

Students' Demotivating Factors in English Language Learning: A Case Study

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Students' Demotivating Factors in English Language Learning: A Case Study

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Abstract

Demotivation in English language learning was discussed in this article based on a case study at one Islamic Junior High School in Palembang, Indonesia. Most of the previous studies focus on positive motivation in learning, but in fact students may also be negatively affected by several factors that can diminish their motivation and may lead to their failure in learning. Therefore, this study was aimed at exploring the factors causing demotivation among students in English language learning. The participants were the second-grade students being demotivated in learning. The data were gained by using document reviews and face-to-face interviews and were analyzed by using thematic analysis. Member checking was used to measure credibility and control of biases in this study. The findings revealed there were five students' demotivating factors, namely insufficient school facilities, lack of teachers' competence and teaching styles, inappropriate learning materials and contents, uncomfortable classroom condition and negative classmates' attitudes, and lack of self-confidence. School and teachers must take these factors into account in their English instruction as they have several impacts on the students' overall learning. Some improvements must be taken accordingly to minimize the possible causes of student demotivation in English language learning.

Keywords

Demotivation, demotivating factors, English language learning

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Introduction

English has become a global matter. It is one of the most widely spoken languages and used in many areas of human interactions. House (1999) states that its uses have expanded to cover virtually anything from the language of international relations to the language of science; from the language of international business to the language of tourism and popular culture (as cited in Majanen, 2008). Moreover, it has been prerequisite in the job fields (Pandey & Pandey, 2014). This great usefulness of English as a world language has the main consequences of second language motivation, especially in the context of EFL (Mehrpour & Vojdani, 2012). Therefore, there is also a need for Indonesian students to learn English to get success in their respective fields and be able to compete in this global era. Manaj (2015) supports that there are four necessities that plays a vital role in English language learning quest or commonly known as the four skills namely, reading, writing, listening and speaking. Fromkin, Rodman, and Hyams (2011) state there are several language components that must be studied like phonology, morphology, syntax, and semantics. In learning those four skills and also the language components with of all their complication, students really need motivation. Alizadeh (2016) claims motivation is an essential factor for determining the success or failure of any difficult task or activity. Hence, EFL students must have motivation in learning to drive their learning desire and engagement for optimal learning outcomes.

Meanwhile, several factors could decrease students' motivation in learning. When motivation to learn decrease, it can be called as demotivation. Dörnyei (2001) mentions that demotivation do not mean that his motivation lost completely. This only means that a strong negative factor limits the present of motivation, while other positive motives still stay ready to be activated. In other words, the presence of demotivation could diminish students' motivation. In their research, Sakai and Kikuchi (2009) divides demotivation into internal and external factors that can reduce student motivation in learning. Demotivation was also experienced at several levels of education, including at public school of Madrasah Tsanawiyah (Haryanto et al., 2018; Mukminin, Muazza, Hustarna, & Sari, 2015). It means that demotivation is also an important determinant of students' learning behaviors and outcomes. Then, teachers should understand and be aware of the factors that motivate their students to learn and but also those that demotivate.

Furthermore, there are several characteristics associated with demotivation in language learning. Chambers (1993) put forwards the main characteristics of students who experience demotivation in English language learning such as, demonstrate no effort to learn, show no interest to learn, have poor concentration, produce little or no homework, do not bring materials; lack of trust in their own capabilities, indicate lethargy, give negative or bad response to praise, unwilling to cooperate and distract other students. According to Dornyei (2001), students who felt demotivated in English language learning are not active to follow the process of learning and do not have positive attitude towards the lesson, and might not have desire to reach their goals in learning. Referring to those characteristics, we identified after a three-month preliminary study at one Islamic Junior High School in Palembang that the

majority of the 2nd grade students experienced demotivation in their English learning activities because of some conditions. Based on document review, we found that some of them got lower English scores compared to their scores at the first grade. Our observations indicated that some of them did not pay attention to the teacher's explanation. They were busy with their own chats, preferred sitting at the back of the classroom, and disturbed other students who were focusing on their assignments. Besides, several students felt that learning English was not as interesting as in the first grade. It can be said that they became demotivated in their English learning.

