

DEMOTIVATION FACTORS IN USING ENGLISH AS A DAILY COMMUNICATION IN EFL SCHOOL

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ABSTRACT

This study was aimed at describing the causes of students' demotivation in using English for daily communication as well as to find its solutions. The present researcher used descriptive qualitative method. It was conducted in SMP Islam Abul Barakat for the eighth graders of junior high school. There were 15 students to be participants in this study. The data were collected by observing, interviewing and giving questionnaire the participants about the usage of English in their Islamic boarding school. The participants' answer and the video of their daily communication were analyzed to find out the causes of students' demotivation in using English as daily communication and also its solution. The result analysis showed the causes of students' demotivation is their lack ability in using English specially in mastering vocabulary and its pronunciation. Other factors were learning contents and materials, teachers and failure experience. In addition, they prefer to use Arabic because Arabic has been rooting as daily communication in that Islamic boarding school. While the solution for that problem is the teachers should put a big attention to the students' English ability especially in mastering and pronouncing vocabulary. Also, the teachers are suggested to pay more attention to the choice of teaching methods and their behavior that can increase students' motivation and interest in second language learning. In addition, the teachers should make a regulation explicitly to divide a period of time for the student to speak English and also Arabic.

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Keywords: Demotivation, English Speaking Skill, EFL School.

INTRODUCTION

Language is a tool of communication used to express idea, emotion and willingness. Therefore, we should be able to understand how to use language effectively. By using language, the interaction between human can be connected each other. Even language became the most important thing in human's life or it is an absolute need. In this world, there are so many kinds of language. One of the most important language that need to be mastered is English. As asserted by Linse (2005, p.4) English language is a language that very important, because it is a way of

communication in many countries. According to Tustiawati (2017), the English language in Indonesia is still considered as one of the most important foreign languages to be learned. Therefore, in Indonesia the English language is seen as a first foreign language which is compulsory for student especially in junior high school until university.

In learning English there are four skills that should be mastered by the students. Those are listening, speaking, reading, and writing. Among these four skills, speaking skills is considered to be the most important

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skills that should be taught intensively including in Islamic boarding school.

Speaking skills is important as it is a trait that people need during their life time. We are humans and we can not live without speaking. Speaking skills can help you in all areas of life. Having the vocabulary and wide range of English skills will assist you in acquiring a good job, communicating well to others, in business, at work or school. Also, a good English speaking skills widens your option in job choices such as: sales, business, teaching, management, administration, law, police, government jobs, hospital industry, marketing, customer services and so on.

Logically, the teaching process of English language subject should be aimed at preparing EFL students to get a prosperous ability in English specially in speaking skills ability in where they can apply it during they associate with regional or international society. Contrarily, that process is still difficult to be applied in some schools in Indonesia. Consequently, most of English learner can not achieve those goals namely a good ability in English specially in speaking skills. It can be caused by many factors. One of the factor is students' low motivation in learning English which is called by demotivation.

Asserted by Dr. Nilufer (2014) demotivation can be described as a decrease or drop in level of motivation. So, demotivation of studying can be defined as a lack motivation to do an activity of studying caused by many factors. It is vary worse condition for the students. It can be the causes of their low achievement in the proses of studying. Harmoniously, Each learner absolutely ever saturated and bored in doing something, either for work or study. Doing something same everyday make them lazy and want to go out from the work, including studying English everyday and using it as daily communication. As what the present serearcher found in SMP Islam Abul Barokat NW Bonkate.

It is axiomatic that and English speaking are two most important issues in the process of language learning. Therefore, considering them and conducting researches like the present one about the relationship between them could help language teachers

and students to be more efficient in process of language learning and teaching. To put it more clearly, by taking into account these factors, language teachers can be more aware of factors which may encourage language learners to speak and also the factors which may hinder their speaking activities.

Furthermore, the importance of such a study will be more remarkable when we know that tiny or dare to say no study has dealt with the influence of demotivating factors on the speaking ability of language learners in SMP Islam Abul Barokat NW Bonkate. As a result, conducting this study can shed light on this point by addressing two major questions: 1) what factors that negatively cause students' demotivation in speaking English? And how to solve students' demotivation in speaking English?

