGERI 1 BAUBAU

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Abstract

This study aims to reveal the internal factors that cause student demotivation in learning English and to reveal the external factors that cause student demotivation in learning English. Data collection in this study was carried out using research instruments in the form of observation, interviews, and document study to find out the internal factors that cause students demotivation in learning English and the external factors that cause students demotivation in learning English, interviews were conducted to ensure the data obtained could be valid. The data obtained were analyzed with a descriptive qualitative approach and analyzed through three stages, namely data reduction, data display, and verification. The researchers saw that students were less enthusiastic and eager to learn English, this could be due to their low interest in learning English, besides that the researchers also saw that the teacher's teaching methods were still less creative, lack of appreciation to students and still lack of supporting facilities for learning English. Based on the results of interviews conducted with ten eighth-fourth grade students and teachers of English subjects researchers can conclude that there are several internal factors that cause students not to be motivated to learn English, namely their low interest in learning English, students also feel difficulty in learning English and they often feel bored when learning English and external factors that cause students to be unmotivated to learn English is the attitude of the teacher when teaching, lack of interaction between teachers and students in the school environment, students also feel that the teacher's teaching style is still less attractive, students' difficulty in doing assignments due to lack of English vocabulary, the influence of classmates who mostly do not like English, the lack of availability of library books and the low interest

in reading students, and the last is the lack of support or attention from the family to the student's learning process

Keywords: Demotivation Factors, Learning English, Students.

Abstark

Masalah dalam penelitian ini adalah (1) faktor internal dan faktor eksternal apa yang menyebabkan demotivasi siswa dalam belajar bahasa Inggris? (Penelitian ini bertujuan untuk mengungkapkan faktor internal dan faktor eksternal yang menyebabkan demotivasi siswa dalam belajar bahasa Inggris.

Teknik pengumpulan data menggunakan observasi dan wawancara untuk mendapatkan data tentang demotivasi siswa dalam belajar bahasa Inggris. Data dianalisis menggunakan pola reduksi data, tampilan data dan verifikasi data atau kesimpulan.

Berdasarkan hasil penelitian, diperoleh bahwa siswa kurang antusias dan tidak ada kemauan dalam belajar bahasa Inggris. Ini karena mereka kurang minat belajar bahasa Inggris. Peneliti juga mendapatkan metode guru kurang kreatif dalam mengajar, guru kurang memberikan apresiasi kepada siswa dan kurang dukungan fasilitas dalam belajar bahasa Inggris. Selain itu, data tentang internal faktor yang menyebabkan tidak termotivasi belajar bahasa Inggris antara lain ; kurang minat dalam belajar bahasa Inggris, siswa mengalami kesulitan belajar bahasa Inggris, dan merasa bosan. Sedangkan faktor eksternal yang menyebabkan tidak termotivasi belajar bahasa Inggris adalah sikap guru kepada siswa pada saat mengajar, kurang interaksi antara guru dan siswa di sekolah, siswa merasa juga bahwa gaya guru kurang kreatif dalam mengajar. Siswa mengalami kesulitan dalam mengerjakan tugas di rumah, pengaruh teman sekelas yang tidak menyukai mata pelajaran bahasa Inggris. Kurangnya buku-buku bahasa Inggris di perpustakaan, minat yang rendah dalam membaca buku dan kurangnya dukungan atau perhatian dari keluarga siswa dalam belajar bahasa Inggris.

Kata kunci: Faktor demotivasi siswa, belajar bahasa Inggris, siswa

1. INTRODUCTION

Demotivation is a state of not having the motivation or desire to do something. Demotivation has a negative effect because it can inhibit a person from achieving the targets that have been made, as is the case in learning English if students are demotivated then they will not be able to achieve their

targets of learning English, such as having good English grades or having an understanding of English itself.

Demotivated has many causes of a person not being motivated to learn, such as lack of learning facilities, an uncomfortable learning atmosphere, too much activity, a way of teaching less interesting teachers, do not have reading books, etc. In learning English, these factors can be one of the causes of students being lazy to learn, such as in MTs Negeri 1 Baubau students who do not have the motivation to learn English have characteristics such as; Not doing the tasks given by the teacher, less active in the classroom during the learning process, like to laugh at friends when answering the wrong questions given by the teacher, timid when told to go forward to the class, less excited in learning, often permission to the bathroom, and do not pay attention when the teacher explains the material.