Several studies about demotivating factors of English language learning have been undertaken in different samples. For instance, Kikuchi and Sakai (2009) explored possible demotivating factors in high school English classes in eastern Japan. Using a principal axis factor analysis, then five factors were extracted: learning contents and material, inadequate school facilities, test scores, lack of intrinsic motivation, and teacher competence and teaching styles. Sahragard and Alimorad (2013) reported demotivating factors affecting Iranian High School students' English learning. Several factors were considered as demotives such as lack of interest and self-confidence in learning English, teachers' competence and teaching styles, lack of school facilities, and learning contents and context.

While, Habibi and Sofwan (2016) investigated demotivation factors of teachers in Indonesian *pesantrens* in implementing EFL teaching. They reported that teachers' demotivation factors in teaching English at Indonesian *pesantrens* were related to working condition, curriculum, facilities, and students. In reference to the previous studies above, it can be concluded that demotivation is experienced at different types of school and levels of education, so it is necessary to conduct research on similar topic in different setting. Therefore, this current study is aimed at exploring students' demotivating factors in English language learning at one Islamic Junior High School in Palembang city. For achieving the aim of this study, the research problem was formulated in the following question: what were the students' demotivating factors in English language learning? Hopefully, this study can enrich discussions on demotivation in English language learning and provide information for the schools, teachers, and students themselves about the possible causes of student demotivation in English language learning, especially in the context of Indonesian Islamic junior high schools.

Literature Review

Demotivation in English language learning

Demotivation is a very common phenomenon. Chambers (1993) supported there was motive that have a positive effect on motivation, but there is also those that have a detrimental effect on motivation. The detrimental motive that has negative effect on motivation can be called as demotivation. It usually conceptualizes negative power motives whose strengths range from a continuum from strong to declining Domyei (2001). In short, if there was a negative power that comes from within a person and the person's environment that can affect the decrease in motivation then it was called demotivation.

Most of researchers focus their study on positive motivation in learning a foreign language. However, students may also be negatively affected during the learning process of a language. These negative factors are called 'demotivating factors' which have not received much attention until the past few years. Dörnyei and Ushioda (2011) have significantly contributed to the general awareness of demotivation and increased interest in an issue that was not so long ago left with little attention. According to Dörnyei (2005, p. 143), demotivation refers to "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action". There have only been a few studies that focused on student demotivation, in spite of how important role demotivation plays in learning and teaching in general, and foreign language learning in particular.

Students' demotivating factors in English language learning

Many researchers already investigated the demotivating factors in the area of instructional communication. Demotivating factors in the area of instructional communication just focus on L2 and EFL field. Just like students in Japan, students in Indonesia are also EFL students. Sakai and Kikuchi (2009) explored possible demotivating factors in Japanese high school English classes. The results of their study showed five factors on demotivation: (a) learning contents and materials, (b) inadequate school facilities, (c) test scores, (d) lack of intrinsic motivation, and (e) teachers' competence and teaching styles.

Basically, everything that presents or informs about the English language being learned, can be used as learning materials. Richards and Schmidt (2002) supports that availability of learning materials can be used like textbooks. Teachers can also develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. There are several conditions that must be considered in material development such as materials should achieve impact; materials should help learners to feel at ease; materials should help learners to develop confidence; what is being taught should be perceived by learners as relevant and useful; materials should require and facilitate learner self-investment; and learners must be ready to acquire the point being taught (Tomlinson, 1998). Consequently, it is very important to pay attention to whether the condition of the material being taught is reliable and appropriate for the students, so that it does not become the students' demotivating factors in learning English. Good facilities appear to be an important precondition for student learning, provided that other conditions are present that support a strong academic program in the school. According to Brubaker (1998), an effective school facility is responsive to the changing programs of educational delivery, and at a minimum should provide a physical environment that are comfortable, safe, accessible, well illuminated, well ventilated, and aesthetically pleasing. Inadequate facilities in the classroom can make students less eager to learn English (Meskhat & Hassani, 2012).

