



**DEMOTIVATION ON LEARNING ENGLISH GRAMMAR OF THE
THIRD SEMESTER STUDENTS OF ENGLISH DEPARTMENT
ACADEMIC YEAR 2017 FACULTY OF HUMANITIES
UNIVERSITY OF JEMBER**

THESIS

Written by

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**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITY OF JEMBER**

2019



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THESIS

Presented to the English Department Faculty of Humanities University of Jember
as One of the Requirements to Obtain the Award of Sarjana Sastra Degree in
English Studies

Written by

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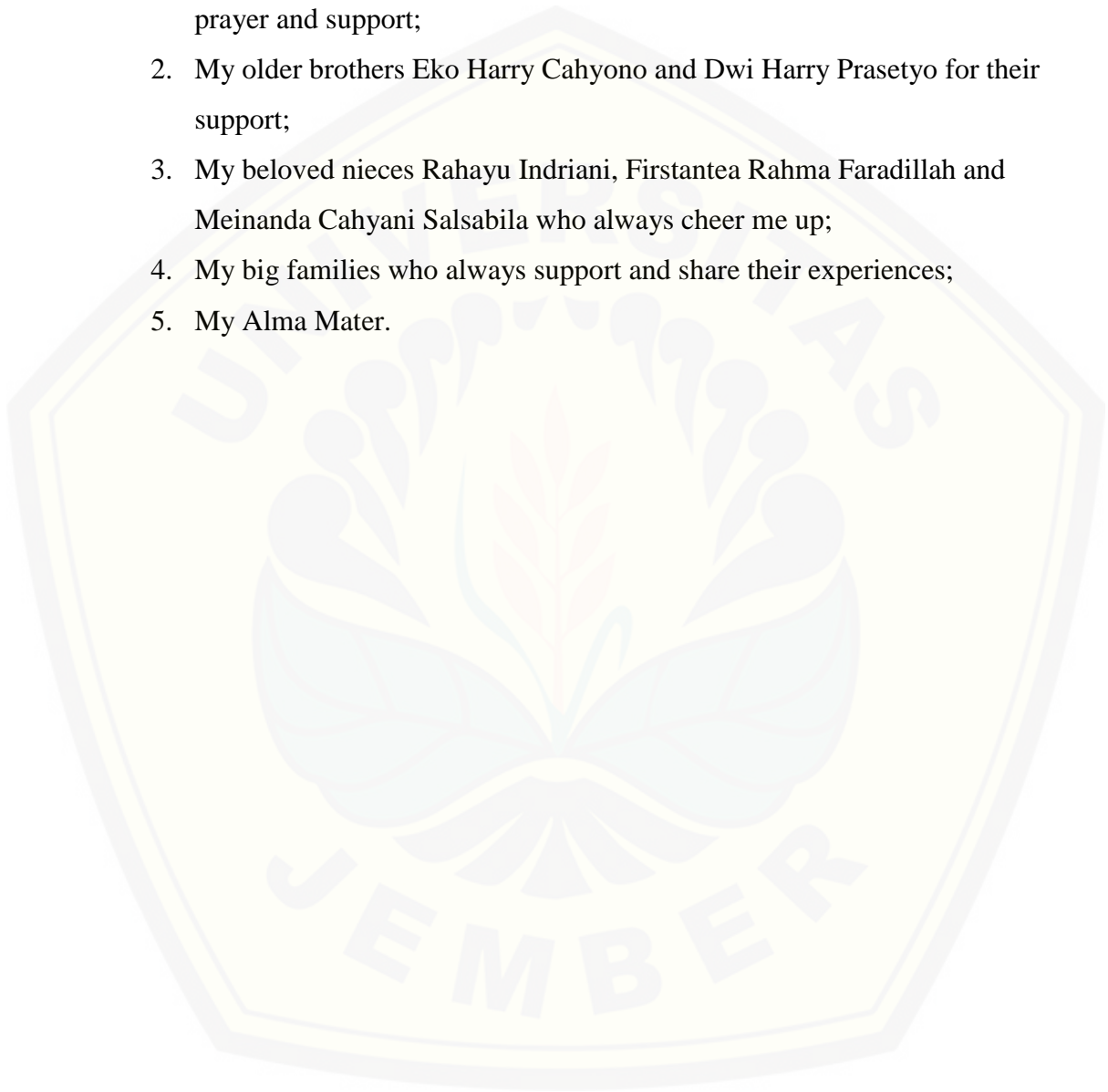
**ENGLISH DEPARTMENT
FACULTY OF HUMANITIES
UNIVERSITY OF JEMBER**

2019

DEDICATION

This thesis is dedicated to:

1. My beloved parents Herry Hermanto and Nurul Chakkiyah for their love, prayer and support;
2. My older brothers Eko Harry Cahyono and Dwi Harry Prasetyo for their support;
3. My beloved nieces Rahayu Indriani, Firstantea Rahma Faradillah and Meinanda Cahyani Salsabila who always cheer me up;
4. My big families who always support and share their experiences;
5. My Alma Mater.



MOTTO

Après la pluie le beau temps.)*

Pot of gold.*)

Luce sicut stellae.)*



* <https://www.talkinfrench.com/french-proverbs/>

* <https://www.dictionary.com/browse/pot-of-gold>

* <https://mymemory.translated.net/en/Latin/English/luce-sicut-stellae>

DECLARATION

I hereby state that this thesis entitled “**Demotivation on Learning English Grammar of the Third Semester Students of English Department Academic Year 2017 Faculty of Humanities University of Jember**” is an original piece of writing. I certify that the analysis and the result in this study have never been submitted for any other degree or any publications. I certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, May 29th 2019

The Writer,

Nurul Firdaussyah

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Jember, May 29th 2019

Nurul Firdaussyah

SUMMARY

Demotivation on Learning English Grammar of The Third Semester Students of English Department Academic Year 2017 Faculty of Humanities University of Jember; Nurul Firdaussyah; 140110101030; 2019; 52 pages; English Department, Faculty of Humanities, University of Jember.

There are amotivation and demotivation in learning besides motivation. Those aspects are discussed in Second Language Acquisition (SLA) research. Demotivation reduces or diminishes the motivational basis of an ongoing action. Demotivation itself is related to specific external causes. Therefore, someone who has demotivation in their learning tend to reducing their motivation and demotivation may bring negative influences to the learners.

This study aims to investigate the demotivating factors experienced by the participants and also the influences on the participants. In conducting this study, theory of demotivation by Dörnyei and Ushioda (2011) is applied. Furthermaore, to get deeper information about demotivation that affects the participants, the researcher used the questionnaire by Sakai and Kikuchi (2009) and also the follow-up interview. This study uses two types of data, which are qualitative and quantitative data. The data of this study were gained from 35 voluntarily participants from English Department Students Academic Year 2017. In order to collect the data, the participants were asked to answer questionnaire that consist of 35 statements of 6 aspects with 5 point Likert-scale. This instrument is appropriate to find the demotivation factors that are experienced by the third semester students of English Department Academic Year 2017 Faculty of Humanities University of Jember. Further, the participants were also interviewed in group in order to make the interview easy and more efficient. The researcher interviewed them based on their answer in the questionnaire.

The results show that almost all of the questionnaire's aspects become one of the factors that influence the third semester students of English Department Academic Year 2017 in learning English Grammar. The factor that has high

number in average, automatically become the most influences demotivating factor. The strongest demotivating factors are Characteristics of Classes/Learning Contents and Experience of Failure. It showed that all of the aspects have one demotivating factor. Furthermore, for Class Materials and Teachers, they were not as strong as the Characteristics of Classes/Learning Contents and Experience of Failure. However those aspects also became the demotivating factors that affected the participants in this study. The researcher found that Class Environment and Facilities and Lack of Interest were not determined as the demotivating factors because in the interview session they said that they used the visual materials rarely and for the Lack of Interest the highest average is *English was a compulsory subject* that has 4.00 in mean, however the researcher found this was not the demotivating factor in the participants because they were motivated instead of demotivated to learn English especially English grammar.