Based on the argument provided, the researcher decided to conduct a research entitled "A Study of Students' Demotivation in Using English as Daily Communication in EFL School" with two major research questions the so-called: 1) What are the causes of students' demotivation? 2) How to solve students' demotivation? In brief, the researcher has two purposes of the study, they are: 1) to know the causes of students' demotivation and 2) to know how to solve students' demotivation.

LITERATURE REVIEW

Difficulties of English for EFL

It was explained in the article of Oxford Royal Academy (2004) entitled 4 Difficulties English Poses for EFL Learners, and How to Overcome Them . It explained that English as a Foreign Language refers to learning and using English as an additional language in a non-English speaking country. Which refer mainly to learning English as a new resident in an English-speaking country. The difficulty students have with it will depend on what language they already know. Those difficulties are:

1. Difficulty in mastering English vocabulaies including spelling, idioms and slang also the sheer number of words because English has a usually large varied number of words or English has one of the biggest trickiest vocabularies.

2. English grammar is full of subtlety. Its difficulty leads to a great many common mistakes. For example: "Can I have a slice of cake?", "Could I have a slice of cake?" and "May I have a slice of cake?" all express the same idea in differing levels of formality which is even native speakers frequently get errors in it.
3. Pronunciation is difficult and inconsistent. Getting to grips with pronunciation can be a tall order whatever language you are learning.

It is caused by certain sounds in English which are particularly tricky. For example, the distinction between "three" and "tree" can be hard to pronounce. Many EFL learners find the "th" sound hard to pronounce, because it is comparatively uncommon in other languages. Those who speak languages such as Japanese and most dialects of Chinese find it hard to differentiate between "r" and "l" sounds, while the distinction between "b" and "v" is problematic for speakers of many other languages, including Spanish and Arabic. These are some difficulties that most of English EFL get.

Definition of Demotivation

Hinson and Brown (2001, p. 28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge while skills and motivation pushes us or encourage us to go through the learning process. While demotivation means that a lack motivation to do an activity caused by many factors. It is a bad condition for the students which caused low achievement in the proses of their study. As asserted by Dr. Nilufer (2014) Demotivation can be described as a decrease or drop in level of motivation. Also, it has been discussed in different study that demotivation is a factor that can influence the learners' attitudes towards language learning. So motivation is a fundamental thing that may not absent in every students' self to encourage them as external forcing to achieve the goal of studying.

Factors of Demotivation for EFL

Four factors that can be dangerous to the learners' motivation, according to Harmer (1991, p. 4) are the following:

1. Physical condition which means the atmosphere in the class. For example, if students have to study in the bad lighting classroom, over crowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.
2. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students lose confidence in the method, they will become demotivated" (Harmer, 1991, p. 5)
3. The teachers as the most powerful variable of motivation and demotivation can become a major part in demotivating the learners.
4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity is too high or too low, it can lead students to a demotivated situation in learning. From Krashen's affective filter hypothesis as cited in Lightbown and Spada (1999, p. 39), emotional states such as tiredness, depression, boredom, etc. Obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Krashen, cited in J.Oller and J. Richards, 2003, p. 183). This means that learners' anxiety can affect their motivation.

Theoretical Framework

Parsons, Hinson and Brown (2001, p. 28) asserted that Motivation as an important component or factor in the learning process. Learning and Motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills while motivation pushes us or encourage us to go through the learning process. But lately, motivation is the biggest problem for the student in where they are very lack of it that what we call by demotivation.

It could be the first factor which caused the failure in reaching the goal of their education. Logically, if they have lack spirit to study so that they will not step the good process in serching knowledges, skills professionally, and experiences. Human without motivation is like a tree which never got water and become wilted. So we would say that motivation is the most important thing in education world. Especially in learning English. Based on the problem above, the present research is very interested to conduct the research to find out the causes of demotivation as well as its solutions.

METHODS

The researcher used “descriptive qualitative” which means a research methodology is used to investigate undefinite object that can not be investigated by number (exact sciences) as asserted by Agung (2016) descriptive qualitative is one of methodologies which discovers event, fact, phenomenon, variable and the real situation during the research by providing what exactly occur. with the researcher’s study because this one is focused on a certain phenomenon in the school’s environment. In this case, the phenomenon is the activities of students’ daily communication in *SMP Abul Barokat NW Bonkate* and also teaching and learning English process. The researcher observed and described the phenomena as clear as possible without manipulation.