A growing body of research has linked student achievement to the physical building conditions and overcrowding. In short, inadequate school facilities in teaching and learning activities can demotivate students in English language learning. A test score was a piece of information, usually a number that conveys the performance of an examinee on a

test. According to Littlejohn (2008), learning result is a response that given by students. Learning results were found not only show students' knowledge, but also students' behavior. Test score can also be seen from changes in input results personal motivation and hope to succeed. The input is in the form of a motivational management design that does not have a direct effect on the amount of effort devoted by students to achieving learning goals. There are factors affecting student motivation. Some of them are in the form of intrinsic motivational factors. The absence of intrinsic motivation was a more demotivating factor for students with moderate and high motivation (Hosseini & Jafari, 2014). Intrinsic motivation affects student learning passion. Legault (2017) states intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable. Additionally, Tsuchiya (2006) states that learner generally feel that the English taught at school is different from the one spoken by native speakers. It means that demotivation to learn from within students can greatly influence the passion of students to learn English. Teachers serve important role in the classroom. They are responsible for helping students to gain knowledge, competence, and values. Karsli (2007) defines that teaching is the process in which the individual develops talents obtained during the education phase in proportion to their capacity. The most important factor in education and teaching activities is the teacher. Gundogdu and Silman (2007) emphasize a teacher, in the most general terms, is a person working in educational institutes who enables students to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system. In conclusion, the role of teachers is very important for students. Their competences and teaching styles greatly influence their students' motivation in learning.

Methodology

Research design, participants, and locale of the study

Qualitative research with a case study approach was used in this study. Case study research was relevant to analyze the research question of this study as proposed by Creswell (2007) and Mukminin et al. (2017), a case study is a qualitative approach that involves the study about issue explored through one or more cases over time through detailed, in-depth data collection involving multiple sources of information. To gain in-depth information on the students' demotivating factors in English language learning, document review and semi-structured interview were used. Semi-structured interview was used since its flexibility allowed researchers to ask follow-up questions to obtain additional information and gain more in-depth understanding of the participants' perspectives. This study was carried out in two stages. The first, document review was used to obtain the data of students being demotivated in English language learning. Those who experienced demotivation in their English language learning were determined to be interviewed. The second, semi-structured interview was employed. It consisted of general and specific questions on students' demotivating factors in English language learning.

The participants in this study were selected by using purposeful sampling technique. It has logical and powerful sampling in selecting research participants. Researchers define the

characteristics of research participants and locate individuals who meet those characteristics to be involved as the participants (Creswell, 2007; Habibi et al., 2018). In purposive sampling, sample size was determined by data saturation not by statistical power analysis (Patton, 2002). This sampling technique was in line with the objective of this study to explore the factors contributing to student demotivation in English language learning. The appropriate way to reach that objective was by purposefully selecting the participants. In this case, participant selection was based on the results of document review of students' English achievement at the first and the second grades. Students' English scores at the second and the first grades were compared to find out the students who had declined scores. The results indicated that there were eleven students with declined English scores. They were considered being demotivated in their English language learning and have typical characteristics for this study, then could be involved as the participants. It was believed that they have rich information cases for study in depth and the best potential sources of data in this study.

Data collection and analysis, and establishment of trustworthiness

Two kinds of techniques were applied for collecting the research data, documents review and semi-structured interview. Documents and interviews are possible sources of evidence for case studies (Yin, 2003, as cited in Kohlbacher, 2006). Firstly, document review was used as the first way in collecting the data. Creswell (2014) supports that documents review is a way of collecting data by reviewing existing documents. In this case, the researchers reviewed documents of students' English achievement to see the decline in their English scores. Secondly, a semi-structured interview consisted of 13 questions adapted from Kikuchi and Sakai (2009) was conducted to the students selected to be the participants based on the results of documentation review. The questions were asked to elicit information about students' demotivating factors in English language learning. In the process of interview, follow-up questions sometimes asked in order to get extra or deeper information. Researchers carried out face-to-face interview in Indonesian language and sometimes in Palembang language to avoid misunderstandings and enhance clarity from the interviewee. A recorder was used to record the conversation in the field so we could concentrate on the interview rather than writing notes. Using a recorder was much faster and more comprehensive than note-taking.

In analyzing the data, thematic analysis was used in this study. Research data obtained from the recorded interview in the field were transcribed by the researchers. To have careful description and categories of data, researchers used coding of the interview data. This step involved creating codes to be used for data analysis. It was supported by Miles and Huberman (1994, p. 56), "Codes are tags or labels that assign units of meaning to the data and for the quick identification of the segments relating to the research questions and any potential themes." This step was very useful for identifying the themes or categories of interview data. Next, the codes were organized around several themes that had been determined. Finally, researchers did analytic interpretations of the interview results of each student's statement that had been systematically collected, categorized, and encoded.