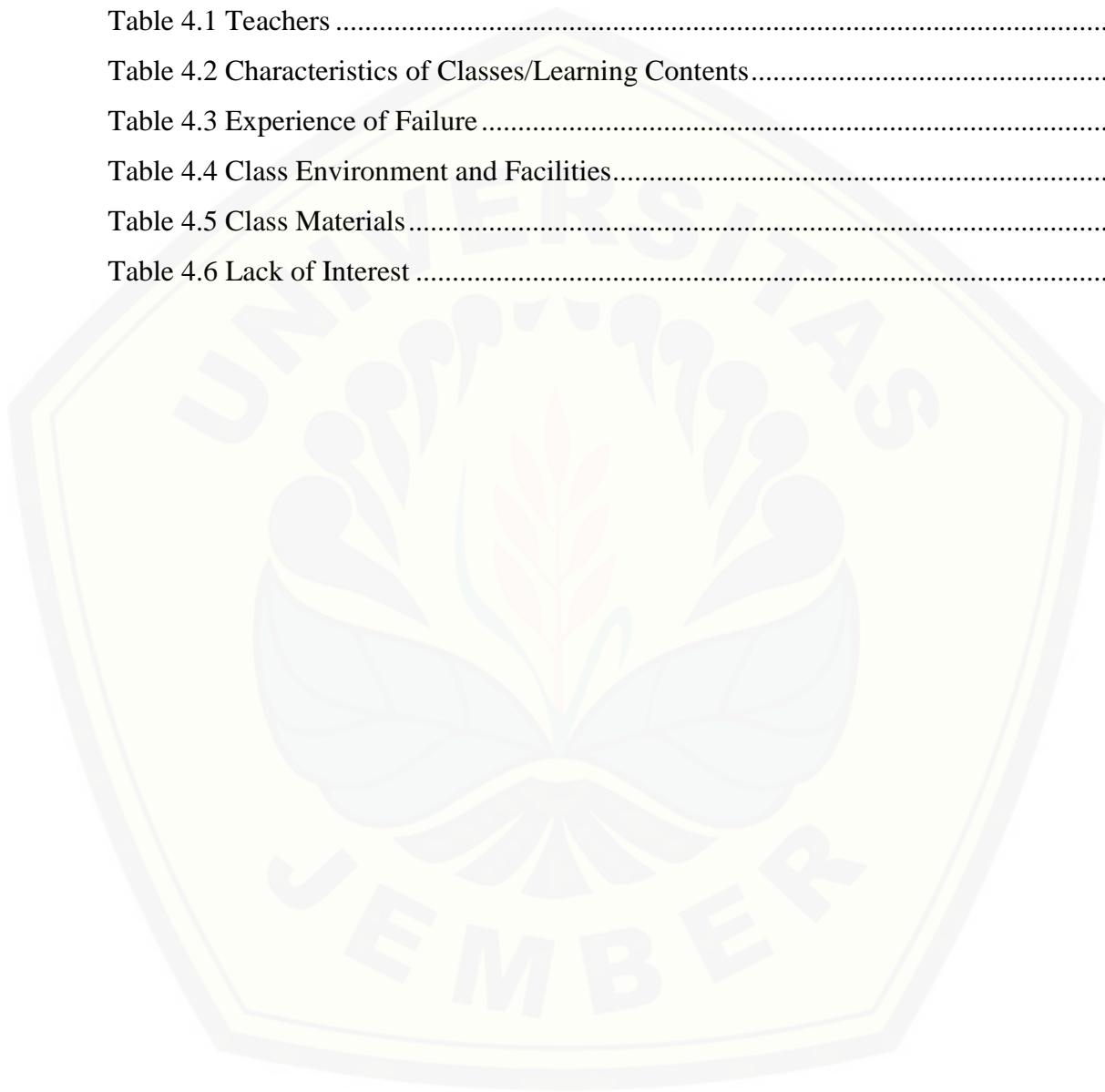
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APPENDICES

A. CONSENT FORM

This consent form is for research conducted by *Nurul Firdaussyah*, student of *English Department Faculty of Humanities University of Jember*. I agree to participate in this research. I have made this decision based on the information I have received from her message on WhatsApp. In the end, I have had opportunity to receive and ask the result of her research. I also realize that I will be answered the questions within 60-75 minutes interview. In that interview, I may decline answering any of the questions if I mind about the questions. I provide that any of information will be guaranteed confidential. I may withdraw this consent from by asking that the interview be stopped at any time.

Participant's Name Student Number Phone Number (Whatsapp)	Participant's Signature	Date	Student Investigator 's Signature

B. QUESTIONNAIRE

I. About the Questionnaire

This questionnaire is designed by Sakai and Kikuchi (2009) as an instrument to collect data for a study in demotivation. In this case, the entitle of the study is *Demotivation on Learning English Grammar of the Third Semester Students of English Department Students Academic Year 2017 Faculty of Humanities University of Jember*, as one of the requirements to obtain the award of Sarjana Sastra degree in English studies.

Purpose of the Questionnaire:

This questionnaire is aimed to test the theories of demotivation in Psycholinguistics study. This study is expected to give benefit to all of the students of English Department, especially in Faculty of Humanities University of Jember to always have motivation in their study until the end. This study also can give information for the other researchers in the future who will take this study of demotivation.

Confidentiality and Assurance:

The information in this questionnaire will be used for this study only after the data collected. This questionnaire will be anonymous and your participation on this study is voluntarily, so you can refuse this questionnaire if you do not want to participate and do not collect this questionnaire to the other person except the researcher to save your privacy in this questionnaire. The soft copy of the data will be kept in researcher's drive and no one will know the data. The hard copy of the data will be kept in researcher's room and only the researcher knew it.

Time and Date to Complete the Questionnaire:

To complete this questionnaire you only spare 10-20 minutes of your time. The time and date to collect this questionnaire is one week after the researcher spread. The researcher will be happy if you can do it on time or before the due date.

Thank you for participating in this questionnaire. For further questions about this, you can contact me on nurulfirdausyah@gmail.com or 085230177993



II. Questionnaire by Sakai and Kikuchi (2009)

Please answer these questions with check (√) on your best answer!

NO	Part A (Teachers)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Teachers' pronunciation of English was poor.					
2	Teachers ridiculed students' mistakes					
3	Teachers made one-way explanations too often.					
4	Teachers' explanations were not easy to understand.					
5	Teachers shouted or got angry.					
6	The pace of lessons was not appropriate.					

NO	Part B (Characteristics of Classes/Learning Contents)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
7	I seldom had chances to communicate in English.					
8	Most of the lessons focused on translation.					
9	Most of the lessons focused on grammar.					
10	Most of the lessons were entrance examination oriented.					
11	I was expected to use (or speak and write) grammatically correct English.					
12	I was forced to memorize the sentences in the textbooks too often.					
13	The number of students in classes was large.					

NO	Part C (Experiences of Failure)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
14	I had difficulty memorizing words and phrases.					
15	I got low scores on tests (such as mid-term and final examinations).					

