

# Demotivating Factors in Learning English: Students' Perceptions

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**Abstract:** Students' demotivation is an area which is not widely reached from studies. It is essential to recover the students' demotivation factors in learning English. 240 ninth grade of junior high schools students were taken part. There were four factors of demotivation, they were seen from teacher, classmates, text books and activities, and students' characteristics aspects.

**Key Words:** students' demotivation, learning English, perceptions

**Abstrak:** Demotivasi siswa merupakan topik yang belum begitu tersentuh oleh penelitian. Oleh karena itu, penting untuk menguak penyebab demotivasi siswa dalam belajar bahasa Inggris. Ada 240 siswa yang bersedia menjadi sampel penelitian ini. Hasil penelitian menemukan empat faktor demotivasi siswa, yaitu aspek guru, teman sekelas, buku pelajaran dan kegiatan, dan karakteristik siswa.

**Kata kunci:** demotivasi siswa, belajar bahasa Inggris, persepsi

## INTRODUCTION

Cheng and Dornyei (2007) discussed that motivation becomes determining factor of successful language learning. When students are not motivated to do something, they are not motivated to accomplish a particular activity. It affects their behavior to be bored, frustrated, distracted and hostile (Wlodkowski & Ginsberg, 2010). Based on the students' cultural beliefs, attitudes toward the learning situation, integrativeness and motivation, Gardner (1985) stresses that the initial factor is the motivation coming from the students themselves. Since motivation consists of the desire to learn language, students are motivated because of different reasons, such as communicative classroom atmosphere, enjoyable interaction or easy assignment.

In some cases, the students also experience a situation that makes them lose their motivation to learn; it is called demotivation. For the common sense, Küper (2001) implied demotivation as a reduced driving force for thinking, feeling or acting. Someone is demotivated when he/she is hindered or has lost his or her motivational energies. Dornyei (2001, cited in Baniasad-Azad & Ketabi, 2013) defines demotivation as the diminishing of motivation of a behavioral goal from certain

external forces. A similar definition of demotivation was also given by Soureshjani and Riahipour (2012), that demotivation is lacking of deliberate effort, willingness and investment for achieving a specific purpose in language learning. Demotivation is derived from various factors. For instance, boring class activity or strict teacher.

Students' demotivation is an area which is not widely reached from the studies. Even, in Indonesia, there have not been any studies discussing and also published online about demotivation. Abundant studies merely talk about motivation. Hence, there was a chance for the researcher to uncover a topic which has not been discussed in Indonesia, particularly conducted in Malang. In addition, previous studies did not discuss demotivating factors from family background and social condition, so the present study presented the factors from that point of view. Demotivation is a negative attitude, but it influences students in learning language. When students are demotivated, they are not interested and enthusiastic in studying. In this case, demotivation becomes a crucial subject in teaching and learning language. Thus, this study intended to reveal demotivating factors for junior high school students in learning English.

There have been numerous studies on students demotivation factors in second language acquisition. In Aquino et al's (2016) study, it was revealed that the factors that demotivate the students in Lorma Colleges Special Science High School in the Philippines were confidence, fear of committing mistakes, demotivated teachers, and lack of resources.

As revealed by Gorham and Christophel (1992), boring teachers, grading and assignment dissatisfaction, negative response of the course and material, teachers' attitude toward students, dislike and perceived lack of relevance of the subject area, time of day, length of class, and personal factors were demotivating factors in college classes. In line with previous studies, Muhonen (2004) conducted a study of students' demotivating factors. He grouped the demotivating factors into five themes: the teacher, learning material, learner characteristics, school environment and learner's attitude towards English language. His study revealed that teacher is the initial factor of demotivation. In the previous studies, in which teacher was the most demotivating factors in learning English, Sehat (2012) also found that the teacher personality and behavior are placed in the first factor of students' demotivation, followed by learning material and content, learning environment, simultaneous learning of other languages, attitudes toward English, learners' experience of failure, learners' lack of success and learners' characteristics.