The interpretation was done by comparing the findings with theories and relevant literature. The results of all these steps described the students' demotivating factors in English language learning based on their perspectives.

Member checking was used to measure credibility and control of biases in this study. Member checking is the process when the researcher wants to check the accuracy of the data by return back the report to participants and ask them about whether the report is accurate or not (Creswell, 2012). We used participants' validation as a technique for exploring the credibility of our research data. We shared all the interview results in transcript (either in Indonesian or English) to the participants involved. They were asked to affirm whether the transcripts' content reflected their perspectives or not. They were also allowed to comment when the results did not reflect their views, feelings, or experiences. The purpose of this process was to obtain corrective feedback from the participants involved to revise the incorrect data and interpretation for the trustworthiness of this research.

Ethical considerations

To protect all participants' identities, we masked our participants' real names and places. The data related to their identities were also masked and we informed all participants regarding this issue. We also allowed our participants to discontinue their participation in the study because their involvement was fully voluntary.

Findings

The purpose of this study was to explore students' demotivating factors in English language learning at one Islamic junior high school in Palembang. In the coding process, we discovered several themes and subthemes as presented in table 1.

Table 1. *Themes and Subthemes*

Themes	Subthemes
School Facilities	1. Insufficient Electricity Supply and (2) Inadequate Equipment
Teachers' Competence and Teaching Style	1. Unclear Instructional Delivery, 2. Unfair learning Assessment 3. Less Varied Teaching Methods
Teaching Materials and Contents	1. Lack of Supporting Materials, 2. Grammar Oriented Materials 3. Uninteresting Contents
Classroom Condition and Classmates' Attitude	1. Uncomfortable Classroom 2. Negative Attitude from Classmates
Students' Self Confidence	1. Speaking Anxiety and 2. Lack of Learning Desire

School facilities

Based on the interview, we found that school facilities became the major concerns because most of the students complained about insufficient electricity supply and inadequate equipment in their classrooms such as fans for cooling the room and LCD (Liquid Crystal

Display) projector for displaying video, image, or computer data on a screen. Due to insufficient electricity supply, most of the lamps did not work at all in the classroom. This became a very serious problem when the day got darker in the cloudy afternoon. Without enough light in the classroom, the students could barely see and do their learning activities. This gloomy classroom had negative effect to the students' concentration and spirit in the classroom. Besides, the teacher and students could not use teaching and learning equipment and media like laptop and LCD projector due to insufficient electricity supply. Related to this issue, some participants proposed these following statements,

“Classroom fans do not function properly, no electricity here.” (MFG, May 15, 2019)

“The lights cannot function well because there is no electricity in this classroom.” (IEF, May 18, 2019)

“We never learn with a laptop or LCD projector. Charging cell phone battery is just something possible to do, not enough electricity here.” (MRP, May 18, 2019)

Most of the participants complained about classroom fans. Some did not work properly, and even some classrooms did not have fans at all. They supported that without using fans, the classroom got hotter and made them uncomfortable, especially in the afternoon class. As the results, the students found it hard for them to concentrate on the lesson.

“The fan is not working. I get very hot and uncomfortable. This makes me feel difficult to concentrate on the lesson.” (NAM, May 15, 2019)

“There is no fan in my class. We need a fan for cooling the room.” (AFF, May 15, 2019)

“If there is a fan installed, it can be my encouragement to be more disciplined with my study in the class.” (MNW, May 15, 2019).

They also complained about inadequate equipment to support their English learning process. In English listening practice, they had to use audio device, but speakers were not available, so the teacher just skipped listening practice part. Similar thing happened when they need to watch videos and short movies. It was impossible to integrate language textbooks with audio and video as additional or supplementary resources for listening activities without audio equipment. This made students bored and less enthusiastic in their English language learning. Concerning this issue, these were some of the interview results,

“Teaching materials are never presented in the form of video or film because there was no installed LCD projector in the classroom.” (MNW, May 15, 2019).