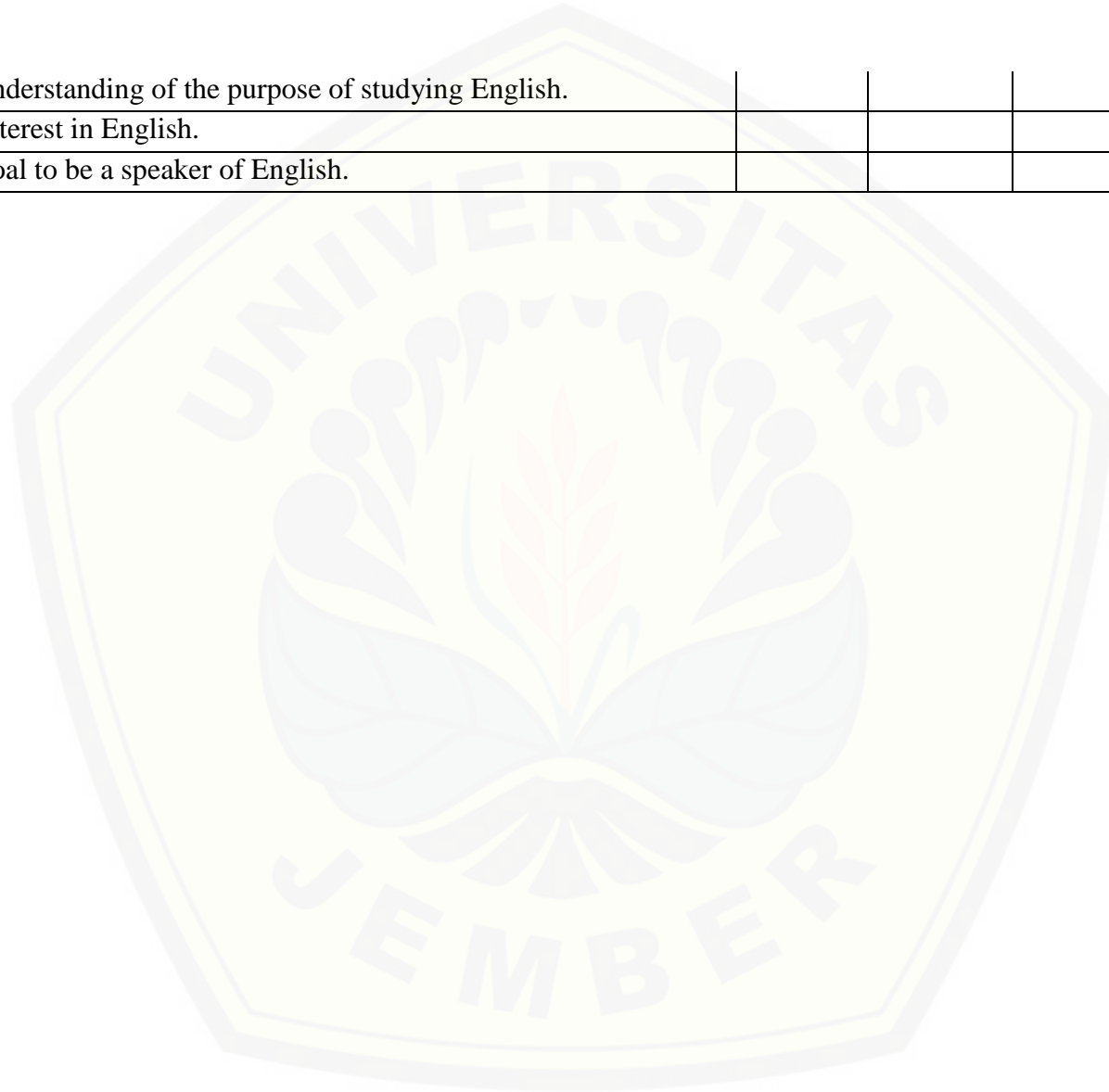
16	I got lost in how to self-study for English lessons.					
17	I could not do as well on tests as my friends.					
18	I was often compared with my friends.					

NO	Part D (Class eEnvironment and Facilities)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19	Computer equipment was not used.					
20	Visual materials (such as videos and DVDs) were not used.					
21	The Internet was not used.					
22	Language Learning equipment was not used.					
23	Audio materials (such as CDs and tapes) were not used.					
24	I did not like my classmates.					
25	My friends did not like English.					

NO	Part E (Class Materials)	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26	Topics of the English passages used in lessons were not interesting					
27	English passages in the textbooks were too long.					
28	English sentences dealt with in the lessons were difficult to interpret.					
29	A great number of textbooks and supplementary readers were assigned.					
30	Topics of the English passages used in lessons were old.					
31	English questions did not have clear answers.					

NO	Part F (Lack of Interest)	Strongly Disagree	Disagree	Neutral	Disagree	Strongly Agree
32	English was a compulsory subject.					

33	I lost my understanding of the purpose of studying English.					
34	I lost my interest in English.					
35	I lost my goal to be a speaker of English.					



C. LIST OF INTERVIEW QUESTIONS

- 1) Does grammar become one of factors that makes you demotivate in learning English?
- 2) What makes you feel demotivated yourself when learning English grammar?
- 3) How do you feel when learning English grammar?
- 4) What is the biggest problem in learning English grammar?
- 5) Do you have tips to make learning grammar not difficult as expected?
- 6) When do you feel learning English grammar is easy to learn?

a. Teachers

- 1) Do teachers have good competence when they are teaching in the class?
- 2) Have the teachers always been angry in the class?
- 3) How do the teachers teach in the class?
- 4) Does teacher explain the same materials with one-way explanation?
- 5) Does teacher explanation easy to understand?
- 6) Are the teacher materials the same with the materials in the book?

b. Characteristics of Classes/Learning Contents

- 1) Do you often communicate in English with your friends or teachers?
- 2) Do you have a chance to speak English in the class?
- 3) Do the teachers force you to correct your work in the class?
- 4) How do you feel if the teachers correct your translation and your grammar use?
- 5) Are the materials in the class focused on examination (mid-term and final examination)?
- 6) Are you expected to use (whether speak and write) grammatically correct English?
- 7) Do the teachers force you to remember the new vocabularies in the book?

c. Experiences of Failure

- 1) Is it difficult to remember new vocabularies?

- 2) How do you feel when you get low score on test?
- 3) Do you feel confused when you learn English alone without teachers or friends?
- 4) Do you feel that you have low proficiency compare with your friends?
- 5) Has your skill in English ever been compared with your friend?

d. Class Environment and Facilities

- 1) Do the visual materials influence your interest to study used in the class?
- 2) Don't you like one of your friends in the class?
- 3) Is there one of your friends who do not like English?

e. Class Materials

- 1) Have you ever felt the English topic in the class is not interesting to learn?
- 2) Are English passages in the textbooks long enough to read?
- 3) Are English sentences in the lessons difficult to interpret in the class?
- 4) Are there many books and references to be read and understood?

f. Lack of Interest

- 1) Is English one of compulsory subject to learn?
- 2) Do you think grammar is important to learn?
- 3) Are you interested to learn English?
- 4) Do you understand your goals to learn English?

CHAPTER 1. INTRODUCTION

This part contains the information of this study which is about demotivation on learning English grammar of the third semester students of English Department Academic Year 2017 Faculty of Humanities University of Jember. It consists of background of the study, research topic, research problem, research questions, purposes of the study, scope of the study, significances of the study and organization of the study.

1.1 Background of the Study

English today has a status as an international or world language (Richards, 2015). There are around 380 million people in the world who use it as their first language and around 600 million people use it as their second language (Richards, 2015). Besides English as the international or world language, English is one of the second languages that exists in Indonesia. English becomes the second language in Indonesia since English is not the first language of Indonesians. The existence of English language is important. Indonesians place English as one of the subjects to learn in school in the level of understanding of basics English like the alphabets, animals, beginner lessons, colours, computers, days and dates, greetings, nationalities and countries, numbers, people-appearances, people-family, seasons, shapes, time, the weather, the UK and business English basics (www.learnenglish.de). They learn it consciously through school or other ways. Generally, the students in Indonesia are obligated to learn English from junior high school until senior high school. According to www.tribunnews.com, English in elementary school is not a compulsory subject to learn. However, there are some of elementary schools in Indonesia that make English as their additional subject in their curriculums. Therefore, English becomes one of important subjects to be learnt in Indonesia.

Learning English as well as other learnings, poses some challenges. The influence of First Language or L1 may become an indicator of low acquisition of the target language or L2 (Krashen, 1981). Krashen (1981) also considers that first language influence can be reduced by natural intake and language use. If the acquisition is low, the proficiency will also be low. Therefore, our English skills will be going well if our grammar is also good. However, low proficiency is not the only factor that can be the indicator of low acquisition of the L2. It is not surprising that most EFL learners are influenced by their first language on their learning of their second language, especially foreign language. English has four major skills or macro-skills; namely speaking, writing, listening and reading and it is the same with Bahasa Indonesia. www.english-efl.com considers that, besides those four major skills there are also micro-skills; namely grammar, vocabulary, pronunciation and spelling.

In daily life, people have their own activities which require them to explore their feelings and to give the information to others. Moreover, people must know how to communicate well in order to give better understanding to others. Therefore, good communication is very important in our life. Lock (1996:266, as cited in www.ukessays.com) considers that grammatical competence is a part of communicative competence. Learning the grammar means that we are aware of that structures (Sogutlu and Veliyaj-Ostrosi, 2016). In addition, Ellis (2006, as cited in Sogutlu and Veliyaj-Ostrosi, 2016) says that grammar instruction involves any instructional techniques that draw learners' attention to some specific grammatical forms. It helps them to understand it and/or process it in comprehension and/or production. Some people think that English grammar is not important in our daily life, yet grammar is the foundation for communicating because if people use the correct grammar people will understand easier what the others says and grammar is generally thought as one of basic elements to help learners communicate in their second language. Consequently, the role of grammar in learning English especially for EFL learners is also important.