A study conducted by Bahramy, M. and Araghi, M. (2013) among university students at Payam Nour University, Tehran, Iran, found that teachers also became the highest factor of students' demotivation. It included teacher's inactivity, incompetence, behavior (strict), attitude toward weak students, error correction, teaching style, and level-adjustment. Course book, administration, personality problem, class environment, finance, and other factors came afterward. This finding was different from the previous studies which did not include finance as one of students' demotivation. It was because the students did not have access to modern technology and were not able to afford the language classes cost.

Kaivanpanah and Ghasemi (2011) conducted a study to reveal the source of demotivation. They examined demotivating factors of junior high school, senior high school, and university students. They identified five demotivating factors as follows: 1) learning content, materials, and facilities, 2) attitude towards English speaking community, 3) the teacher, 4) experience of failure, and 5) attitude towards second lan-

guage learning. The most prominent demotivation were learning contents, materials, and facilities. The results indicated that uninteresting topics of learning materials, learning contents, lack of facilities such as videos, tapes, DVDs, CDs, and computers demotivate the students.

A more specific study was conducted by Kikuci and Sakai (2009) in Japan. The study was conducted to find the salient demotivating factors for Japanese high school students. This study was focused on the extrinsic factors of students' demotivation. They extracted the result into five factors: course books, inadequate school facilities, test scores, non-communicative methods, and teachers' competence and teaching styles. The most demotivating factors was course books.

## METHOD

As the researcher wanted to see students' perception about the factors of demotivation that they had experienced in learning English in the classroom, a survey research design was employed in this study. To describe opinions, attitudes, references, and perceptions of people's interest to the researcher (Latief, 2014), survey research was appropriate in this study.

Survey research was chosen as appropriate design for this study for two reasons, firstly, most of the previous studies have already used this kind of method. It proved that survey research was the suitable method to dig students' demotivation experience in studying English. Secondly, this study was the first study about factors of students' demotivation in learning English of ninth grade students in Malang, thus it was necessary to know the global description of demotivating factors among students. As the foundation of other demotivational studies, survey research became the basic reference.

Simple lottery was used to choose ten junior high schools contributing in this study. The researcher simply wrote number 1 to 104 (three special junior high schools were not included) in paper, and then took ten schools randomly. The consideration for random selection was since the study did not intend to compare public and private schools, favorite or not favorite schools, the best or worst schools, or the highest or lowest output for the national exam. Therefore, it was not necessary to select the schools using cluster.

Finally, four public and six private schools were chosen, they were SMP Negeri 7, SMP Negeri 14, SMP Terbuka Negeri 1, SMP Terbuka Negeri 3, SMP

Islam Baiturrohmah, SMP Islam Paramitha, SMP Katolik Santa Maria 1, SMP Muhammadiyah 6, SMP PGRI 8 and SMP Plus Al-Kautsar. Some of ninth grade students of academic year 2016/2017 participated as sample in this study. One class represented one school. The selection of the class was given to the English teachers or vice principal of curriculum.

A questionnaire was employed and distributed to the ten junior high schools. The questionnaire was divided into two parts. Open-ended questions filled the first part of questionnaire to present students basic information, they were: 1) school, 2) class, 3) phone number, 4) when they learnt English for the first time, and 5) range of studying English. The second part consisted of 48 questions which were modified from several relevant studies (Kikuci & Sakai, 2009; Meshkat & Hassani, 2011; Al-Khairi, 2013; Javani, 2014; Hosseini & Jafari, 2014). Most of the questions reflected fact that the students experienced when they learnt English.

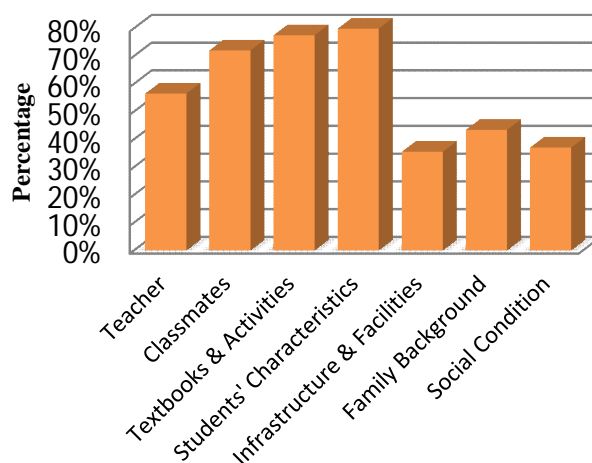
Moreover, the researcher also added two points in the questionnaire that are not asked in the previous studies. Therefore, the present study gave more detailed information about demotivating factors faced by students so there was a possibility of the emergence of new category which was not mentioned before.

