

FACTOR INFLUENCE STUDENTS DEMOTIVATED IN LEARNING ENGLISH AT SMP RAMA TALLUNG PENANIAN

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Abstract: The purpose of this study was to determine the factors that influence student demotivated in learning English at SMP Rama Tallung Penanian. The research participants were five students from each class. In this study the researcher used qualitative method to determine the factors influence student's demotivated in learning English. Determination of students is done by purposive sampling technique. Researchers used interviews to find out the results of the study. The results of data analysis showed that the researcher found that there were two factors that influenced the students' lack of motivation to learn English. The factors in question are internal factors and external factors. Meanwhile, students' external factors reveal that peers are very influential when they learn. Teacher related influences on demotivation, namely teacher's encouragement, teacher methods, responding to student errors. In summary, that these two factors can affect students in learning English.

Keywords: *factor influence; internal, external students demotivated.*

INTRODUCTION

In education, learning motivation is needed for students to achieve the right learning goals. Learning motivation is one of the factors that determine student success. Sardiman (2007: 74) that motivation is stimulated because of a goal. Each student has different motivations when participating in learning at school.

Motivation is one of the most significant factors in language learning, and it is difficult for students with low motivation to learn English as a foreign language. According Dornyei (1994) emphatically states that motivation is one of the main determinants of second/foreign language learning.

When students demotivation, they will not be interested and enthusiastic in learning, and some students may complete an activity just for fun, while others may complete an assignment to get a reward or avoid some kind of punishment. While motivation is important for student learning, lack of motivation is a problem that often occurs in all students. It can be said that demotivation is a condition that prevents a person from doing his best to achieve certain goals. According Dornyei (2005:143), "the problem of demotivation is relatively new to have a negative effect on learning English".

Based on the result of the researcher's observations, at SMP Rama Tallung Penanian, in the process of learning English, many students are less active and less concentrated on learning, and many of the students are not motivated in learning English so that the learning process becomes unpleasant, students do not understand the lesson well.

In this case the researcher wanted to know what are the factor influence students demotivation in learning English. Such as, internal factors and external factors that affect students demotivations. Demotivation occurs when you lose the motivation or passion to do something or achieve a certain goal.

1. The Concept of Demotivated

Demotivation is defined as a specific external force that reduces or eliminates the basis of motivation from behavioral intentions or ongoing actions. Dornyei, (2005:143), the problem of demotivation is relatively new to have a negative effect on learning English.

Demotivating factors can be grouped as internal factors (decreased self-confidence, attitude of group members) and external factors are students' self-relationships with negative results, sources of demotivation are teachers, books, learning environments.

In fact, when students lose motivation, learning a second language is more difficult and less enjoyable, as a result, achieving the expected learning outcomes becomes difficult. Demotivation of students can lead to lack of motivation, successful language learning requires serious attention and a plan to eliminate factors that demotivate.

According to Dornyei (2001:142) identify demotivation as a "relevant external force" that reduces learning motivation. The main problem in learning English is undoubtedly motivation.

2. The Concept of Learning English

Learning is an activity to gain knowledge. Learning is also something that is done to master certain things. According to Slameto (2010: 2) "Learning is a business process carried out by a person to obtain a whole new change in behavior, as a result of his own experience in interaction with his environment".

According to Uno (2012: 22) "Learning is a process of changing a person's behavior or personality based on interactions between individuals and their environment which are carried out formally, informally, and informally". Learning must also have a purpose in order to know what to learn and understand. As a developing individual, a student must know the reasons for learning so that what is learned is appropriate and effective.

Students who get a demotivating factor in learning English can get decreased learning motivation. Thus, students will ignore English lessons in their schools, and it happens because of students' motivation to learn English has decreased.

3. Factors Internal and External

a) Factors Internal

- 1) Physical and mental health
- 2) Talent
- 3) Interest in learning
- 4) Concentration
- 5) Self-confidence
- 6) Commitment to the task

b) Factors External

- 1) Family conditions
- 2) Peers
- 3) Environment
- 4) School environment

4. Students Lack Interest Motivation

Students who are not interested in a particular topic or activity will find many difficulties in their learning process. Syah (2006: 137) "Lack of motivation, both intrinsic and extrinsic, will cause students to be less enthusiastic about doing learning activities both at school and at home". Students who are not motivated will not get better achievement students who have motivation in their learning activities. This will be a complex problem that hinders their motivation to grow up which will affect their

future career. The reason students don't think is because the teacher does not share experiences, has low self-confidence, and personal problems from students. Lack of motivation can be interpreted as an attitude of not caring about what should be done. Because students don't understand what they learn in class, they end up feeling disinterested.

5. Teacher Related Influences on Demotivation

The demotivating effect identified, including teacher-related factors, according to Dornyei (1998) "found that it was most frequently cited by students as having the greatest negative effect on student motivation".

Teachers who are highly inspired and motivated will be more enthusiastic which will help increase motivation for students. Because motivated teachers will be more enthusiastic and committed to making variations in classroom activities and will express higher abilities, interests, and adaptability to meet the individual needs of students. Learning methods have a very important role in teaching and learning foreign languages. The use of appropriate English teaching methods can help students achieve the best performance. Likewise, on the other hand, students can feel bored when learning English if the method used is not effective. In addition to subjects as students who experience the most demotivation in learning English, teachers also affect students' demotivation.

METHOD

This research aims to find out the factor influences students demotivated in learning English at SMP Rama Tallung Penanian. In this research, the researcher used qualitative method. To collect the data, the researcher conducted an interview.