In learning or acquiring language, motivation will encourage people, including Indonesians, to achieve their goals, especially in this study, to acquire and learn their L2, English. According to Dörnyei (2001:1), motivation is an abstract action because motivation tries to explain why people think and behave as they do. In other words, motivation is a general way of referring to the origins and causes of an action.

However, besides motivation, there are amotivation and demotivation in learning something, especially in learning English. Dörnyei and Ushioda (2011) stated the definition of demotivation as the specific internal forces that reduced or diminished the motivational basis of an ongoing action. The term of demotivation is virtually unused in motivational psychology, but the other related concept 'amotivation' is a constituent of Deci and Ryan's self-determination theory, Dörnyei and Ushioda (2011). Amotivation as defined by Deci and Ryan (as cited in Dörnyei and Ushioda, 2011) refers to the relative absence of motivation that is experienced by people through their individual's feelings of incompetence and helplessness when they do their activity. Therefore, amotivation relates to the general outcome expectations that are unrealistic for some reasons, whereas demotivation is related to specific external causes.

Dörnyei and Ushioda (2011) stated that demotivation might bring negative influences which related to particular learning-related events and experiences, such as performance anxiety, public humiliation and heavy work demands or poor test results. Therefore, in learning English as an additional language, demotivation becomes one of the negative influences. Demotivation may also relate to factors in the social learning environment, such as the personality and attitude of the teacher or classroom counter-cultures and peer pressures (Dörnyei and Ushioda, 2011). In addition, every language teaching and learning that takes place in the classroom has the relationship to the personal engagements and investments of learners outside the classroom (Candlin and Mercer as cited in Dörnyei and Ushioda, 2011). Then, we must look also to the wider social context beyond the life of classroom. Thus, exploring demotivation in EFL learners is important to do.

According to Dörnyei and Ushioda (2011:138), there are three negative factors that we will not refer to demotivation. First, an attractive alternative action that serves as a powerful distraction (e.g. watching a good film on TV instead of writing one's homework), the powerful distractions are not demotives in the same sense as, say, public humiliation, because they do not carry negative value. Second is the gradual loss of interest in a long-lasting, ongoing activity. The gradual loss of interest is also different from a proper demotivating event because it reflects the runner's losing speed caused by the students. Third, the sudden realisation that shows the costs of pursuing a goal is too high (e.g. when someone recognises how demand it is does to attend an evening course while working during the day), with regard to the sudden recognition of the costs of an activity, this is the result of an internal process of deliberation without any specific external trigger. Sakai and Kikuchi as cited in Dörnyei and Ushioda (2011) reviewed a number of locally published studies of demotivation in the Japanese EFL context (e.g. Falout and Maruyama, 2004; Hasegawa, 2004; Ikeno, 2002; Tsuchiya, 2006) and identified six common demotivating features. Those six common demotivating features are, teachers (e.g. attitudes, behaviour, teaching competence, language proficiency, personality, teaching style); characteristics of classes (e.g. course content and pace, focus on difficult grammar and vocabulary, monotonous lessons, focus on university entrance exams and memorisation); experience of failure (e.g. disappointing scores, lack of acceptance by teachers and others, inability to memories vocabulary and idioms); class environment (e.g. attitudes of classmates and friends, compulsory nature of English study, inappropriate level of the lessons, inadequate use of school facilities and resources); class materials (e.g. unsuitable or uninteresting materials, too many reference books or handouts); and the last is lack of interest (e.g. perception that English learnt at school is not practical or necessary, lack of admiration for English speaking people).

Dörnyei (2001) as cited in Javani (2014) considers that demotivation is another new motivational theme that needs more investigation. The investigation

will include the demotivating factors and the influences that are experienced by the participants by using the questionnaire by Sakai and Kikuchi (2009).

Knowing those facts previously mentioned, the researcher is interested to study and to investigate more on students' demotivation especially in the third semester students of English Department Students Academic Year 2017 University of Jember on learning English grammar. The third semester students of English Department Academic Year 2017 as the participants of this study are the ones who had taken all subjects of Grammar and Structure 01-02 and currently learning Grammar and Structure 03. Since they have been learning Grammar and Structure for 1 year, there may be situations when the learners feel demotivated that may lead to stop believing, stop trying harder and also unsuccessful in learning grammar. Those situations also have an effect to our daily communication with others seeing that grammar is the foundation for English major skills. Therefore, this study is going to investigate on why demotivation appears in learning English grammar.

1.2 Research Topic

The object of this research focuses on students' demotivation on learning English grammar. This research focuses under the study field of Second Language Acquisition (SLA).

1.3 Research Problem

Motivation has strong influence to someone who is learning English. It means that motivation is needed by the learners in order to be successful in their learning.

This study will focus on explaining the demotivation factors and the influences of demotivating factors that occur in the participants learning process of the third semester students of English Department Students Academic Year 2017 on learning English grammar.

1.4 Research Questions

Based on the background of the study, the research questions for this study are:

- a. What are the demotivating factors of the third semester students of English Department Academic Year 2017 in learning English grammar?
- b. To what extent the demotivating factors influence the third semester students of English Department Academic Year 2017 in learning English grammar?

1.5 Purposes of the Study

Based on the research questions, this study is conducted to achieve some goals, they are:

- a. To investigate the demotivating factors of the third semester students of English Department Academic Year 2017 in learning English grammar.
- b. To investigate the influences of demotivating factors on the third semester students of English Department Academic Year 2017 in learning English grammar.

1.6 Scope of the Study

This study is conducted under the study of Second Language Acquisition (SLA) that focusses more on demotivation on learning English grammar. The subjects or the participants of this study are the third semester students of English Department academic year 2017 Faculty of Humanities University of Jember.

1.7 Significances of the Study

There are several reasons in selecting this study. Theoretically, it contributes to the understanding of demotivating theory in the context of EFL in Indonesia. Practically, it gives description or profile of participants' demotivating factors of learning and acquiring grammar in instructed environment. This study

also contributes to the explanation of how the demotivating factors influence their language learning process in English.

1.8 Organization of the Study

The study is divided into five chapters. The introduction is presented in the first chapter which is divided into the background of study, the research topic, the research problem, the research questions, the purposes of the study, the significances of the study and the organization of the study. The chapter two is about the literature review that consists of the previous research. It also consists of the theoretical framework which is used in this study. The next chapter is chapter three. It consists of the type of research, the research strategy, the data collection, the data processing and the data analysis. While, the chapter four is about the deeper analysis and the result of the study. The last chapter is the conclusion of this study.

CHAPTER 2. LITERATURE REVIEW

This part contains some relevant or related literature reviews for this study. Besides, in this part the researcher describes some of the theories that are used in this study to support the data analysis. Therefore, these are the previous studies and the theories that are used in demotivation study.

2.1 Previous Studies

There are four previous studies that are used to frame this study. First is the thesis written by Muhonen (2004). Muhonen tried to investigate the demotivation factors that discourage pupils in an English classroom, the frequency and order of importance of those demotivation factors, the relation they have with gender and the relation to the school achievement as measured by the latest English grade. That investigation was done on May 2003 in a Finnish comprehensive school in Jyväskylä, Finlandia. There were 91 ninth-graders, 50 males and 41 females that were asked to complete a task related to the study. Muhonen had chosen ninth-graders because they had already taken English as compulsory subject for several years in the same level of motivation. He used a simple writing task to get the data. The simple writing task was used to get the data from ninth-graders to express their thoughts about issues that may lead them to the demotivation factors on learning English. After conducting the simple writing task, he used an unstructured interview to reveal the explanation of simple writing task by ninth-graders. There were 86 tasks which subjected into analysis out of 91 tasks. Five tasks were returned blank, so he could not analyze them. To analyze the tasks, he used qualitative analysis. Besides, he used quantitative analysis to find the frequency of the demotivating factors. The simple writing task was used to know their explanation about demotivating in learning English. The results showed that the teacher had strong influence on a pupil's motivation and demotivation factors. The other was the huge proportion of boys that considers as

the demotivation factors too. The results showed that the demotivation factor that discouraged pupils from learning the English language was teacher. Other factors included teaching methods, lack of competence and personality; learning material; learners' characteristics; school environment and a learners' attitude towards the English language.