In the current study, the questionnaire was divided into seven main factors of demotivation, which were teacher (Question 1 to 13), classmates (Question 14 to 18), textbook and activities (Question 19 to 27), students' characteristics (Question 28 to 36), infrastructure and facilities (Question 37 to 42), family background (Question 43 and 44), and social condition (Question 45 to 48).

## RESULTS

After distributing the questionnaire, the researcher collected all the data. It was found that from the seven factors asked in the questionnaire, only four factors made junior high school students demotivated in learning English. The four factors were regarded as demotivating factors as their percentage was above 50%. Whereas, three factors were not included as demotivating factors as their percentage was below 50%.

After combining all participating schools, it could be portrayed the following result (Figure 1). Figure 1 displayed that teacher (62%), classmates (72%), textbooks and activities (78%), and students' characteristics



**Figure 1. Demotivating Factors of Junior High School Students in Malang**

tics (80%) were as the cause of demotivation in learning English. Whereas, infrastructure and facilities (36%), family background (43%), and social condition (37%) were not thought as demotivating factors.

From the data presented, it could be concluded that there were four aspects that made the students demotivated in learning English. They were: 1) students' characteristics, 2) textbooks and activities, 3) classmates, 4) teacher.

The first demotivating factor in learning English for ninth grade students was students' characteristics. It was caused by difficulty in memorizing, low English score, not priority lesson, shyness, no opportunities to practice, forbidden to use cellphone, dislike English, and no reason to learn English.

The second factor was textbooks and activities. Long text/passage, difficult sentence, complicated structure, difficult and boring text, boring activities, boring speaking activities, boring reading activities, boring listening activities, and boring writing activities.

The third factor was classmates. Due to disturbing classmates, no classmates' cooperation, laughing and mocking classmates, large number of classmates, giving negative influence are the cause of demotivating in learning English.

The last factor of demotivating factor in learning English was teacher. The students thought that their English teacher spoke English rapidly, repeated the same material, they got difficulty in understanding teacher's utterance, their English teacher did not use modern aids, did not explain the material in Indonesian, did not give skills' practices (listening, speaking, reading, writing skills), homework evaluation/assess-

ment, could not manage the class, became angry, ridiculed the students, and had poor English speaking skill.

For aspects not always using English and no monitoring were not included in the factor of students' demotivation. The students thought that they did not mind if their English teacher did not always use English since it made the students understand what the teacher said. Besides, no monitoring was also not included as demotivating factor as there was regulation not to give students homework. So, of course, there was no monitoring for students' homework.

While infrastructure and facilities, family background, and social condition involved as non-demotivating factor in learning English. The non-existence of some modern media, such as LCD Projector, computer/laptop, VCD/DVD player, and language laboratory did not reduce their motivation in learning English. In addition, their family; parents and sisters/brothers, supported their activity to increase their achievement in English. Finally, social condition, related to the students' awareness of English, was high. They believed that English was important for their advanced study, carrier, and future life.

### **Demotivating Factors in the Aspect of Teacher**

The first factor asked in the questionnaire was from teacher aspect. There are 13 questions asked to the junior high schools students. Before elaborating the first factor from teacher side, it is significant to comprehend the statement number one on the questionnaire. The statement is "English teacher does not always use English in the class all the time". The options of the statement are "yes" or "no". "Yes" answer involves as demotivating, but "no" answer encompasses non-demotivating. If the students' answer is yes, it means that the English teacher does not always use English in the class. He/She uses another language beside English, it is Indonesian. However, if the students' answer is "no", it is implied that the English teacher always uses English when he/she speaks or explains the material.