Demotivated students have a fairly low English test score, namely under KKM based on data obtained from subject teachers. Low student grades are caused because students are not motivated to learn English, so they have a lack English vocabulary because they think it is difficult to memorize besides not understanding how to read differently from writing. Poor grammar is also one of the causes of the low English scores of students because it is difficult to understand and does not understand how it is used.

[1] demotivation mean that a student has lost motivation to study completely. This simply means that strong negative factors limit current learning motivation, while other positive motives are still ready to be re-initiated. For example, a learner may still be highly motivated to learn English as an international language even if his or her teachers are less skilled. Some researchers have similarities in the study of demotivation factors in English learning such as subjects, variables, or types of research.

The first study conducted by [2] sought to explore demotivation factors in learning English among high school students in Iran. In this study, it was found that inadequate school "facilities" are highly demotivated, and inadequate facilities by teachers while teaching in class greatly

hinder the process of students learning English.

[3] investigated the demotivating and remotivating factors in the college students' past English learning experiences and explored the effective English class for low-level students on the research results. The 125 students participated in a reflective student questionnaire, and the students' responses are analyzed through descriptive statistics. The major demotivators and motivators were identified according to four categories: external, internal, learning situation (classroom/outside classroom), and learner.

The research findings showed that external factors are influenced more than internal factors in the demotivation process, and learning situation factors are affected more than learner factors. In contrast, internal factors are more affected than external factors in the remotivation process, and students' desire to be good at English and their awareness of the usefulness of English mostly affected their remotivation.

This study investigated factors that demotivate students in learning English at MTs Negeri 1 Baubau. This school chosen as a research place because the researcher have observed that many students in this school experience demotivation in learning English. The study attempts to explore the demotivating factors of students in learning English at MTs Negeri 1 Baubau.

1. METHOD OF THE RESEARCH

This research applies qualitative research. Qualitative research is an approach also called an investigated approach because researchers usually collect data face-to-face and interact with people at the research site. In this study, researchers will conduct interview methods on demotivated students and teachers of English subjects in the classroom with a qualitative descriptive approach.

Qualitative research can also be intended as a type of research whose findings are not obtained through statistical procedures on other forms of calculation [4]. It means that data is not the form of numbers, but the data will be derived from the script of observation, interview, and documentation. Corpley [5] said that the core

nature of qualitative research is to examine the way people feel for their own real lives, in their own minds, in their own words.

In this research the students of MTs N 1 Baubau as the population. At MTs N 1 Baubau there are 20 classes in total, consisting of 3 levels. Class VII consists of 7 classes, class VIII consists of 7 classes and class IX consists of 6 classes. The subject in this research are class VIII.4 with a total of 10 students who has the lowest grades and teachers of English subjects in the class.

The data collection technique is a method used by researchers to obtain the data needed in research. Data collection can be done from various sources and methods. The instruments of data collection techniques in this study are:

Observation is another method of collecting data. The purpose of the observation is to collect information and carried out by analyzing the students' actions during the teaching and learning process in the class.

The interview is usually used in collecting data for qualitative research. Semi-structured interviews are used in this present study.

In this study, the interview is needed to obtain deeper information about demotivating factors on students at MTs Negeri 1 Baubau. The questions that are asked of students and teachers are the internal and external demotivation factors in learning English. The researcher explains the nature of the research and that all interviews will be conducted in Indonesian, the student's first language, to elicit responses without limiting or deterring students.

The document technique is carried out because the information about high school profiles and other data that the authors get is not obtained from people alone, [6] but from data in the form of other documents, namely written or other material that can be accounted for by the author.

The data analysis technique used in this study was based on model [7] which notes that data analysis activities should be carried out continuously until the data is saturated, as quoted by [8]. [9] data processing methodology consists of many procedures, including:

1. Reduction of the Data

The amount of data obtained in the field is quite large, so it is important to record in detail and accurately, therefore the data analysis process must be started immediately through a reduction data analysis. Reducing data means summarizing, choosing the main points, focusing on the most important aspects, looking for themes and patterns. In the reduction of data analysis, the researcher focused factor that causes demotivation in learning English.