This study was conducted the at *SMP Abul Barokat* from August to December 2022 for the students of the eight graders of *SMP Abul Barokat*. Meanwhile, sampling used in this research is purposive sampling which is a non-probability sample that is selected based on characteristics of a population and the objective of the study. In this case, the subject of this research are the students in junior high

school, especially students of the eight graders of *SMP Abul Barokat* which consist of 15 students. In addition, the researcher used field note to gain the data of observation, smart phone to record and save the result of interview and some questions to note how the students communicate in their daily life. Specifically, three instruments were used as techniques of collecting data, they were observation, questionnaire, and interview.

RESULTS AND DISCUSSION

The result of observation shows the cause of the students’ demotivation in using English as daily communication is a strong Arabic environment factor. Those thing happens because since this Islamic boarding school exists, it applied Arabic as students’ daily cammunication. Consequently, Arabic has been rooting as students’ daily cammunication from generation to generation and it is difficult to be changed. Besides that, the related observation found three more demotivating factors which prevented students from speaking English: teacher, learning contents and materials, experience of failure.

Result of Interview

From 5 interviewed students, the researcher found that all of them do not like to speak English (demotivation) because they have some difficulties in English and they prefer to speak Arabic as daily communication in the area of islamic boarding school.

Table 1. Number of interviewees

Nu	Students’ initial name
1	MA
2	H
3	SH
4	WHO
5	ST

Table 2. Number of questions

Nu	Questions
1	Do you like to use English as your daily communication?
2	What makes it difficult for you to be motivated to learn and speak English?
3	Do you believe that all the students of Abul Barokat Islamic boarding school are able to communicate more using Arabic than English?

As they answer the question "Do you like to use English as your daily communication?" Their answers are: MA: "I do not like to speak English because it is heavy for me to mention or pronounce its word. Also, there are so many English vocabulary that I do not master. What I get in the class sometimes different than what I learn outside". H: "I can speak English but I do not like to use it because I get difficulty to mention the English word. I have failed to memorize many vocabularies several years ago". SH: "I do not like to speak English because English word is difficult to be mentioned. Also, most of my friends just speak Arabic in the are of my Islamic Boarding School". WHO: "I do not like to speak English because of the teacher and for me English is more difficult than Arabic so I just speak Arabic". And the last is ST: "Actually I understand and I can speak English, but I do not like to use it because to pronounce it is difficult. Therefore, I prefer to speak Arabic".

Table 3. Questionnaire form

Questions	Options				
	5	4	3	2	1
I always discuss with my friends to increase my ability in using English	0	0	0	9	6
I always speak English with my friends in my class room	0	0	6	8	3
I always speak English with my friends in the area of islamic boarding house	0	0	7	6	2

Based on the questionnaire form of likert stated above, it is can be narrated that: "I always discuss with my friends to increase my ability in using English". 6 of the samples answered very disagree and 9 answered disagree and no one aswered very agree, agree and neutral. While for the statement: "I always speak English with my friends in my class room". 3 of the samples answered very disagree, 8 aswered disagree and 6 aswered neutral. What is more, for the statement that said: "I always speak English with my friends in the area of Islamic boarding house". 2 of the samples answered very disagree, 6 of them answered disagree and 7 of them aswered neutral, while no one answered agree and very agree. So from those datas, it is known that the students' have lack motivation or what we know by demotivation in using English as daily communication.

Discussion

Causes of demotivation

As what the researcher found, the causes of students' demotivation is difficulties

Result of Questionnaire

In this process, 15 students were selected as the participant. The present researcher provided 3 questions to test students' interest to English, teaching material and to the teacher teaching method. Explicitly, the questions provided in the form of table and it has 5 columns for the students' respond to the question. Column 1 means that the student very agree with the statement of the questionnaire, column 2 means agree, column 3 means neutral, column 4 means disagree, column 5 means very disagree. After giving the questionnaire, the present researcher concludes that students get demotivation to use English as daily communication. As proved by the following result of questionnaire.

of English for EFL. While we have known that English as a Foreign Language refers to learning and using English as an additional language in a non-English speaking country. Consequently, for people/students who do not speak English as their first language or called by English foregn learner might get difficulty in using English as daily communication as what the present researcher found in field of the study that all students who become sample get difficulties as well.