“Suppose there are speakers in this class so listening material is not always skipped by the teacher.” (NAR, May 18, 2019).

“We do not have enough equipment in learning English; there should be speaker and LCD projector, so our teacher can use a variety of teaching materials.” (LM, May 15, 2019).

Teachers' competence and teaching style

We found that there were three causes of students' demotivation in English language learning related to the teacher, namely, unclear instructional delivery, unfair learning assessment, and less varied teaching methods. Several participants felt their teacher was not objective in giving scores for their English assignment. They assumed that they always got the same score as the others. They only need to do and submit the assignment given by the teacher. *No matter whether* their work was *true or false*, as long as they submitted the assignment, they would get an "A". As a result, they did not do their assignment seriously.

"The most important thing is that I have to submit my assignments and definitely I will get an A." (AFF, May 15, 2019)

"Just complete the exercises randomly, then submit our works, our English teacher surely will give us good scores." (MNW, May 15, 2019)

"We do not have to think seriously for finding the right answer, because our scores will be the same." (MRP, May 15, 2019)

They also complained about the teacher's teaching method. Teacher always taught in the same way, and this was too monotonous for the students. *Textbook* was the only teaching material used by the teacher to present the subject matter. The teacher simply explained what was in the textbook and asked students to do the tasks provided in the textbook. Students were bored and expected something new in their learning activities.

"The teacher comes to the class, asks the students to open the textbook on certain pages, then explains what is on the pages. After that the teacher gives us assignments." (MFG, May 15, 2019)

"In English lesson, the teacher only uses textbook as the teaching materials, so we may not forget to bring our English textbook." (LM, May 15, 2019)

"I expect to study English through watching English films, singing English songs, or playing games." (IEF, May 18, 2019)

Six participants found the teacher's explanation was difficult to understand. They reported that their teacher did not use a variety of teaching method and media in delivering the lessons such as using videos, music, or everything that could be more interesting for them. Although very limited English was used by the teacher during instruction, they found their teacher's explanation was unclear. They were not motivated to practice their English because most of the lessons were delivered in Indonesian language and even in Palembang language. For examples, some of them stated,

"She delivers the lesson in very limited English, but dominant in Palembang Language." (NAM, May 15, 2019)

"The teacher only uses English when reading the instructions in the textbook, the rest uses Indonesian." (MFG, May 15, 2019)

“I observe that she is not able to speak English well, my English course teacher is much better than her.” (MRP, May 15, 2019)

Teaching materials and contents

The interview data indicated that teaching materials and contents also affected students' demotivation in English language learning. Most of the students claimed that English instruction put more emphasis on grammatical aspect in the textbook. It was difficult for them to comprehend the reading texts in the textbook because of inadequate information and related to vocabulary and grammatical items appeared in the texts. They supported that the teaching materials and contents were merely from the textbook, without any supporting materials provided by the teacher. Therefore, it was difficult to develop students' curiosity and interest in the subject. They needed a variety of teaching materials.

“The contents of the textbook are only written explanations and tasks with limited illustration.” (MNW, May 15, 2019)

“I prefer to learn English through YouTube.” (NAR, May 18, 2019)

“I rarely use English textbook.” (LM, May 15, 2019)

Seven participants felt their English lessons were *difficult* to understand such as several unfamiliar words and complicated grammar items in tenses section.

“The materials are difficult and confusing.” (AFF, May 15, 2019)

“The materials are not interesting.” (IEF, May 18, 2019)

“I find it difficult to write sentences using correct tense” (LM, May 15, 2019)

Besides, they were not interested in the textbook which mostly provide stories and tenses formula. The result of interview could be seen below:

“I open my English textbook only when studying English in the class.” (MRP, May 15, 2019)

“Nothing interesting in our English textbook, I never read it outside the class hours.” (MNW, May 15, 2019)

“It mostly contains stories and the instructions to write sentences according to the tenses formula.” (LM, May 15, 2019)

Classroom condition and classmates' attitudes

It was also revealed that the students' demotivating factors in English language learning came from their classroom conditions and classmates' attitudes. Six participants complained that their classrooms were too crowded and noisy. There were a large number of students in the classroom. This made them difficult to concentrate in learning. In relation to this issue, some of their points can be seen in the following statements,