2. Display of the Data

After the data is reduced, the next step that must be done is to display the data. In the second stage of data analysis in this study, the presentation of the data is presented with narrative text. In this study the data displayed is direct.

3. Verification

After the data has been reduced and displayed, the final step in data analysis is verification or conclusion. With this step, it is hoped that it can answer the formulation of the problem that was formulated from the start so that it becomes a clear problem and must be prepared to find new findings that have never existed before.

2. RESULT AND DISCUSSION

2.1 Result

2.1.1 Internal Factors that causing the students' demotivation in learning English

The results of interviews that have been carried out by researchers with respondents show that there are some internal factors that causes students are less motivated to learn English including lack of interest, English difficulties, and boredom.

a) Lack of Interest

One of the caused that researcher found in learning English was that students feel lack of interest learning English. This can be seen from the results of the researcher interviews with students as follows:

Extract 1

The Researcher:

Apakah kamu tertarik untuk belajar bahasa Inggris?

The Respondents:

Saya tidak terlalu tertarik untuk belajar bahasa Inggris. (I don't really interested for learning English).

Saya tidak suka belajar bahasa Inggris. (I don't like to learning English).

Saya kurang tertarik belajar bahasa Inggris karena sangat sulit dimengerti. (I am less interested in learning English because it is hard to understand).

Tidak karena bahasa Inggris itu sulit. (No, because English is difficulties).

Based on the extract above, some students say that they don't like learning English because they think it's hard to learn, and it's hard to understand. So researchers can conclude that some students of class VIII.4 MTs Negeri 1 Baubau have a very low interest in English lessons.

Another statement from the results of interviews with teachers found that students interest affects low student learning motivation, as follow:

Extract 2

The researcher:

Apakah kurangnya minat siswa berpengaruh terhadap rendahnya motivasi siswa dalam belajar bahasa Inggris?

The Respondent:

Iya tentu saja sangat berpengaruh, karena bahasa Inggris ini cara penulisan dan cara baca berbeda jadi tergantung dari cara mengajar guru itu sendiri. (Yes, of course it is very influential because English is a different way of writing and reading so it depends on how the teacher teaches himself).

Based on the extract above, researcher can conclude that the low interest of students in learning English can be caused because students are not motivated, so it can be concluded that students' interest greatly affects their motivation in learning English. Students' interest in English is very important to foster their enthusiasm in learning, if they lack enthusiasm or interest they will not focus on learning English as found in students of grades VIII-4, some of

them do not study well to improve their understanding with English because they feel uninterested.

To increase students' interest in learning, there must be good cooperation between teachers, parents and students themselves so that they not only follow lessons in class but they also understand and are happy when learning without any coercion.

b) English Difficulties

Extract 3

The Researcher:

Apakah menurut kamu bahasa Inggris itu sulit untuk dipelajari?

The Respondents:

Iya, menurut saya bahasa Inggris itu sangat susah. (Yes, in my opinion English is very difficult).

Iya, saya merasa kesulitan ketika saya belajar bahasa Inggris. (Yes, I find it difficult when I learn English).

Menurut saya bahasa Inggris sedikit sulit untuk kita pelajari. (In my opinion English is a little difficult for us to learn).

Based on the extract above, researchers can conclude that some students think that English is difficult and they find it difficult when they are learning English, this can happen because they have not found a suitable way to learn, besides that the availability of learning support facilities can also be one of the causes.

English as a second language is certainly not easy to learn, because we rarely experience or even use it in the environment around us, as well as in the school environment the lack of media to introduce English makes English very foreign and difficult for students to understand.

The method of teaching English to students is also very important because with the right teaching method students will easily understand what is being taught, as well as students must understand learning methods that are suitable for themselves so that they can learn more easily, because students who do not enjoy their learning

process will not understand the material given, so many students find it difficult to understand English vocabulary and even they feel that it is not very important to learn English.

c) Boredom

The next problem that researcher found in learning English was that students feel bored in learning English. This can be seen from the results of the researcher interviews with students as follows:

Extract 4

The Researcher:

Apakah kamu merasa bosan ketika belajar bahasa Inggris?