The questions in the questionnaire were reflection of the students' experience, so all of them are based on the fact. The result showed that the first factor, not using English in the class, got 12%, the highest factor in term of teacher. Based on the fact, the students answered relating to that question was mostly "yes", as the English teacher usually combined English and Indonesian to make the students understand what

was being explained or taught. They explained that not all students understood English, so the combination language between English and Indonesian made the students easier to absorb the material and they did not mind with that condition.

Nevertheless, in the comment column, the students wrote that it actually did not make them demotivated. The mixing English and Indonesian made them understand what the English teacher explained to them. Therefore, it actually did not demotivate the students when the English teacher did not use English in the class all the time. It was in contrast to Moiin vaziri and Razmjoo (2014)'s finding that one of the reasons of students' demotivation was because their English teacher did not speak English in the classroom.

The next factor of students demotivation in learning English in term of teacher were speaking English rapidly (11%), repeating the same material (11%), difficulty in understanding teacher's utterance (10%), not using modern aids (10%), no Indonesian explanation (8%), no skill practice (listening, speaking, reading, writing skills) (8%), no monitoring for students homework (7%), no homework evaluation/assessment (6%), cannot manage the class (5%), being angry (5%), ridiculing the students (5%), and poor English speaking skill (3%).

The students explained that not all students liked English. If they did not understand what their teacher's saying, so they tended to keep silent and did not ask the teacher to repeat since they did not interested in English.

The students also thought that they got difficulty in understanding their teacher' utterance. It was different from previous factor of speaking English rapidly. Here, the students could not catch the teacher's utterance as their teacher spoke English unclearly, such as unclear pronunciation and soft voice. When teacher did not explain in Indonesia, they also felt demotivated.

Some schools did not provide modern teaching aids, such as laptop/computer, LCD projector, language laboratory, smart board, etc. Consequently, the teacher only used traditional media, such as white board/black board and marker or chalk. That condition influenced the students to be demotivated in learning English.

The next source of demotivation was the English teacher did not give practices to improve all language skills (listening, speaking, reading, writing). It happened in one of the schools in Malang that the teacher only gave translating exercise which the students regarded as writing exercise. The teacher asked them to trans-

late texts, questions, and options included in the graduate standard competence (*Standar Kompetensi Kelulusan*) for national examination in 2017.

Some students from certain schools said that their teacher did not give homework, so there was no monitoring for students homework. However, other students told that their teacher gave them homework as preparation for their national examination.

It happened in one of the schools that the English teacher would get angry when the students wrongly answered several times. In addition, the students stated that they did not get any skill practices (listening, speaking, reading, writing). The only activity was translating English into Indonesia. Therefore, they felt boring for their English schedule.

### **Demotivating Factors in the Aspect of Classmates**

The second factor was classmates. There were five causes contributing for junior high school students in learning English in term of classmates. The finding indicated that disturbing classmates (24%), no classmates' cooperation (23%), laughing and mocking classmates (21%), large number of classmates (17%), giving negative influence (16%) are the cause of demotivation in term of classmates.

In one class, not all students were interested in learning English. The students faced to a situation when their friends disturbed the other classmates. The disturbing friends made the class situation crowd, for example talking when their teacher explained or spoke in front of the class, it indicated that they were not interested in learning English and they really annoyed their concentrated friends.

What is meant by no classmates' cooperation is the student' classmates mind to speak English with her/him. The largest number of students in one class in this study was 40 students. That condition sometimes made the class crowded, so it meant that the large number of students gave negative influence to the learning activity.

### **Demotivating Factors in the Aspect of Textbooks and Activities**

The third aspect was textbooks and activities. Nine roots of students demotivation in the aspect of textbooks and activities showed that long text/passage (13%), difficult sentence (13%), and complicated

structure (13%) were the most demotivating factors. The students were faced to obstacles about vocabulary. Searching the meaning in the dictionary book made them bored. They were more interested if they were allowed to seek the difficult words using cellphone. Unfortunately, some schools banned it for some reasons, such as safety, concentration, negative effect, or cheating. Some schools ban the use of cellphone but they permitted the students to bring their laptop to school, since the school provided Internet connection, so the students could find the strange words by online dictionary.

