

Senior High School Students' Demotivating Factors in Learning English

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Abstract

The aim of this research is to find out demotivating factors of senior high school students at the Private Senior High School at Yogyakarta when learning English. In addition, this research focuses on two main objectives; to find out demotivating factors of senior high school students at the Private Senior High School at Yogyakarta when learning English and to know senior high school students' strategies to cope with the demotivating factors in learning English. This research was conducted at a Private Senior High School at Yogyakarta. The descriptive qualitative design was used as a research method of this study. The data gathered through interview. The result showed that there were four factors which made the students feel demotivated in learning English. Those were difficulties in grammar, limited vocabulary, and unsupportive classmates. Also, there were two categories found in unsupportive classmates such as competing and bad attitude of classmates. The researcher also found the strategies used by students to cope with the demotivating factors. Those strategies were learning grammar, taking notes of some vocabularies, joining a private class with tutors, and discussing feelings with classmates. There were five categories in vocabulary problems namely taking notes of some vocabularies, finding vocabulary meaning, memorizing vocabulary, underlining vocabulary meaning of vocabulary, and listening to the music.

Keywords: demotivation, demotivating factor in learning English, strategies to cope the demotivating factors.

Background

Motivation is one of important aspects which the students need in learning English. The students need motivation because motivation is important thing to achieve something from learning process. Also, the students need motivation in learning English, and the motivation can give some significances for students in learning English. That way, the students who are motivated to learn English will get positive effect for themselves. Besides, the students who get motivated to learn English will always pay attention to the teachers, study hard, and diligently do their homework and assignment. Therefore, because of the motivation, the students will be successful in learning English. This is in line with Kaboody (2013) who stated that motivation plays a significant role in the level of success of second and foreign language in general and in classroom language learning in particular.

In addition, motivation is really needed by the students to be successful in learning English, and they might need some strategies to motivate themselves in learning English. According to Bahous (2011), strategies can help students adopt more positive attitudes and become more motivated in the learning process. Likewise, the students who have strategies to motivate themselves in learning English will show good attitudes in learning English, so they can be successful in learning English. Hence, the strategies can be employed by themselves so that they are motivated in learning English.

Strategies used by students to motivate themselves in learning English avoid them from having demotivation. Also, demotivating factors will bring negative influence for the learners. They can show negative attitude. For example, they do not pay attention to the teacher during lesson if they feel demotivated. Falout (2009) found the demotivators in the classroom such as unenthusiastic to the subject, dissatisfaction with grading, and boring subject. These are some signs which show the students feeling demotivated. The statement mentioned is in line with Ghadirzadeh (2012) who stated that demotivating factors are the factors which negatively influence the learners' attitudes and behaviors leading to the undesired learning outcomes. Consequently, if the students are demotivated, they cannot get something as good as the students who are motivated in learning English.

This research focuses on investigating senior high school students' demotivating factors and students' strategies to cope with the demotivating factors in learning English at Private Senior High School in Yogyakarta. To meet the goals of this study, the researcher has two research questions which are formulated as follows:

1. What are the factors which demotivate senior high school students at a Private Senior High School in Yogyakarta when learning English?
2. What are the strategies used by students of a Private Senior High School in Yogyakarta to cope with the demotivating factors in learning English?

Learning English

Learning English is the step from a learner who wants to know about English. English language skill will develop if students want to learn English. According to Piaget (2016), learning English is closely connected to possibilities and limits of the individual cognitive capacity and development. The students' desire to learn English comes from themselves without coercion from others.

Besides, the students who have learn English will get new knowledge about English. As often as they learn, they will get new knowledge about English more. The knowledge that they will get when learning English such as getting new vocabulary and grammar, and the students also is able to speak English.

The students also will know about some skills when learning English. There are four skills taught in English namely listening, speaking, reading and writing. Listening and speaking skills will make students understand how to speak English. In reading and writing skills, the students will learn about how to read and write in English such as how to spell words in English and how to write correct English sentences.

Demotivating Factors

Dornyei (2001b) defined that demotivation is a decrease or drop in level of motivation. The students who get demotivating factors in learning English can get a decrease in motivation to learn. Thus, the students will ignore the English subject in their school, and it happens because the students' motivation to learn English has decreased.

There are several factors that can lead the students to be demotivated in learning English. Sakai and Kikuci as cited in Ghadirzadeh (2012) investigated that six factors on demotivation based on previous studies on demotivation such are teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest.

Students' Strategies Used to Cope with Demotivating Factors in Learning English

According to Griffiths (2014), strategies are the techniques or devices which the learners may use to acquire knowledge. Besides, the strategies can be a way or effort to achieve the knowledge that they want to learn. Every student has many strategies to motivate themselves in learning especially in learning English.