The Respondents:

Iya, kadang saya merasa bosan. (Yes, sometimes I feel bored).

Iya saya merasa bosan ketika sedang belajar bahasa Inggris karena saya tidak mengerti. (Yes, I feel bored when I am learning English because I don't understand).

Iya kalau materinya kurang menarik. (Yes, if the material is not interesting).

Based on the extract above, there are students who show that learning English often appears boring, so researchers can conclude that English lessons in class VIII.4 students are not liked by them, because they often feel bored when they are studying.

Another statement that shows that one of the causes of students experiencing demotivation is a sense of boredom when they are studying, this can be seen from the results of observations and interviews with English teachers, as follow:

Extract 5

The Researcher:

Apakah siswa sering merasa bosan ketika belajar bahasa Inggris?

The Respondent:

Iya terkadang pasti akan muncul rasa bosan apalagi jika mereka tidak suka dengan bahasa Inggris tapi balik lagi semua itu

tergantung pada cara mengajar guru. (Yes, sometimes there will definitely be boredom, especially if they don't like English but again it all depends on how to teach the teacher).

Based on the extract above, researchers can conclude that students will feel bored when learning English depending on the teacher or the method used by the teacher when teaching.

In learning English some students seem not enthusiastic, they are not eager to learn, and feel difficulty in understanding English, this is because students are not interested in English, so students look bored when learning because they already don't like English.

Making an interesting learning meter during the process of learning English is very necessary to prevent boredom in class, so that students are excited about learning because English, which is a foreign language, must have its own difficulties so it must be the right and interesting way to learn.

3.1.2. The external factors that cause student demotivation in learning English

a. Teacher's Attitude

If the teacher's attitude causes students to dislike the teacher, they are not motivated to craft skills in English [10]. One of the causes of students not being motivated to learn English is the teacher's attitude towards students. This can be seen from the results of observations and interviews as follow.

Extract 6

Menurut kamu sikap guru yang seperti apa yang dapat menurunkan motivasi belajarmu?

The Respondents:

Menurut saya jika saat mengajar guru bersikap tidak ramah. (In my opinion that when teaching the teacher was unfriendly).

Menurut saya kalau saat mengajar guru sering marah. (In my opinion, when teaching, teachers are often angry).

Jika guru saat masuk kelas banyak memberikan tugas. If the teacher when entering the classroom gives a lot of assignments.

Based on the extract above, researchers can conclude that the attitude of the teacher in the classroom when teaching greatly affect the low motivation of students in learning English.

The teacher not only gives material to students but as a teacher must be able to give a good attitude with students, because before being interested in studying the material students will first pay attention to the attitude of the teacher, if the student is already happy with the teacher then he will pay attention to the material given, students are more happy with a friendly teacher, and communicative.

b. Teacher's interaction with the students

Extract 7

The Researcher:

Bagaimana interaksimu dengan guru dilingkungan sekolah?

The Respondents:

Tidak terlalu akrab. (Not very familiar)

Biasa saja. (It's just so-so)

Kalau diluar kelas kurang dekat. (If it's outside the classroom, it's not close).

Based on the extract above researchers can conclude that some students feel that they do not interact with the teacher. This can also be seen when researchers make observations in schools, it can be seen that teachers do not interact with students in the school environment, let alone interaction with male students.

Good interaction between students and teachers can provide positive energy in students, students will be more comfortable to learn. The relationship between the student and the teacher can also be built outside the classroom, for example chatting or just greeting students in the school environment.

A good teacher must know the student not only by name but must know more about his personality in order to build an emotional connection with the students, because if teaching without knowing the character of the student will be less effective.

c. Teaching styles

Extract 8

The Researcher:

Menurut anda apakah cara mengajar guru didalam kelas kurang menarik?

The Respondents:

Menurut saya kurang menarik, karena kami hanya belajar dari buku teks di dalam kelas. (In my opinion less interesting, because we just learn from textbooks in the classroom).

Menurut saya tidak menarik, karena tidak ada metode yang berbeda setiap pertemuan jadi kami merasa bosan. (In my opinion is not interesting because there is no different method every meeting so we fell bored).