In collecting the data in this research, the research used the following techniques:

1. Library research

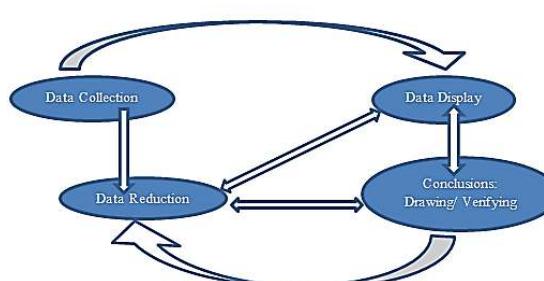
The writer get the data from library as a literature, some books and search information from internet and other information which are relevant to the title of this research.

2. Field research

The research sets the some procedure in collected the data as follows took the a license from school and prepared some notes to interview the students.

The researcher choosed students and teacher to be the respondent who would be given an interview, and would be filled out the interview. In this study, the writer used provisive sampling of students but the number of respondents were determined by the researcher.

The data obtained from the interview were analyzed by observing the data analysis in this study : (Miles, & Huberman, 1994 : 12)



RESULTS

Result of the analysis process collected through interviews with students. The factors internal and factors external namely; Students Concentration, Commitment to

the task, Teacher Motivation, School Environment, Friends. The teacher related influences on demotivation namely: Teacher's Encouragement, Teacher Methods, Responding To Student Errors.

DISCUSSION

According to Dornyei, (2005:143), identify demotivation "the problem of demotivation is relatively new to have a negative effect on learning English".

In this section, the researcher presents a discussion of data analysis. Data analysis was obtained through interviews conducted with students of SMP Rama Tallung Penanian.

Based on previous findings, Ludjan, (2020) in her research entitled Demotivating Factors of Students in Learning English. There are several internal and external factors that reduce students' interest in learning English, it is known from internal factor data that students are less interested in learning English and they are bored in English class, while data from students' external factors reveal that teachers rarely interact with students, facilities such as books what they need is not all available in the library.

After analyzing the interviews, the researchers found that there are two factors that demotivating of students at SMP Rama Tallung Penanian, This study found that there are two factors that demotivating at SMP Rama Tallung Penanian, namely internal factors and external factors Data from internal factors, students lack concentration in learning and they only do assignments when they know the answer and the school environment is less conducive to learning. Meanwhile, students' external factors reveal that peers are very influential when they learn. Teacher related influences on demotivation,namely teacher's encouragement, teacher methods responding to student errors.

Dornyei (1998) states that external demotivating factors combine between teachers, teaching methods, inadequate school facilities and the attitude of group members.

CONCLUSION

Based on the findings and discussion in the previous chapter, it is certain that there are two factors influence students' demotivation in learning English at SMP Rama Tallung Penanian, namely factors internal and factors external and teacher. While the five points consist of internal factors; students concentration, commitment to the task, teacher motivation and external factors Friends, whereas, teacher related influences on demotivation, namely teacher's encouragement, teacher methods, responding to student errors.

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Dalyono (2009: 228)), defenition of "those whose motivation is weak, seem indifferent, easily discouraged, their attention is not focused on lessons, likes to interrupt the class, often leaves the lesson as a result many have learning difficulties".

Dembo (2004) "determined that time management is involved in the educational achievement of students".

Djamarah (2008: 13) defenition of "Learning is a series of mental and physical activities to obtain a change in behavior as a result of individual experiences in

interactions with their environment which involve cognitive, affective and psychomotor activities".

Djamarah (2011: 238). "for example, mild body defects, such as hearing loss, lack of vision, and psychomotor disorders, and conditions of nutritional fulfillment such as easy headaches, or easily tired and sleepy".

Djamarah (2011: 237). "for example irritable, gloomy, grumpy, always confused in dealing with problems, always sad for no apparent reason, and so on".

Djamarah (2011: 198). "talent is influenced by two factors, namely factors from the child's self and factors from the child's environment".

Djamarah (2011: 191). "interest affects the process and learning outcomes of students".

Djamarah (2011: 76). "Family relations are interpreted as a process of experience interacting and communicating with the family environment, especially with parents who teach, train, and provide language examples to children".

Dornyei's (1998) "found that it was most frequently cited by students as having the greatest negative effect on student motivation".

Dornyei (2001:142) defenition of "relevant external force" that reduces learning motivation. The main problem in learning English is undoubtedly motivation.

Dornyei, 2005:143, defenition of" the problem of demotivation is relatively new to have a negative effect on learning English".

Eccles, Wigfield, & Schiefele in Santrock (2008: 533). "peers can influence children's motivation through social comparison, competence and social motivation, learning together, and the influence of peer groups".

Esterberg in Sugiyono (2015: 72) "an interview is a meeting conducted by two people to exchange information and an idea by means of question and answer, so that it can be reduced to a conclusion or meaning in a particular topic".

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Sadirman.(1986: 2). defenition of "Learning is a complex process that happens to everyone and lasts a lifetime, from when he was a baby to the grave later".

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Syah, (2006: 68) defenition of "Learning is a stage of change in all individual behavior that is relatively sedentary as a result of experiences and interactions with the environment that involve cognitive processes".

Syah (2006: 182), defenition of" the low motivation of students to learn which causes learning difficulties is reflected in the students' internal factors, namely affective internal factors such as emotional instability and student attitudes".

Syah (2006: 137) "Lack of motivation, both intrinsic and extrinsic, will cause students to be less enthusiastic about doing learning activities both at school and at home".

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