In addition, the other causes of students demotivation related to textbooks and activities were difficult and boring text (12%), boring activities (11%), boring speaking activities (10%), boring reading activities (10%), boring listening activities (9%), boring writing activities (9%). Most of the demotivating factors from this aspect came from vocabulary. As they did not know the meaning, they tended to behave demotivated in all activities.

### **Demotivating Factors in the Aspect of Students' Characteristics**

Students' characteristics was the fourth demotivating factor probed in the questionnaire. There were eight sources of students demotivation in learning English from this aspect.

This study included demotivating factors seen from students' characteristics. It covered difficulty in memorizing (13%) as the highest factor, low English score (12%), not a prioritized lesson (12%), shyness (11%), no opportunities to practice (10%), forbidden to use cellphone (10%), dislike English (10%), and no reason to learn English (10%).

The students told that they had difficulty in memorizing the words as they were lazy to spend their time focusing on memorizing the words. If they did not know the meaning, they preferred asking the English teacher to finding by themselves. Another fact was that some of the students thought that English was not a priority lesson compared to mathematics and *MIPA* (mathematics and science).

### **Demotivating Factors in the Aspect of Infrastructure and Facilities**

Infrastructure and facilities acted as the fifth aspect of demotivation. To see deeper causes of stu-

dents demotivation, five questions were asked and then result described that demotivating factors in the aspect of infrastructure and facilities came from unavailable computer/laptop (17%), unavailable Internet connection (17%), unavailable VCD/DVD player (22%), unavailable LCD Projector (12%), and unavailable language laboratory (15%).

Unavailable VCD/DVD player (22%) became the most demotivating factor in this aspect. By using VCD/DVD media, the English teacher could show video that could increase the students' motivation in learning English. Brown (2007) expresses that CDs can be used for self-study and accessed simply through a CD player. The content of CDs vary, such as listening exercises, lectures, stories, documentaries on special topics, movies, news media, or program designed specifically to instruct students on certain aspects of English.

The content of CDs could be very beneficial for the students, however the use of VCD/DVD diminished as they were replaced by *flash disk* which could store more data, and even it did not need media player, VCD/DVD player. Therefore, many schools did not provide the player since the teacher could use laptop to help her/him in teaching. Although the percentage was high (based on the fact that the schools did not afford VCD/DVD), but it did not mean the students feel demotivated. This media did not influence their motivation in learning English as it was replaced by laptop.

### **Demotivating Factors in the Aspect of Family Background**

The sixth factor of demotivation was family background. Different from previous studies that they did not include this aspect, in this study involved family background aspect to reveal whether this aspect influence students demotivation. The result from family background aspect was shown as following.

Aspect of family background as demotivating factors in learning English also included in this study. There were two points that were asked in the questionnaire, unsupporting parents (48%) and uncaring sisters/brothers (52%).

From family aspect, uncaring sisters/brothers got the highest percentage. It was caused by school routine. The students explained that their brother/sisters were also busy with their activities at school. They seldom shared about their difficulty in English.

### **Demotivating Factors in the Aspect of Social Condition**

The last demotivating factor asked in the questionnaire was from social condition view. Similar with the sixth factor, previous studies did not touch this aspect.

The last aspect was social condition. This aspect was aimed to reveal the students awareness of the importance of English. After conducting the research, there was 34% of students said that English was unnecessary subject, 24% thought that English was not important for their carrier, 21% told that English was not important for their future life, and 21% uttered that English was not beneficial for their advanced stud-y. Based on the students' opinion, it could be inferred that the highest factor made the students demotivated from social condition aspect was the students' belief that English was not necessary subject (34%).

### **DISCUSSION**

The underlying motive in this study was revealing the demotivating factors for junior high school students in learning English. The result shows that there were four aspects of students demotivation. It involved teacher, classmates, textbooks and activities, and students' characteristics.

A similar investigation also done by Muhonen (2004), she found that the demotivation factors of ninth grade students came from teacher, learning material, learner characteristic, school environment, and learner's attitude towards the English language. Compared to her study, this study mostly got similar result, beside school environment factor, especially from an uncomfortable classroom aspect. In this study, the students were not really bothered by the school's infrastructure and facilities. They thought that their classroom was comfortable to learn English.