Menurut saya kurang, karena tidak ada media belajar yang menarik untuk belajar bahasa Inggris. (In my opinion it is less, because there is no interesting learning medium for learning English).

Based on the extract above, some students feel that how to teach teachers is not interesting, so researchers can conclude that the lack of motivation for student learning in English is one of the causes is the lack of interesting methods when teaching in the classroom, teachers only use the lecture method in a meeting so that students feel bored and less interested in learning English. Based on the results of observations and interviews with teachers, it shows that the teacher's way of teaching is still not interesting, because it does not use supporting media for learning.

d. Difficulty in working on tasks

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

The next problem that researcher found in learning English was that students feel difficulty in doing the assignment. This can be seen from the results of the researcher interviews with students as follows.

Extract 9

Menurut anda apakah tugas yang diberikan oleh guru sulit untuk dikerjakan?

the Respondens:

Iya susah, karena saya tidak punya kosakata bahasa inggris jadi saya kesulitan dalam mengerjakan tugas. (Yes, it's hard, because I don't have an English vocabulary so I have difficulty in doing assignment).

Menurut saya sedikit susah karena saya tidak terlalu paham dengan bahasa Inggris. (In my opinion it is a little difficult because I don't really understand English).

Menurut saya iya, karena saya tidak mengerti arti kata bahasa Inggris. (In my opinion yes, because I don't understand the meaning of the English word).

Based on the extract above researchers can conclude that some students find it difficult to complete the tasks given by the teacher because some of them lack vocabulary in English so they find it difficult to understand sentences in English.

e. Peer's Influence in Learning English

One of the reasons students experience learning demotivation is the influence of peers, because students tend to follow friends, this can be seen in the extract below.

Extract 10

The Researcher:

Apakah kamu memiliki teman yang tidak suka bahasa Inggris?

The Respondents:

Iya ada. Yes, there are.

Iya ada beberapa. (Yes, there are several).

Iya ada banyak yang kurang suka bahasa Inggris. (Yes, there are many who don't like English).

Based on the extract above, researchers can suggest that there are some students who do not like English, so this can affect their classmates.

Friends have an influence in the relationship as well as the learning process, usually they will follow friends especially when they are

teenagers, students do not have a stance for something still like to follow, if their close friends like something they will also follow. That is why many of the students lack motivation to learn English because they see that their social friends also do not use English, and if anyone speaks English, they will get poor treatment from their friends around them.

f. Textbook availability

One of the causes of students experiencing demotivation is the lack of supporting facilities for learning, such as books in the library, if the school provides books that are motivated students will be more enthusiastic about reading. This can be seen from the results of observations and interviews below

Extract 11

Apakah semua buku yang kamu cari sudah tersedia dipustakaaan?

The Respondents:

Tidak.

Kurang tersedia. (Less available).

Buku di perpustakaan kurang banyak. (The are not many books in the library).

Based on the extract above researchers can conclude that the books available in the school library are still lacking, so that the student don't have reference for learnig.

g. Family Support

Family is one of the basic elements where the children learn everything for the first time. The family has to support their children's learning, to make them able in using English. There are some responsibilities of family in supporting the children's education especially in studying English, for example: giving attention to their development in learning English.

Extract 12

The Researcher:

Apakah orang tua kamu mendorong kamu untuk belajar bahasa Inggris?

The Respondents:

Saya kurang tahu. (I am not sure).

Iya, mungkin. (Yes, may be).

Sikap orang tua saya biasa saja. (My parents' attitude is normal).

Based on the extract above, researchers can conclude that some students do not get enough attention from their parents about learning at school so that they also lack motivation and enthusiasm in learning English, even though family encouragement is very important to increase children's enthusiasm for learning.

The family as the first foundation for a child, especially when they are teenagers, they still really need support and attention from parents, the attention given to children will provide enthusiasm and confidence, if they feel that someone supports them, they will be more motivated to do things.

However, most students who experience demotivation because they have a bad relationship in their family environment, for example parents who do not pay attention to school activities or the learning process so that students or children feel unnoticed so they are increasingly indifferent to the relationship because they have lost the motivation to learn.

2.2 Discussion

1. The internal factors that cause student demotivation in learning English

Based on the results of interviews with ten students, most of the students said that they were not interested in learning English because English was difficult for them to understand and basically they already didn't like English so there was no motivation to learn. When students are motivated for sure they will not want to learn English.