The second is previous study written by Javani (2014). The research is about demotivation and language proficiency. Javani revealed demotivating factors among low proficient language learners and high proficient language learners, and the relationship between demotivation and language proficiency. The participants of this study were 62 adults learners of English over age of 18 (mean age: 24-96; range 18-48; males and 39 females) with different L1 backgrounds including Azerbaijani Turkish, Dutch, French, Frisian, German, Greek, Korean, Persian (Farsi), Russian and Spanish. Some of the participants (37) were learners of English at Respina Talk Language Center, located in Tehran, Iran. Fifteen participants were sophomores of the University of Gronigen in Netherlands. A few of participants (10) were learners of English in other places. Among the participants, 46 had university education, 13 had senior high-school diploma and the rest (3) had junior high school diploma. The questionnaire and one written language-proficiency test in the format of multiple choices were used for data collection methods. The questionnaire which was used in this study was taken from Sakai and Kikuchi (2009) construct of demotivation. The questionnaire was used to measure the six demotivating factors which were derived from previous studies from some researchers that conduct their study in field of demotivation. In this study, he wanted to know about demotivating factors among low proficient language learners and high proficient language learners, to know how low and high proficient language learners differ in terms of demotivating factors and the relationship between the proficiency and demotivation. Javani expected that the low proficient language learners were so much dependent on their teachers. He also expected that teachers were identified to be the main cause of student demotivation like in the previous studies from some researchers before, but as the most demotivating factors, there are some factors including the learning contents,

Class Environment and Facilities. While for the high proficient language learners Javani's expectation was almost the same with the other precious researchers. Therefore, learning contents are one of the most demotivating factors here.

The third is a study by Mayangsari (2016). She discussed about motivation on learning English experienced by Chinese Junior High School in *Anak Pintar* English course. In her study, she used the theory of motivation based on Gardner and Lambert (1972) which mentioned that there are two types of motivation in SLA. Those two types are Instrumental motivation and Integrative motivation. Instrumental motivation is concerned with individual's goals whereas Integrative motivation is more prominent in SLA because students will understand each other easier through the international language. Since her participants were Chinese students, she also used the theory of culture, identity and ethnicity; and Chinese ethnic. Therefore, her study focused on the motivation experienced by Chinese students on learning English in *Anak Pintar* English course. In *Anak Pintar* English course, there were 30 Chinese students with different grade levels, however the researcher chose five students as the participants because they showed the prominent ability as well as good language skills and also belong to the same grade level in Junior High School. Semi-structured and open-ended interviews were used in her study to know the motivation of the participants. For the questionnaires, she used the questionnaires by Clement *et al.* (1994) and Gardner (1985). The results showed that the selected five Chinese students were instrumentally and integratively motivated and it was indicated that instrumental motivation is more prominent in L2 learning process experienced by the participants that contrast to Gardner and Lambert's (1959) explanation about dominant motivation of a person.

The fourth is a study by Yuliandari (2016). Her study discussed about reading motivation in EFL learners in English Department student Faculty of Humanities University of Jember academic year 2015-2016. In her study, she only focused on intrinsic and extrinsic motivations and the relation of motivation with reading activity. She applied Self-Determination Theory by Deci and Ryan (2000). According to Deci and Ryan (2000), there are two types of motivation.

Those two types of motivation were intrinsic and extrinsic motivation. Gardner and Lambert (as cited in Ahmadi, 2011:8) divide motivation into integrative and instrumental motivation. It is similar to the type of motivation by Deci and Ryan (2000). Therefore, her study only focused on the social environment that has high possibility to influence human motivation to do an activity. In her study she used questionnaire and follow-up interview to get the data from the participants. The questionnaire was MREQ (Motivation of Reading in English Questionnaire) based on Komiyama (2013). The result was both intrinsic and extrinsic motivation played roles in motivating the learners to read in English.

Those previous studies give some contributions to this study. The first and the second previous studies provide information related to demotivation, especially the theories that are usually used in the demotivation research. Furthermore, those two previous studies also give some providing methods such as questionnaire and interview in conducting the demotivation study. In this current study, the questionnaire that is used is the same with the second previous study taken from Sakai and Kikuchi (2009). Whereas, the third and fourth previous study provide information about how the research of motivation especially in Jember that was done. The third and fourth previous study use different theories and participants but, same methods (questionnaire and interview). The methods from the third and fourth previous study are used and guide the researcher to find the answer of the research questions in this current study.

2.2 Supporting Theories

2.2.1 Motivation and its Roles in Language Learning and Acquisition

Motivation is important for the language learner (Dörnyei, 2005). To fulfill someone's action and to achieve something for example on learning English grammar, motivation plays important roles. Motivation is also known as a stimulant for achieving a specific target (Ryan and Deci, 2000). According to Gardner (2010), motivation can be referred to a kind of central mental engine or

energy-centre that includes effort, want or will (cognition) and task-enjoyment (affect).

The word motivation is constructed by motive and move. They have different meaning. According to Macmillan Dictionary online, motive is the reason why you do something. While, move is the change of the position or to make someone or something change the position. From those two definitions, we can conclude that in the motivation we have the reason to do something and we can change it. It is same like we as the EFL learners on learning English as Foreign Language or Second Language.

Motivation can be used to learn and acquire second language. For example, we as the Second Language Learners of the English or the learners of English as Foreign Language, tend to be motivated by the others who have succeeded in their life through English or through learning English.

2.2.2 Demotivation in Language Learning and Acquisition

According to Dörnyei (2001), demotivation does not mean that all the positive influences that originally made up the motivational basis of behaviour have been annulled. Motivation has some positive effects and demotivation has some negative effects. It means that the influences of being motivated will make the person life more meaningful, has a positive attitude, self-confidence, self-esteem and we can enhance our personality; and for the influences of being demotivated will make the person life has a negative attitude, not confident. Motivational factors or motives are considered as having the effect of energizing ongoing action or intention (Dörnyei, 2001). However, there are negative effects that come from the influences of the opposite of the motivation. There are also a detrimental effect on motivation, which is called demotivating influences. Demotivation concerns with specific external factors that reduce or diminish the motivational basis of ongoing action or intention (Dörnyei, 2001). Furthermore, a demotivated learner is someone who has lost his or her interest for some reasons. Dörnyei (2001) has distinguished that at least three factors that cannot be

considers as demotivation, for example watching television, the graduates lost their interest and there are circumstances when a learner recognizes the inconvenience of pursuing the goal.

According to Dörnyei (2001), demotivation can develop into amotivation that is a series of demotivating experiences which can lead to a total loss of motivation.

2.2.3 Demotivating Factors

Sakai and Kikuchi as cited in Dörnyei and Ushioda (2011) stated that there are six common demotivating aspects as mentioned below:

a. Teachers

The most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person working in educational institutes who enables students to reach their cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Gundogdu and Silman, 2007 as cited in Ulug *et al*, 2011). The teacher is also one of the factors that can make students feel motivated or demotivated in learning. Teachers have their own attitudes, and behaviour towards the students. It reflects their attitudes and behaviour in the public that can show the ability to communicate, research and the creativity (Ataunal, 2003 as cited in Ulug *et al*, 2011). Furthermore, the teaching competence, language proficiency and also teaching style of teacher are different one another because they depend on the teacher's ability. Teaching is not about explaining, one of the most basic principles of teaching abilities is supporting of the student by the teacher. The teachers put their positives attitude, behaviour and build up a good environment in the class to motivate the students to learn (Yayuzer, 2000 cited in Ulug *et al*, 2011).

b. Characteristics of Classes/Learning Contents

The Characteristics of Classes/Learning contents can make the students feeling comfortable or not in the class. It depends on the teachers and the way the teacher teaches in the classroom. Some of the students love the teacher by the appearance, ability, attitude and behaviour. Actually, the Characteristics of Classes/Learning Content is connected to the other points such us Teachers, Class Environment and Facilities and Class Materials. Kounin (1970) defines effective teachers as those who accurately handle inappropriate student behaviour, manage competing or developing events, more smoothly through instruction, maintain appropriate pacing and maintain a group focus. Therefore, the role of teacher in the characteristics of classes is important too.