While Sehat's findings (2012) were more specific. There were nine factors of students demotivation. Teaching method, teacher personality and behavior, learning material, learning environment, simultaneous learning of other languages, learner characteristics, learners' experience of failure, learners' lack of success, and learners' attitude were the source of demotivation.

In Bahramy and Araghi's (2013) study it was found that teacher, course book, administration, personality, class environment, finance, and other factors in-

cluded negative attitude of society toward English language and not having access to language institutes in neighborhood were the demotivators for junior high school students. Different from this study, their study revealed that administration, finance, and society factors contributed to their demotivation in learning English.

Kikuci and Sakai (2009) investigated demotivation factors among university students. They concluded that teachers' competence and teaching styles, non-communicative methods, test score, inadequate facilities, and course book were sources of demotivation.

### **Demotivating Factors in the Aspect of Teacher**

This study revealed that the cause of students demotivation in term of teacher since he/she spoke English rapidly, repeated the same material, did not use modern aids to help him/her in teaching English, did not give Indonesian explanation when the students did not understand what he/she said, did not provide skill practice (listening, speaking, reading, writing), did not monitor and evaluate the students assignments, became angry or ridiculed when the students made mistake in answering the questions, had poor speaking English skill, and the students got difficulty in understanding his/her speaking in English.

From all of the aspects mentioned above, they could be categorized into three aspects, adopted from Muhonen (2004)'s research, they were teaching methods, lack of competence, and personality.

#### **Teaching Methods**

English teacher spoke English rapidly during the lessons, did not explained in Indonesia, did not use modern teaching aids (laptop/computer, LCD Projector, language laboratory, smart board, etc), did not give practice to improve all language skills (listening, speaking, reading, writing), did not evaluate the students' work (assignments), and the students got difficulty in understanding their teacher's utterances included in teaching methods.

The researcher did not include two causes of students demotivation from teacher aspect since, in reality, did not demotivate the students. The two aspects were English teacher did not use English in class all the time, and English teacher did not evaluate the students' homework. The students thought that they did not mind when their English teacher did not use English all the time as not all students understood English, so they could accept when he/she combined Eng-

lish and Indonesia. The students explained that their teacher did not give them homework. Therefore, it was not necessary to include them as demotivator of students in learning English.

#### **Lack of Competence**

There were three causes of students demotivation from teacher' lack of competence. It was because English teacher could not manage the class, repeated the same material very often, and had poor English speaking skills. The students explained that they did not understand when their teacher spoke English as he spoke English unclearly.

#### **Personality**

Two sources of students' demotivation were as English teacher became angry when the students used English incorrectly and he/she ridiculed students' mistakes in answering the questions or incompetence in English lesson.

Compared to Muhonen (2004), he found different demotivation factors from teacher aspect: teaching methods, lack of competence, and personality. In teaching methods aspect, he found that teacher's unmanageable pace of activities, lack of variation, repeating materials, too much homework (not review them), focusing on grammatical matters and ignoring the essential of vocabulary.

While in lack competence aspect, it appeared that teacher's inconsistency, unstick to the schedule, unorganized lesson, poor English skills, and lack of authority as demotivators in learning English for Finnish comprehensive school students. In personality aspect, teacher's uptight, lack of dedication, quite harsh, too old, odd, annoying, foolish, lacked credibility, and monotonous speaking voice were sources of demotivation.

In this study, teacher aspect was placed as least demotivator in learning English for junior high schools students in Malang. In line with Kikuci and Sakai's (2009) finding that teacher was not dominant factor for students' demotivation. In their study, the cause of students demotivation seen from teacher aspect were since teachers' explanations were not easy to understand, their pronunciation of English was poor, they ridicule students' mistake, and the pace of lessons was not appropriate.