In addition, the results of interviews with teachers show that students' interest greatly affects their low motivation to learn, this low motivation is because English has differences in the way of writing and how to read.

The difficulty of a language determines how students like to learn it. Fact ors such as lack of facilities and difficulty levels of the

given materials could affect and reduce the students' motivation [11].

Difficulty in understanding English is one of the causes of students experiencing demotivation in learning English, it can be seen from the results of interviews conducted with ten students, most of whom say that English is difficult to learn. The difficulties that students experience are because they have not found a suitable way and a learning method that suits their abilities.

From the results of the interviews, most of the students replied that they felt bored when they were learning English. This can happen because there are several reasons including students' lack of understanding of English because they lack vocabulary, besides that they also feel that learning English is not fun.

2. The external factors that cause student demotivation in learning English

In addition to internal factors that cause students to experience demotivation to learn English, there are several other causes derived from external factors or external factors experienced by eighth-grade students of MTs Negeri 1 Baubau.

Based on the results of interviews with students of MTs Negeri 1 Buabau, researchers can see from the students' answers that if the teacher has a good attitude then they will also be happy. The attitude between the teacher and the student can be a support or can increase the motivation of students in learning English.

Based on the results of interviews with ten students, some students felt that they had less interaction with the teacher, this showed that students only noticed the teacher teaching there was no two-way interaction.

Interaction between students and teachers is not only in the classroom but must also be done when outside the classroom, this is done to increase emotional closeness between students and teachers, so that they have the motivation to learn English, but from the students' answers, some of them are less familiar or less interacting with the teacher. The interaction could be a way for a teacher and student to

build a good rapport which results in the interest in student to learn English.

Based on the results of interviews with students, some of them answered that the way teachers teach in the classroom is not interesting, when teaching teachers only use textbooks as teaching materials, there are no other media used such as the use of technology for learning facilities, so they lose motivation and enthusiasm to learn English.

Based on the results of the interviews above with a students, some of them answered that they had difficulty in doing the assignments that were given because the students did not understand and they did not have enough English vocabulary, so this made them not know how to do the assignments given.

In addition, from the results of interviews with teachers, it was found that there are still students who do not do the task correctly, there are still many mistakes. This right occurs because some students are not interested in learning English.

From the results of the interview above, researchers can see that one of the factors that causes students to experience demotivation to learn English is due to the influence of their classmates, such as one of the answers from a student he said that many of his classmates do not like English, so this can reduce their motivation in learning because they are still affected by their friends.

The availability of books in the library can affect students' interest in reading, and it is a factor that students will be motivated to learn. But if not all the books needed or searched by students do not they find this can trigger student demotivation. Based on the results of interviews with students, some of them replied that they did not find the books they wanted, and some rarely went to the library to look for books because they were not interested in reading, so they did not know about the availability of books in the school library.

Family is an important factor in the student's learning process, if they get support and attention from their family will have the motivation to learn, but from the results of the interview above researchers can see that one of the factors of student demotivation, one of which is the lack of

attention from the family or parents, one of the students replied "saya kurang tahu" from the answer we can see that parents do not pay attention to the child's knowledge at school, rarely ask about the lessons they have already received at school so students feel it is not so important to learn English that they experience the demotivation of learning English.

3. CONCLUSION

From the explanation on previous chapter, the writer concludes that :

Based on the finding of the research and the data analysis, this research concluded that there are some factors of students' demotivation in learning English at MTs Negeri 1 Baubau especially in class VIII.4

The first is internal factors such as, lack of interest of students in learning English, students find it difficult to learn English due to lack of English vocabulary and students often feel bored when they are learning English in the classroom because of their lack of understanding of English.

The second is external factors such as, teacher attitudes, lack of teacher interaction with students both in class and outside the classroom, teacher teaching style that is less attractive, students' difficulty in doing assignments because students do not understand the meaning of English words, peer influence, availability of textbooks in school libraries and the last is that students do not get enough attention from their families so that students do not have the motivation to learn English even though in the growth and development process of adolescent children such as class VIII students really needs encouragement or attention from the family.

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