There are seven good characteristics of class by www.thoughtco.com:

1. Behavioural expectations are clear, means that the explanation by teacher are clear.
2. Assignment and assessment expectations are clear. It means that both of teacher and student expectation to have the good classroom behaviour such like the rules in the class is clear and finally both of them are satisfied for the feedback in the end of the semester.
3. Daily homeworks are completed quickly. It means that there are no miscommunication in the classroom.
4. Students are engaged. It means that the teachers or the other students in the class should open-minded one another.
5. Learning is student-centered. It means that the focus of the lessons is the student.
6. Instruction is varied. It means that in the classroom we can share with the other students through the group discussions
7. The last, learning is related to life. It means that in the best classroom, students are able to see the connection between what they are learning about and the real life.

c. Experience of Failure

Experience is the best teacher, consequently if the experience is not good, it makes the students feel disappointed of that failure. Williams and Burden (1999) argues that teachers play a significant role in the development of students' attributions. Accordingly, they will not be able to memory the subject that they learn in the class if the teacher cannot give the good impression to the students. Pan and Tse (2000) finds out that success was attributed to the teacher, the environment, the community and personal motivation. Then, the best experience that is experienced by the students will make them feel motivated whereas the bad experience will make them feel demotivated.

d. Class Environment and Facilities

Classroom environment includes the physical setting, the psychological environment created through social contexts, and numerous instructional components related to teacher characteristics and behaviour. In the classroom we have many friends that want to be a master of one of the subjects we have. Accordingly, friend's attitude towards the classmates causes one of the factors that cause demotivation. In addition, www.education.gov.gy says that the classroom environment is extremely important for students and for teachers. Therefore, having the good environment in the class is important. The classroom organization can also play a very huge role in disciplining student and the teacher should show they care about the organization of the class in order to make the students like that teacher attitude as well (Houston and Grubaugh, 2013 cited in Hannah, 2013)

e. Class Materials

The Cass Materials including many resources like books and handouts are the arms of the teachers in their classes. According to www.education.gov.gy, teaching materials is a generic terms to describe the resources teachers use to

deliver instruction that can support student learning and increase student success. The existence of those resources may be able to be used in the class or not. However, if we need a lot of references, we may take them, but if we feel bored of them, we may neglect them. The teachers may give the students all of the materials they have. However, since teaching English as a foreign language has always been a challenge when dealing with students at school or high school, it is imperative to make us of significant interactive approaches as the teacher's tools to be applied into EFL Learners. Butt (2006, as cited in Morales 2014) states that the key to good teaching, purposeful class management and the achievement of sustained educational progress lies in effective planning, as learning does not occur by chance.

f. Lack of Interest

The last is the Lack of Interest. Since the Lack of Interest is same with the lack of motivation that become one of the demotivating factors, in the classroom context, the concept of student motivation is used to explain the degree to which students invest attention and efforts. McDonough in 2007 (cited in Aralik 2013) describes that teacher's role in increasing student's interest involves a supportive and challenging learning environment and also facilitating the development of the learner's own motivational thinking. If students are strongly motivated, they enjoy learning the language, need to learn and attempt to learn the language (Sakiroglu and Dikilitas, 2012 cited in Souriyavongsa *et al*, 2013). Accordingly, the students become more enthusiast towards lesson.

2.2.4 Grammar Learning and the Use in EFL Contexts

Learning grammar rules for EFL learners often means learning the rules of that grammar itself. Furthermore, having an intellectual knowledge of grammar has been a major issue for students and teachers for decades. The teachers often believe that the learners can build their knowledge of grammar in the end of the

study. The students are also able to use the language later on after that. According to Morelli (2003, cited in Zamani and Ahangari, 2016), students perceive themselves as having a better attitude towards grammar instruction in context, while performing slightly better after having experienced the traditional grammar instruction. Elkilic and Akca, 2008 as cited in Zamani and Ahangari, 2016) reports generally positive attitudes of students studying English grammar at a private primary EFL classroom towards studying grammar. In their research, it is found that, in particular, a little over 50% of their subjects claimed to enjoy grammar very much and only about 10% reported finding some difficulty in learning and remembering grammar. Burgess and Etherington (2002) also conclude that teachers believe that explicit teaching of grammar is favoured by their students because of expectations and feelings of insecurity.

CHAPTER 3. RESEARCH DESIGN AND METHOD

This part consists of the description of how to collect and analysis the data. They are type of research, research strategy, data collection, data processing and data analysis.

3.1 Type of Research

According to Mackey and Gass (2005), there are many approaches to deal with research and two of the most common are known as quantitative and qualitative. Furthermore, there is mixed methods strategy that uses both qualitative and quantitative (Denscombe, 2010).

Quantitative research generally starts with an experimental design followed by the quantification and some sort of numerical analysis (Mackey and Gass, 2005). While the qualitative research generally is not set up as experiments or the data cannot be easily quantified (Mackey and Gass, 2005). In this study, the researcher uses them. Moreover, it can be concluded that this study uses both numerical analysis and interpretation to analyze the data. Therefore, the type of research of this study is mixed method research.

3.2 Research Strategy

According to Denscombe (2010), case study is the research strategy that understands the complex relationship between factors as they operate within a particular social setting. Therefore, the research strategy in this study is a case study. In the case study, the researcher typically observes the characteristics of individual unit, a clique, a class, a school or community in order to observe more deeply and to analyze intensively the multifarious phenomena (Blaxter *et al*, 2006). In many ways, case study suits to the needs and resources of the small-

scale of researcher. Therefore, a case study may be carried out through action research, while particular projects may involve both experiments and surveys (Blaxter *et al*, 2006). Afterward, it can be concluded that this study uses case study for the research strategy since it carried out the action research.

3.3 Data Collection

The type of data is primary data because the data are collected from the people in the research (Denscombe, 2010). Thus, in this study, the data collection methods are questionnaire and follow-up interview. Since the researcher used more than one data collection methods, this study can be said using triangulation. Triangulation is a practice that views things from more than one perspectives (Denscombe, 2010). In parallel with the use of that multiple methods, in the case study triangulation facilitates the validation of data. In the end, the qualitative data can support the quantitative data and it can reduce the error that occurs from quantitative data.

3.3.1 Participants

There are 35 students who voluntarily participate in this study. The researcher choose the third semester students of English Department Academic Year 2017 as the participants since they had taken all subjects of Grammar and Structure 01-02 and are currently learning Grammar and Structure 03. The proficiency of the participants in this study is intermediate level because they are university students and the participants came from different classes and teachers.

3.3.2 Questionnaire

The first data collection of this study is distributing the questionnaires. Questionnaire is a written information as response to questions asked by the researcher (Denscombe, 2010). This study uses demotivation questionnaire by

Sakai and Kikuchi (2009). It is because this instrument is appropriate to find the demotivation factors that are experienced by the fourth semester students of English Department Academic Year 2017 Faculty of Humanities University of Jember. In addition, Sakai and Kikuchi (2009) is the most recent study about demotivation that can be used in this study.

There are six parts in the questionnaire by Sakai and Kikuchi (2009) including the factors of English language learning experiences, they are:

- a. Teachers
- b. Characteristics of Classes/Learning Contents
- c. Experiences of Failure
- d. Class environment and Facilities
- e. Class Materials
- f. Lack of Interest

There are total 35 statements from 6 factors in the questionnaire. The first factor is Teachers-related theme that has 6 statements (teachers' pronunciation of English was poor, teachers ridiculed students' mistakes, teachers made one-way explanations too often, teachers' explanation were not easy to understand, teachers shouted or angry and the pace of lesson was not appropriate). The second factor is Characteristics of Classes/Learning Contents-related theme that has 7 statements (I seldom had chances to communicate in English, most of the lessons focused on translation, most of the lessons focused on grammar, most of the lessons were entrance examination oriented, I was expected to use or speak and write grammatically correct English, I was forced to memorize the sentences in the textbooks too often and the number of students in classes was large), while the third factor is Experiences of Failure-related theme that has 5 statements (I had difficulty memorizing words and phrases, I got low scores on tests such as mid-term and final examination, I got lost in how to self-study for English lessons, I could not do as well on tests as my friends and I was often compared with my friends). The fourth factor is Class Environment and Facilities-related theme that has 7 statements (Computer equipment was not used, visual materials such as videos and DVDs were not used, the internet was not used, audio

materials such as CDs and tapes were not used, I did not like my classmates and my friends did not like English), and the fifth factor is Class Materials-related theme that has 6 statements (Topics of the English passages used in lessons were not interesting, English passages in the textbooks were too long, English sentences dealt with in the lessons were difficult to interpret, a great number of textbooks and supplementary readers were assigned, topics of the English passages used in lessons were old and English questions did not have clear answers). The sixth factor is Lack of Interest related-theme that has 4 statements (English was a compulsory subject, I lost my understanding of the purpose of studying English, I lost my interest in English and I lost my goal to be a speaker of English).