### **Demotivating Factors in the Aspect of Classmates**

In term of classmates, there were two focuses, first was classmates attitude, and second, classmates

atmosphere. The sources of students demotivation from classmates' attitude were because their classmates did not like to speak English with them, gave negative influence in studying English; mentioning impolite word in English or asking them not to do the exercise, laughed and mocked at them when they made mistake, and disturbed their concentration in the class. As Dislen's (2013) mentioned in her study, it also happened the same thing that when their friends talked too much and it distracted their attention, they felt demotivated in learning English. When their classmates spoke too loud, it made the classroom crowded and, of course, it disturbed their concentration in learning English. In addition, large number of students also demotivated students, seen from atmosphere aspect. Supported by Monks and Schmidt (2010)'s study that big class size gave negative impact to the students. It comprised students' outcome related to amount of learned and expected course grade.

Whereas, in Bahanshal's study (2013), he found different reasons from big class point. He discovered that the students showed no interest both in the lesson explained or activities presented by teacher as their class is too big, between 30–40 students in the class. Moreover, they felt that they got limited or lack of teacher support in learning as their teacher monitored a lot of students in the class.

### **Demotivating Factors in the Aspect of Textbooks and Activities**

In textbooks and activities aspect, it was seen from learning material. They involved English passages in the textbooks were too long, English sentences occurred in the lessons were not easily understood, the English activities were boring, English textbooks were difficult and boring, English grammar was very complicated, listening, speaking, reading, and writing activities were boring.

Most of the students told that they had difficulty in getting the meaning of sentences in English. Long sentences or passages, hard lesson, difficult and boring textbooks and boring skills activities were due to students limited vocabulary. They got difficulty in finding the meaning as they did not have dictionary. They gave reason that their schools did not provide dictionary in the class although there was cupboard to keep their books.

For skills activities (listening, speaking, reading, writing), not all students got exercises in improving those skills. Only a small number of teachers provid-

ed listening exercises in the classroom, as the language laboratory did not work. For speaking and reading activities, they found that the vocabulary was hard to pronounce, it contributed them to be demotivated. While writing activities for them also reduced their motivation as they did not know the grammar, how to use tenses and did not memorize different form of verb. Unfortunately, all students from one private junior high school have never felt skills activities. The most frequent activity was just translating English sentence into Indonesia. And they thought that writing exercise was like translation activity, like what they used to do in English lesson.

The findings confirmed the same study in the same field such as the study of Al-Khairy (2013) that the students considered English textbooks difficult and boring, English grammar was very complicated, English language spellings were difficult, and listening skills and spelling were hard. He identified that textbooks as the major source of demotivation for undergraduate students in Saudi.

Another supporting study also presented by Amemori's (2012) study including this aspect in the course contents and materials. It covered course contents and course materials. From course contents side, the students indicated that the English course contents did not match the students' need, especially topics as well as vocabulary related to their major subject. While from Course content point, the students felt demotivated as the materials were uninteresting and out-dated. Furthermore, English texts were often very long and dealt with uninteresting topics.

### **Demotivating Factors in the Aspect of Students' Characteristics**

Students' characteristics included learners' attitude towards the English language. In this case, it could be shown that the causes of students demotivation were they had limited vocabulary, had difficulty in memorizing words and phrases, did not have any opportunities to practice English, felt shy to speak English, got low score, thought that there were other subjects which were important for them to study; such as *MIPA* (mathematics and science), were not allowed to use cellphone to seek difficult words, did not like English, and did not have obvious reason to learn English.

To be more specific, Trang and Baldauf's study (2009) found the cause of students' demotivation in term of internal and external factors. They divide in-



ternal demotivators into three aspect; attitude towards English, experience of failure or lack of success, and self-esteem. As mentioned in this study that students' experience in getting low score was also happened here. This aspect was included in the experience of failure or lack of success aspect. Moreover, they took other sources of economic university students' demotivation in learning English, such as the students failed to understand lessons (loss background knowledge, left behind classmates, failed to answer teacher's questions, did exercises, or tests, and failed to communicate in English. While in attitudes towards English factors included the students' difficulty to pronounce, large vocabulary, and complicated grammar. And self-esteem factor was come as the students felt insulted and unconfident (fear of losing face/incompetence/afraid of not being able to satisfy parents' expectation). As they presented intrinsic and extrinsic factor of demotivation, this aspect became the highest intrinsic demotivation for economics students of university in Vietnam.