“When the teacher gives the assignment and leaves the classroom, the class immediately starts to be very noisy. It is hard for me to concentrate and do that assignment.” (NAM, May 15, 2019)

“I can concentrate well in learning because there are around 40 people in the class.” (NAR, May 18, 2019)

“If my friends are so noisy, I cannot listen to the teacher’s explanation clearly. I see my friend’s work in doing my assignment.” (MRP, May 15, 2019)

“Because there are more than 40 students in my class, so in the afternoon the class gets hotter.” (IEF, May 18, 2019)

This study also revealed that the majority of participants were reluctant to speak English in the class. Usually, they were *afraid to be* ridiculed due to *mispronunciation* of words. They prefer to be silent in order not to be laughed at by their classmates. According to them it was better not participate in speaking session as they were afraid of getting negative comments and looking foolish in front of their friends. Some of their statements could be seen below,

“I ever try to answer the teacher's question, because of my incorrect answer, my friends laugh at me. Then, I do not want to do that anymore.” (NAR, May 18, 2019)

“I am worried about my mispronunciation of words when my teacher asks me to read a story in the textbook.” (LM, May 15, 2019)

“I ever saw my friend who dared to speak English. When he made a mistake, our friends immediately laughed at him, I cannot imagine if I am in that position.” (MNW, May 15, 2019)

Lack of self-confidence

Lack of self-confidence also affected students’ demotivation in learning English. Seven students felt anxious to ask questions or seek for clarification from their teacher for something unclear in their English language learning. They were afraid of getting negative response from the teacher. Asking question might be considered by the teacher that they did not pay attention on her explanation before. They preferred to ask their friends rather than their teacher. Lack of self-confidence made them difficult to express their ideas and feelings in English. The presences of anxiety made them prefer to be silent, especially in question and answer session in speaking session. These following statements were some of the students’ demotivating hints:

“I prefer to ask my friend rather than my teacher for something I do not understand.” (MFG, May 15, 2019)

“I am afraid, if I give a question to my teacher, she will think I am not paying attention when she explains the material.” (MRP, May 15, 2019)

“I am afraid when my teacher asks me to answer a question, because I won't be able to answer it.” (LM, May 15, 2019)

Discussion

The findings of this study revealed that there were five students' demotivating factors in English language learning, namely (a) inadequate school facilities, (b) lack of teachers' competence and teaching style, (c) inappropriate teaching materials and contents, (d) uncomfortable classroom condition and negative classmates' attitudes, and (e) lack of self-confidence. These indicated that contributing factors of students' demotivation in English language learning came from inside and outside of the individual. In the context of English language learning and teaching, Brown explains that internal factors are specified personally by the individual (2007). In this study, lack of self-confidence was dealt with an individual element that had an impact on student demotivation in language learning. Furthermore, Mirhadizadeh (2016) reports that internal factors in language learning are influenced by other factors which persist in the environment of a learner. It was in line with the findings of this study that the students were reluctant to speak English because of being afraid of getting negative responses from their teacher and classmates.

Lack of school facilities became the major concerns of the research participants. Insufficient electricity supply, inadequate equipment like fans, LCD projector, and speakers for audio materials had a great impact on their English language learning. Due to insufficient electricity supply, most of the lamps did not work at all in the classroom. This gloomy classroom had negative effect to the students' concentration and spirit in the classroom. Besides, the teacher and students could not use teaching and learning equipment and media like laptop and LCD projector for displaying video, image, or computer data on a screen. This was similar to the results of previous studies that found insufficient use of facilities in English classes could highly discourage students in learning English. The students proposed that their school facilities had to be improved and upgraded in order to meet their needs for successful learning (Meskhat & Hassani, 2012; Sakai & Kikuchi, 2009). It can be said that sufficient school facilities have an impact on the overall learning and performance of students.

Students demotivation also affected by teachers' lack of English competence and teaching styles. Most of the students found their teacher was not objective in giving scores for their English assignments, teaching method was also less varied, and teacher's explanations were difficult to understand. Relevant studies also put emphasis on the importance of teacher's role in teaching and learning activities (Dornyei, 2001; Karsli, 2007; Sakai & Kikuchi, 2009). Furthermore, Santrock (2012) proposes several main instruction components that must be considered by the teacher to facilitate student learning optimally. They are learning objectives, assessments, and instructional activities. Therefore, it was obvious in study that teacher's unclear instructional delivery, unfair learning assessment, and less varied teaching methods had negative impacts on students' motivation in learning English.