The participants in this study were asked to respond on a five-point scale or known as five-point Likert scale, Denscombe (2010).:

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

The responses coded as 3 (neutral) can legitimately be seen as more positive than those coded as 1 or 2 (disagree, strongly disagree), but less positive than those coded 4 or 5 (strongly agree, agree). This scale is known as Likert scale and the researcher used this scale to analyse the data from questionnaire

In this study, the researcher uses the questionnaire by Sakai and Kikuchi (2009) that is translated into Bahasa Indonesia in order to make it easy to answer by the participants. In this case, the participants are learners of majoring English literature.

3.3.3 Follow-up Interview

The data are also taken from follow-up interview method. In the follow-up interview we can ask the participants to explain and illustrate their answers based on questionnaire (Dörnyei and Ushioda, 2011). From interview, the researcher gets further descriptions and some clarifications of the participants' answers based

on the questionnaire. The researcher conducted this method after analysing and calculating the questionnaire results.

Before doing the interview, consent form will be given to the participants. Consent form is the agreement between interviewer and interviewee to answer some statements in the interview after the questionnaire was done (Denscombe, 2010). The consent form also indicates that their participation is voluntary (Denscombe, 2010).

In conducting the interview, the semi-structured questions are prepared based on the results of quantitative data. Semi-structured interview is the type of interview that is used in this study. Denscombe (2010) explains that in the semi-structured interview, the researcher prepares some questions to the participants but the researcher also can develop the questions. Both the questions and the answers are open-ended. Furthermore, this study uses semi-structured questions in order to gain some information that cannot be filled up by the structured questions. When the interview is conducted, the researcher records it. The researcher records it in order to get the qualitative data and the researcher can know the detail on the interview based on the recording.

This study uses group interview as the technique. By interviewing more than one person at one time the researcher can directly give the questions to the participants easily and it is more efficient (Denscombe, 2010). Group interview or group discussion contains of a small group of people usually about six or nine person each group (Denscombe, 2003). The researcher held the group interview in about 60-75 minutes interview for each group.

Recording is one of data collection methods for keeping a close check on the data (Blaxter *et al*, 2006). Therefore, during the interview, the researcher records the interview in order to know the detail in the discussion.

In this study, the researcher held two until three times interviews until the data are valid and until the participants clarify and finish the data. The researcher also build the connection with the participants and find the important information that might be said by the participants in every interview. Blaxter *et al* (2006) adds all social research gives rise to a range of ethical

issues around privacy, informed consent, anonymity, secrecy, being truthful and the desirability of the research. Therefore, the trustworthiness in the research is important to cater for. In the end of the interview, the researcher reaches the participants by interviewing them through social media in order to get deeper information about the group interview that has been done before through Whatsapp application.

3.4 Data Processing

There are some steps in processing the data. This study applies two steps of data processing, namely processing quantitative data and processing qualitative data.

a. Processing Quantitative Data

- 1) The quantitative data are processed by scoring each statement in the questionnaire by Sakai and Kikuchi (2009) according to five-point Likert scale (strongly disagree, disagree, neutral, agree and strongly agree). For example, if the participant choose agree, then the researcher scored it “4” and if the participant choose disagree, so then the researcher scored it “2”.
- 2) Afterward, the researcher finds the mean, the standard deviation and the frequency of each statement in the questionnaire of 35 participants based on their score on five-point Likert scale. According to Macmillan Dictionary online, mean in maths calculated by adding several numbers together and dividing the total by the original number of things that you added together and frequency is the number of times that something happens during a period of time. While, standard deviation is a number that tells us to what extent a set of numbers lie apart (www.spss-tutorials.com). By calculating the mean, the standard deviation and the frequency, the researcher knows the average and the variance answers of the participants according to their answers in the questionnaire.

Mean Formula:

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} = Mean

$\sum x$ = Sum of all data values

n = Number of all data values

Standard Deviation Formula:

$$\sigma = \frac{\sum_{i=1}^n (xi - \bar{x})^2}{n-1}$$

σ = Sigma or Standard Deviation

$\sum_{i=1}^n$ = Sum of

xi = Each value of data set

\bar{x} = Mean of all values in the data set

n = Number of values in the data set

After the data from questionnaire are taken, the researcher takes the next data from follow-up interview or processing the qualitative data.

The questionnaires are submitted randomly to 35 out of 98 students in English Department Faculty of Humanities University of Jember Academic Year 2017. Those 35 students agreed to voluntarily participate in this study. Around the second until the fourth week of November 2018, Faculty of Humanities University of Jember is the place to process of submitting and collecting the questionnaire after the participants finished their class. Firstly, the students are asked whether they want to participate in this study or not. If they refuse to participate, they are not given the questionnaire. However, if they agree to participate they are given the questionnaire. After that, the participants are asked to answer the questionnaire. The researcher takes some steps away from the participants to make them feel comfortable. However, the researcher is around them in case that the participants had questions to ask. The participants are asked to answer and submit the questionnaire directly at the same day. The researcher takes about 7 days to completely have 35 voluntary participants.

Since the questionnaires are completely collected, the questionnaires are labeled from P1 to P35 because the researcher is putting the answers of the questionnaire into Microsoft Excel. In labeling the questionnaire, the

questionnaires are ordered based on the day they collected the questionnaire, therefore 1 is the questionnaire from the first day 1 and 35 is the questionnaire from the last day. The alphabet “P” represented the word “participant”, therefore P1 is the questionnaire from the participant number 1 from the first day and so on until P35 that is the questionnaire from the participant number 35 in the last day. After that, the answers of the questionnaire are carefully inputted one by one to the Microsoft Excel worksheet. The row is labeled as A1, A2, A3, A4, A5, A6; B1, B2, B3, B4, B5, B6, B7; C1, C2, C3, C4, C5; D1, D2, D3, D4, D5, D6, D7; E1, E2, E3, E4, E5, E6; and F1, F2, F3, F4 based on the questionnaires that consists of 35 statements from 6 factors. The column is labeled as P1 to P35 as the code of the participants’ questionnaire. The following table is the example of how the data are inputted in the Microsoft Excel.

Table 3.1 The Example of Data Input in Microsoft Excel

Items	P1	P2	P3	P4	P5
A1	2	3	2	3	2
A2	2	3	3	3	3
B1	3	4	2	3	3
B2	2	2	3	3	3
C1	3	4	3	4	2
C2	2	4	3	4	3
D1	3	3	3	5	2
D2	3	3	3	5	4
E1	3	3	2	5	2
E2	3	3	3	3	2
F1	3	4	5	5	5
F2	3	2	1	3	2

Note:

1: Strongly disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly agree

The table above is the example of the questionnaire that has been distributed into 35 third semester students of English Department Academic Year 2017. The table is shown the five-point Likert scale ranging from “strongly disagree”, presented by number “1”, to “strongly agree”, presented by number 5. The table is divided into 6 demotivating factors based on the questionnaire by Sakai and Kikuchi (2009). Then, for the A1, it means the statement number 1 in part A (Teachers), *Teachers’ pronunciation of English was poor*. B2 means the statement in part B (Characteristics of Classes/Learning Contents) number 2, *Most of the lessons focused on translation*. F1 is *English was a compulsory subject*, and so on.

In row A1, the participant 1 or P1 chooses “disagree” or Likert scale point number “2” for statement number 1 in part A, so in column A1 row P1 the researcher writes “2” for representing the point scale chosen by the participant. Likewise, in column D1 row P1 the participants “neutral” or Likert scale point number “3”, therefore the researcher writes “3”.

After inputting all the answers of the questionnaire to Microsoft Excel worksheet, the answers are rechecked in order there was no mistake in inputting the answers to Microsoft Excel. Then, the mean, frequency and standard deviation are found by input the mean (=AVERAGE), =(COUNTIF) and standard deviation (=STDEV.P) formula to excel. For the Frequency formula, it depends on our range cells and the Likert scale. Therefore, the formula for calculate the frequency

in Teachers is =COUNTIF(range cells,"the number of the likert scale"), for example =COUNTIF(C2:AK2,"1") for calculate the Likert scale number 1 in Teachers category.