The same term was also taken by Amemori (2012), she labeled as internal demotives. The internal demotives involved attitude towards studying English and reduced self-confidence. She further divided attitude towards studying English into two points; a lack of perceived value of studying English (in this term, the researcher put this aspect in the social condition) and perceived difficulty/ease of learning English. The students' failure in passing the tests was appeared as the perceived difficulty/ease of learning English factor. It also comprised too easy and lacked challenge courses. For further finding of a lack of perceived value of studying English, the researcher presents in social condition aspect.

### **Demotivating Factors in the Aspect of Infrastructure and Facilities**

Infrastructure and facilities aspect was divided into school environment and facilities. In the school environment, it could be described as uncomfortable classroom. While in the facilities aspect encompassed unavailability of computer/laptop, internet, VCD/DVD player, LCD projector in the classroom, and language laboratory in the school. All schools, actually, did not provide computer in the classroom as the teacher had his/her own laptop. So the schools did not necessary to provide it in the classroom. VCD/DVD player also was not afforded in the classroom as they included as outdated aid, it could be replaced by laptop which is

more portable and efficient. In this study, the researcher did not find that infrastructure and facilities made the students demotivated. Most of schools has already completed by those teaching facilities.

In line with this study, Hossen and Jafari's (2014) finding also found that inadequate school facilities was not significant. It was seen from three aspects, they were computer software was not used, pictures, movies, and the like were not used, and tapes were not used. The students were not really influenced by the facilities.

Another term was applied in the Aydin's (2012) study, this aspect was included in the bad school climate in term of technology. The students implied that lacked technology and had inadequately equipped computer lab contributed to students demotivation.

### **Demotivating Factors in the Aspect of Family Background**

In family background, there were two main aspects included as family support. They were seen from parents support in getting additional courses and sisters/brothers' uncared about students' achievement. In the last two aspects; family background and social condition, were not really touched in the previous studies. However, in this study, the researcher tried to reveal whether family background gave negative influence in students' motivation. Based on the result of this study, it did not affect the students' demotivation in learning English. As almost of the students obtained support from their family.

In Legault, Pelletier and Green-Demers' study (2006), peers support played importance role in students achievement in learning as most of their time with their friends than with parents. And it in other way round that parents did not act as major concern of their motivation in learning.

### **Demotivating Factors in the Aspect of Social Condition**

In social condition, it could be seen the students' belief about the importance of English. It was caused by the students perspective that English was not official language in Indonesia so they did not need to learn it, English was not important in the students' next carrier and future life, and English had no use for advanced study. This study uncovered that students' belief about English was high so this aspect belonged to non-demotivation. The students thought that they

needed English for their life as English is International language.

Different from this study, in Amemori's study (2012), students' lack of perceived value of studying English demotivated the students. The students thought that English was not supposed necessary as they already had sufficient English skills. It was, might be, partly because the participants of her study were university students, so they regarded English as easy course, besides they had long experience in learning English. Different to this study which was conducted for junior high school students believed that English was important subject for their future. Moreover, English course was easy for university students as English is used everywhere, so they could practice English in their free time, for example, with their international friends.

### CONCLUSION

Actually seven points were asked in this study. From the seven aspects, it can be summarized that not all factors were regarded as demotivating factors in learning English for junior high school students, four aspects were supposed as demotivating factors. They were teacher, classmates, text books and activities, and students' characteristics.

This goal of this study was to give general description about students' perceptions about demotivating factors in learning English. Based on the result of this study, there were several suggestions for the future researchers, they are: 1) to conduct study using different methodology, for example correlation study, to know the correlation between some variables related to demotivating factors, 2) to choose the sample of the study using cluster sampling. The present study used random sampling, so it is suggested to use another way of sampling, 3) to conduct the study for senior or university level. There were some studies overseas revealed about students demotivation in different level of education. So, for Indonesian students, it is also necessary to conduct research regarding students' demotivation on those levels, 4) to use other instruments, such as writing task, 5) not to include "not always speak English" in the option of questionnaire related to demotivating factors. The students are easier to catch the teacher's explanation with combination of English and Indonesia, with provision of percentage of English is bigger than Indonesian.

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