Another students' demotivating factor was inappropriate teaching materials and contents. Most of the students were not satisfied with their English materials. The content

did not meet their need and interest. Kojima (2004) claims that uninterested or unsuitable materials might demotivate students in learning. For this reason, the teachers have to develop materials that incorporate elements of the learners' first language and culture, or at least provide opportunities for acknowledgment and use alongside English (Thomas and Collier, 1997). In relation to this study, the teacher can develop teaching materials in a larger content with rich and meaningful learning activities to attract students' motivation and engagement in learning English, instead of just focusing on the grammatical items in the textbook. For example, to attract students' motivation and engagement in learning, the teacher can use some supporting materials taken from different sources like videos, YouTube, Google, etc., as required by most of the research participants.

Classroom condition and classmates' attitudes also caused students' demotivation in English language learning. The students complained that their classroom was overcrowded, so noisy, hot, and uncomfortable. Being uncomfortable made them hard to concentrate and engaged in learning. Several studies also claim that class environment can be one of the factors that contribute to student demotivation in English language learning in terms of classroom condition and classmates' attitude (Arai, 2004; Hirvonen, 2010; Kiwa, 2004). Another important demotivating factor among the students was negative attitude of the classmates towards their mistakes in speaking English. They did not like to be laughed at by their friends because of their mispronunciation of the words. In this case, students had to be informed and encouraged to learn from their mistakes. The teacher could develop in pairs or small group learning activities to correct students' mistakes in spoken and written language (Valero et al., 2008).

Students' demotivation in English language learning was also caused by their lack of self-confidence. Majority of the participants had similar ideas that they were reluctant to ask questions or seek for clarification from their teacher as they were afraid of getting negative response from the teacher. Dornyei and Csizer (1998) confirmed lack of confidence is an internal problem. Students can be demotivated in a stressful learning environment where they cannot practice their English. Stress in the classroom environment generates learning problems in terms of attentiveness, expressing feelings, showing sensitivity, and presence of anxiety. In short, learning problems in the form of negative classroom conditions negatively affect students their English language learning.

This study only focused on exploring students' demotivating factors in English language learning at one Islamic Junior High School in Palembang. It did not provide a complete discussion on demotivation in English language learning. For instance, the alternative solutions for the students' demotivating factors were not discussed in this study. It might serve as a part of discussion for more thorough and wide scope of discussions on student demotivation in learning. Due to the limited scope of this study, further studies can be conducted in a much wider range of research fields because demotivation might be experienced by the students at different types of school and levels of education.

Conclusion and Implications

This study revealed there were five students demotivating factors in English language learning, namely inadequate school facilities (insufficient electricity supply and inadequate learning equipment), lack of teachers' competence and teaching styles (unclear instructional delivery, unfair learning assessment, and less varied teaching methods), inappropriate learning material and content (lack of supporting materials, grammar oriented materials, and uninteresting contents), negative classmates' attitudes (uncomfortable classroom, classmates' negative attitude), and lack of self-confidence (speaking anxiety and lack of learning desire). These contributory factors of students' demotivation in English language learning came from inside and outside of the individual.

Related to those findings, some suggestions were addressed to the school, the English teacher, and the students. The school must provide sufficient electricity supply so the classroom can have enough lighting and good air circulation. Adequate learning facilities such as fans, LCD projector, and speaker must be available in the classroom to meet the students' needs and make them more enthusiastic in learning. English teachers must improve their instructional delivery by using various teaching methods and supporting materials, songs, videos, and games taken from different learning sources like You Tube, Google, etc. Then, the students themselves need more practices, not only during class hours but also at home. Nowadays, they can use social media as a tool in learning English. For example, they can learn from You Tube how to have a good pronunciation and be confident in speaking English. Finally, this study might serve as a starting discussion for more thorough and wide scope of discussions on student demotivation in English language learning. Therefore, it is necessary for other researchers to conduct further studies on similar topic in different research fields because demotivation might be experienced by the students at different types of school and levels of education.

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