Table 3.2 The Example of Mean, Frequency and Standard Deviation Results

Items	Mean	SD	Frequency				
			1	2	3	4	5
A1	2.00	0.00	-	35	-	-	-
A2	2.00	0.68	8	19	8	-	-
A3	3.06	0.86	1	7	18	7	2
A4	2.57	0.93	4	13	13	4	1
A5	1.63	0.54	14	20	1	-	-

The "A1" represents statement number 1 and it indicates the mean and the standard deviation for statement number 1 *Teachers' pronunciation of English was poor*, the "A2" represents statement number 2 *Teachers ridiculed students' mistakes*, and continuously until the last statement. The mean represents the average of the participants who answer in every Likert scale. For example, in "A1" the mean of participants' answers is 2.09. It means that the average of participants' answers is in the Likert scale point number 2 or the average of their answers is "disagree". Meanwhile, the numbers (1, 2, 3, 4 and 5) below the frequency row represents the amount of the participants who answer in every Likert scale for each statement. For instance, Likert scale point number 1 in A1 is absent because no answers for Likert scale number 1 and all the participants choose Likert scale number 2 in this statement. Then, for the SD (Standard Deviation), in "A1" the SD is 0.00 which means that the distribution of the data is not far from the mean of those data.

b. Processing Qualitative Data

- 1) The first step is conducting the interview. The interview held by the researcher in group interview, therefore there are some participants in the group interview session.
- 2) Then, in the group interview session, the researcher takes a recording. Therefore, the researcher can transcript it to the textual form and analyzed it by using thematic coding or thematic analysis. Thematic coding or thematic analysis is a method for identifying, analysing and reporting patterns or themes within data (Braun and Clarke, 2009).
- 3) In order to get deeper information about the participants thought, the researcher also contacts the participants through WhatsApp application.

3.5 Data Analysis

After collecting the quantitative data through questionnaires, the data are analysed based on each answer of the questionnaire. Before that, the researcher groups the participants' answers. After that, the results are analysed by concluding the response on each answer of the questionnaire. By doing this method, the mean of participants' answers are revealed one by one. Then, the mean of the questionnaire is used to determine the average values of participants on demotivation in learning grammar.

The next step is analysing the data from the interview. After the researcher transcript the interview, the transcription is analysed by thematic coding or thematic analysis. Thematic coding or thematic analysis is a method for identifying, analysing and reporting patterns or themes within data (Braun and Clarke, 2009). The researcher uses this method to look for the pattern of the data and to group them based on the pattern that is found. The data are grouped into several themes based on each pattern, after knowing the pattern of the data. In this step, the researcher finds the answer of the research questions.

CHAPTER 5. CONCLUSION

In Second Language Acquisition (SLA), besides motivation, there were amotivation and demotivation in learning. Demotivation itself is related to specific external causes. Demotivation reduced or diminished the motivational basis of an ongoing action. Therefore, someone who had demotivation in their learning, tended to reduce their motivation. Furthermore, demotivation might bring negative influences to the learners.

The study found that the participants felt some demotivating factors in learning grammar and those demotivating factors bring influences towards the participants. According to Sakai and Kikuchi (2009), there were six factors that made students feel demotivated. Those factors were Teachers, Characteristics of Classes/Learning Contents, Experience of Failure, Class Environment and Facilities, Class Materials and Lack of Interest. However, in this study the researcher only found four demotivating factors.

According to Teachers aspect, the demotivating factor found by the researcher was *Teachers made one-way explanations too often*. The teachers tended to make one way explanations too often in his or her own way and did the same way of explaining. The teachers also gave a little variation on it. In this part, the researcher also found that there were a big number of participants that had different teachers from different grammar classes chose "Neutral" about A3 statement, *Teachers made one-way explanations too often*. It made them having different answers in the questionnaire because they also had different teachers in the class. Based on the arguments above, it can be concluded that the students who were taught by the teachers that make one-way explanations too often got low scores in the examination and felt bored even irritated by the teachers.

There were two factors found in the Characteristics of Classes/Learning Contents, the factors were *I was expected to use (or speak and write) grammatically correct English* and *Most of the lessons focused on grammar*. According to the first factor, the students felt worry and were not confident with their grammar. It was confirmed that those feelings only added up their level of

anxiety. In the second factor, it forced them to use the correct grammar even the teacher would ask them to recheck the grammatical use every time they do a mistake. However, some of the students thought the grammar were easy or hard depending on the first impression of the lesson that they got.

The third aspect was Experience of Failure. The first factor was *I had difficulty memorizing words and phrases*. They had difficulty to memorize new vocabularies, which made them feel confused in doing the exercise of grammar because they did not know the meaning of that words or phrases. In the second factor, the researcher found that *I got lost in how to self-study for English lessons* made the students confused in study if there were no friends that helped them to do their exercise or their homework. Furthermore, they felt not confident to learn grammar alone without friends, teachers or tutor. The last factor was *I got low scores on tests (such as mid-term and final examinations)*. They confirmed that the teachers made the test more difficult than the actual exercise in the class. It made them felt worry to choose that teacher again in the next semester even they hated the teacher. Furthermore, the students lost their motivation in learning and making them down before learning especially in English grammar.

In the Class Environment and Facilities, the researcher found that *Visual materials (such as videos and DVDs) were not used* had the highest score. However, it was not found as the demotivating factor in Class Environment and Facilities aspect. The students rarely used the visual materials. A teacher used the books and printed power point and the other only used the books. The researcher did not find the demotivating factor that affected or influenced the participants. However, this statement stated that visual materials were important in the class environment in order to make the students enjoy and not bored in the class.

The researcher found that *A great number of textbooks and supplementary readers were assigned* becomes the demotivating factor from Class Materials aspect. The students had a great number of materials therefore, it made them felt demotivate in learning especially in learning English grammar. Furthermore, many materials and rules from textbooks which made the students thought that grammar was not easy.

The last factor was Lack of Interest that *English was a compulsory subject* as the highest factor in this aspect. The researcher found this aspect was not the demotivating factor in the participants since the statement was *English was a compulsory subject* because they are English Department students. However, this was not one of the demotivating factors that are found in the participants, one of the participants said that English influences her so much even from she was in Junior High School. It confirmed that she wanted to get the master degree in the overseas. That is why it influenced her so much.

This study was inspired by similar study conducted by Sakai and Kikuchi (2009) who investigated the demotivating factors of Japanese students. This study even adopted the questionnaire composed by Sakai and Kikuchi (2009). However, the results of this research after being administered to students of English Department Academic Year 2017 Faculty of Humanities University of Jember were completely different from the results in Sakai and Kikuchi's research.

Initially, Sakai and Kikuchi expected that Teachers' Competence and Teaching Styles would become the demotivating factors. However, demotivating factors in Japanese students are Learning Contents and Materials or Test Scores for both more and less motivated groups. Furthermore, the lessons that focused on grammar and the lessons that used textbooks which included long passages was obtaining low scores and perceived as the demotivating factors for the learners. Their study also found that more and less motivated learners differ in the perception of what demotivated them and also in their study both more and less motivated learners did not perceive inadequate school facilities as one of demotivating factors.

Furthermore, this study found different demotivating factors experienced by the students of English Department Academic Year 2017 Faculty of Humanities University of Jember. In this study, almost all of the questionnaire's aspects became one of the factors that influence the third semester students of English Department Academic Year 2017 in learning English Grammar. The factor that had high number in average, automatically became the most influences demotivating factor. The strongest demotivating factors were Characteristics of

Classes/Learning Contents and Experience of Failure. It showed that all of the aspects had one demotivating factor. Furthermore, for Class Materials and Teachers, they were not as strong as the Characteristics of Classes/Learning Contents and Experience of Failure. However, those aspects also became the demotivating factors that affected the participants in this study. The researcher found that Class Environment and Facilities and Lack of Interest were not determined as the demotivating factors because in the interview session they said that they used the visual materials rarely and for the Lack of Interest the highest average is *English was a compulsory subject* that has 4.00 in mean, however the researcher found this was not the demotivating factor in the participants because they were motivated instead of demotivated to learn English especially English grammar.

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