Based on the result of the interview, the researcher found students' difficulty in mastering English vocabulary including spelling, idioms and slang of words because English has a usually large varied number of words or English has one of the biggest, trickiest vocabularies. In addition, other factors that demotivated students in speaking English were learning contents and material, the way their teacher taught and delivered the material and the influence of their failure in their past English learning experience. It

become one of the reasons of the students' demotivation in using English as daily communication although they have a high motivation in learning English.

Based on the result of the interview, it is known that the difficulties of English for EFL specifically difficulty in mastering English vocabulaies including spelling, idioms and slang also the sheer number of words become the cause of students' demotivation in using English as daily communication in Abul Barokat Islamic Boarding School. Other factors that demotivated students in speaking English come from learning contents and material, the way their teacher taught and delivered the material and the influence of their failure in their past English learning experience.

In addition, Arabic environment is also the cause of students' demotivation in using English as daily communication. As what the researcher stated above that *SMP Islam Abul Barokat* was built in 2011. Since its first existence, it already applied Arabic as students' daily communication. Moreover, *SMP Islam of Abul Barokat* has passed around 150 students which most of them continue their study to SMK Islam Abul Barokat which is in one area with SMP Islam Abul Barokat. Everyday the students of these both institutions do association and communication. Briefly, the students of *SMK Islam* influence them to communicate by using Arabic. As answered by all of samples by this question "*why do not you like to use English as your daily communication*" they cohesively answered "*we do not like to speak English because most of our senior just speak Arabic and we also prefer to speak Arabic than English*".

The solution for the students' demotivation

Based on the result of observation, interview and questionnare, the researcher found some solutions for students' demotivation to use English as their daily communication. As we know that the students' demotivation for the eight graders of *SMP Islam Abul Barokat* is caused by their difficulties of English, firsttly in mastering English vocabulary including spelling, idioms and slang of words as well as the learning contents and material, English teacher and their failed English learning experience. Consequently, the teacher should put a big

attention to this and teach the student maximaly until the students get a proper ability as what it should because it becomes one of the reason of the students' demotivation in using English as daily communication although they have a high motivation in learning English and never afraid to make mistakes.

Specifically, the language teacher should be more careful in selecting appropriate teaching materials. Further, to reduce demotivation, teachers are suggested to pay more attention to the choice of teaching methods and their behavior that can increase students' motivation and interest in second language learning. Besides that, teachers should bear in mind that students have to be taught all language skills, including vocabulary and grammatical rules at the expense of oral skills. To make students motivated, teachers should be sensitive to the learning environments and individual experiences of students.

In addition, the leader of foundation of islamic boarding school and also the teacher should make a regulation explicitly to devide a period of time for the student to speak English and also Arabic. So there will be a certain period of time to use both of those languages, for instance one month for English and one month for Arabic and also there will be an educated punishment for the students who do not go with the rule..

CONCLUSION

Based on the research finding, it shows that the students in *Abul Barokat* Islamic Boarding School have two causes of demotivation in speaking English which are: a) Difficulties of English for EFL specifically coming from mastering English vocabulaies including spelling, idioms and slang also the sheer number of words. In addition, the difficulty in understanding the learning contents and material, teachers' performance and their failed English learning experience were also the main factors. b) Another determining factor is Arabic environment factor in which this Islamic Boarding school first existence already applied Arabic as students' daily cammunication. Consequently, Arabic has been rooting as students' daily

communication from generation to generation and it is difficult to be changed.

While the solution for the students' demotivation are the language teacher should specifically be more careful in selecting appropriate teaching materials, pay more attention to the choice of teaching methods and their behavior that can increase students' motivation and interest in second language learning and more to school's regulation which is made particularly for managing language in using English and Arabic as daily communication. Remember, there must be an explicit regulation including an educated punishment for everyone who do not obey the regulation.

For the student, they actually should make morals become the first priority because the knowledge would be easier to understand depend on the obedient of the student to the teacher, stupid student with a good moral is better than the smart student but has a bad moral because the blessing of the teacher, it not now it might be may in the future. Therefore, a good student is the students who always go with all of the rules from the teachers as well as school's rules specially to keep their language based on the period time for each language to be spoken. So that the language that has been taught by the teacher will not fade and finally lose at all. The language that is always spoken will be have roots stronger and stronger until we can communicate it as good as possible. Briefly, the students should always try to use English as daily communication.

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