Robertson (2011) stated that there are six categories of students' strategies to cope with demotivating factors. Those strategies are memory strategy, cognitive strategy, compensatory strategy, metacognitive strategy, affective strategy, and social strategy. For more detailed information, each strategy is explained in the following paragraphs.

Memory strategy. Memory strategy can help the learners remember, store, and retrieve new information when there is a need for communication. This strategy is achieved through using words in sentences, connecting words to a mental picture of a word, grouping, and reviewing lessons frequently like representing sounds in memory, grouping, and using physical responses.

Cognitive strategy. Cognitive strategy helps the learners understand and produce a new language through practicing, summarizing, reasoning deductively, and analyzing such as repeating and taking notes. Besides, this strategy will

make the students not feeling confused when learning English through practicing the lesson, summarizing, and analyzing the lessons students can enjoy and interest with the lesson.

Compensatory strategy. Compensatory strategy enables the learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, and using circumlocution and synonyms (e.g., language switching, making gestures, and seeking help).

Metacognitive strategy. Metacognitive strategy can help the learners control their own cognition and enable them to maximize learning through monitoring their language use, planning, coordinating the learning process, and looking for opportunities to use the language such as linking new information with old information, self-monitoring, planning, evaluating, and seeking practice opportunities.

Affective strategy. Affective strategy can help the learners to lower their anxiety levels, increase their motivation, and control their emotions namely discussing feelings with others and using music to lower anxiety. With this strategy, the students will not feel anxious when learning English, and they will enjoy the classroom by discussing feeling with classmates. Also, their motivation will increase. They also will be able to control their emotions when learning English in the classroom using school facilities such as music and monitor.

Social Strategy. In social strategy, it can help the learners to interact, communicate, cooperate, and empathize with others to maximize learning out

comes such as developing cultural understanding and cooperating with others. Through this strategy, the students will be more cooperative to mingle with their classmates when learning English in the classroom. Also, the students will also be more confident when expressing their opinions to their classmates when learning English in the classroom.

Methodology

The researcher applied the qualitative method in gathering the data. Creswell (2012) argued that qualitative method explores the problems and develops the detailed understanding of central phenomenon. In addition, the researcher adopted descriptive qualitative design since descriptive qualitative design was suitable to the research. "Descriptive qualitative research presents detailed account of the phenomenon under study" (Merriam, 1998, p. 38).

The researcher had chosen three participants of a Private Senior High School in Yogyakarta. The data were collected via interview. Cohen et al., (2011) stated interviews are enabling the participant to discuss their interpretations of the topic and express how the participant regard situation from their own view. The tools used to help the researcher collecting the data were an interview guideline, a notebook, and a voice recorder.

In order to get the data, the researcher had done several steps in the data collection. Firstly, the researcher made the interview guideline. The researcher made the interview guideline based on the topic. Secondly, the researcher contacted the teacher to ask for 3 recommended students who showed negative attitudes. After the teacher gave three names of recommended students, the

researcher contacted the participants personally. Once they agreed to become the participants, the researcher made an appointment and conducted the interview. The interview was conducted at a Private Senior High School in Yogyakarta.

Finding

Based on the interview, there were four factors which made the students feel demotivated in learning English. Those were difficulties in grammar, limited vocabulary, and unsupportive classmates. Also, there were two categories found in unsupportive classmates such as competing and bad attitude of classmates.

The second result of this study is the strategies used by students to cope with the demotivating factors. Those strategies were learning grammar, taking notes of some vocabularies, joining a private class with tutors, and discussing feelings with classmates. There were five categories in vocabulary problems namely taking notes of some vocabularies, finding vocabulary meaning, memorizing vocabulary, underlining vocabulary meaning of vocabulary, and listening to the music.

Conclusion

In conclusion, there are some factors that make students feel demotivated when learning English in the classroom. These factors are difficulties in grammar, limited vocabulary, and unsupportive classmates. Also, there were two categories found in unsupportive classmates such as competing and bad attitude of classmates. To cope with the demotivating factors, there are some strategies that employed by students. These strategies are learning grammar, and this strategy was used by students to cope with the first problem namely difficulties in

grammar. The second strategy was the strategy for vocabulary problems. There were some strategies to cope with vocabulary problems such as taking notes of some vocabulary, finding the meaning of vocabulary, memorizing the vocabulary, underlining the meaning of vocabulary, and listening to the English music. From the statements mentioned the strategy was used by the students to overcome the second problem, limited vocabulary. The third strategy was joining a private class with tutors, and this strategy was used by the students to cope with the third problem, unsupportive classmates. The last strategy was discussing feelings with classmates. Hence, this strategy was used by the students to overcome the third problem, unsupportive classmates.

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