

**DEMOTIVATION IN LEARNING ENGLISH FACED  
BY STUDENTS AT SMP MUHAMMADIYAH 12  
PACIRAN LAMONGAN**

**THESIS**

In Partial Fulfilment of the Requirement for Master's  
Degree in English Language Education



**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION  
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UNIVERSITAS MUHAMMADIYAH MALANG  
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**DEMOTIVATION IN LEARNING ENGLISH FACED BY STUDENTS  
AT SMP MUHAMMADIYAH 12 PACIRAN LAMONGAN**

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Malang, 17 January 2025

The Writer,



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## ACKNOWLEDGEMENTS

All praise is due to Allah for His countless blessings, which enabled the completion of this thesis. This study aimed to identify factors contributing to EFL students' demotivation in learning English, and strategies both students' and teachers' use to address demotivation, particularly in SMP Muhammadiyah 12 Paciran. It is hoped that this research will provide a valuable reference for future studies seeking to improve teaching and learning within similar settings.

Deepest gratitude is extended to my thesis advisors, Dr. Estu Widodo, M. Hum and Dr. Sri Hartiningsih, M.M, for their invaluable knowledge, unwavering support, and consistent motivation. Their assistance and encouragement in navigating the various challenges encountered during the thesis writing process are gratefully acknowledged. I also express sincere appreciation to my examiners, Assc. Prof. Dr. Hartono and Riski Lestiono, M.A., Ph.D for their constructive feedback during the thesis examination. I am profoundly thankful to my beloved wife Wahyuni for her constant support throughout this endeavour. My beloved children Ahmad Zufar, Muthia Hanany, and Hafizha Hanany for their best support. My fellow English teachers at SMP Muhammadiyah 12 Paciran for their support and assistance. Mr. Anas Efendi and my university colleagues for their support. Finally, I offer my deepest gratitude to my beloved parents, Syukran and Asiyah, for their boundless love and unwavering support.

It is hoped that the findings of this research will provide a foundation or valuable insights for future research in this area and serve as a useful resource for other researchers.

The Writer

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# DEMOTIVATION IN LEARNING ENGLISH FACED BY STUDENTS AT SMP MUHAMMADIYAH 12 PACIRAN LAMONGAN

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## ABSTRACT

The purpose of this study is to investigate student demotivation in English learning at SMP Muhammadiyah 12 Paciran and the strategies employed by students and teachers to address it. This study applied a qualitative approach. Using purposive sampling, data were gathered through focus group discussions and in-depth interviews with seven students and two English teachers. The research identified five key demotivating factors: lack of interest, low self-confidence, difficult learning materials, unsupportive learning environments, and unengaging teaching methods. Meanwhile, students employed four coping strategies: self-study, seeking assistance, creating supportive learning environments, and setting goals. Furthermore, teachers addressed demotivation through problem identification, individual support, diverse teaching methods, encouraged active participation, and fostering a love for English. Consequently, the findings suggest that targeted strategies addressing these factors can positively impact student motivation and learning outcomes.

**Keywords:** demotivation factor, English learning, coping strategy, qualitative study

# DEMOTIVATION IN LEARNING ENGLISH FACED BY STUDENTS AT SMP MUHAMMADIYAH 12 PACIRAN LAMONGAN

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## ABSTRAK

Tujuan dari penelitian ini adalah untuk menyelidiki faktor-faktor demotivasi siswa dalam pembelajaran bahasa Inggris di SMP Muhammadiyah 12 Paciran serta strategi yang digunakan oleh siswa dan guru untuk mengatasinya. Penelitian ini menggunakan pendekatan kualitatif. Dengan menggunakan purposive sampling, data dikumpulkan melalui diskusi kelompok terarah dan wawancara mendalam dengan tujuh siswa dan dua guru bahasa Inggris. Penelitian ini mengidentifikasi lima faktor utama yang menyebabkan demotivasi: kurangnya minat, rendahnya rasa percaya diri, materi pembelajaran yang sulit, lingkungan belajar yang tidak mendukung, dan metode pengajaran yang kurang menarik. Sementara itu, siswa menggunakan empat strategi untuk mengatasi demotivasi: belajar mandiri, mencari bantuan, menciptakan lingkungan belajar yang mendukung, dan menetapkan tujuan. Selain itu, guru mengatasi demotivasi dengan cara mengidentifikasi masalah, memberikan dukungan individu, menerapkan metode pengajaran yang beragam, mendorong partisipasi aktif, dan menumbuhkan kecintaan terhadap bahasa Inggris. Dengan demikian, temuan ini menunjukkan bahwa strategi yang terfokus pada faktor-faktor tersebut dapat berdampak positif terhadap motivasi siswa dan hasil pembelajaran.

**Kata Kunci:** faktor demotivasi, pembelajaran bahasa Inggris, strategi penanggulangan, studi kualitatif.

## **INTRODUCTION**

The chapter provides the background of research, detailing preceding research, statement of the problem, purpose of study, and its significance. It also includes the scope, limitations, and definitions of key terms to provide clarity. These sections collectively form the foundation for understanding the research focus and objectives.

### **Background of the Study**

Motivation, defined as the desire to achieve a goal, plays a significant role in learning English more than interest, which is driven by curiosity or enjoyment (Lena et al., 2022). While success in learning English as a foreign language is often tied to motivation, demotivation is a major challenge (Pham, 2021). Demotivation, defined as a state where an individual experiences a significant decrease in their motivation or loses the desire to participate in a specific task or activity (Asmita et al., 2022). In some case, student demotivation can be associated with reduced effort, confidence, and interest, as well as difficulties with concentration and classroom participation (Abaunza et al., 2020).

Some researchers classified factors of demotivation into internal and external (Vidak & Sindik, 2018). Internally, students may experience difficulties with English, particularly in mastering vocabulary or pronunciation, understanding the learning content, navigating peer influence, and coping with past experiences of failure (Wathoni et al., 2022). However, externally, students' demotivation can be affected by various teacher-related factors, a lack of adequate learning materials or feedback, and overly strict classroom management (Alharbi et al., 2022).

Erlina et al. (2020) identified several factors contributing to student demotivation, including inadequate school facilities, teacher-related issues, negative peer influence, unsuitable teaching materials, unfavourable classroom conditions, and a lack of student confidence. Further, Rachel et al. (2020) added teacher attitudes, teaching approaches, lack of student interest, and negative peer influence

to the list of demotivating factors. Similarly, Putra (2022) identified teacher-related issues, negative peer influence, unsuitable materials, lack of student confidence, and lack of interest as contributing factors to demotivation. Finally, Salamun et al. (2022) found that demotivation stemmed from a lack of student interest, boredom, difficult material, negative teacher attitudes, student learning difficulties, negative peer influence, limited access to books, and low interest in the subject.

While research on demotivation exists, a gap remains in understanding these factors in SMP Muhammadiyah 12 Paciran's context, including local influences and challenges faced by Indonesian middle school students. This study uses FGD and interviews to explore demotivation and coping strategies, offering practical insights for interventions. As middle school is crucial for language development, early intervention is vital to prevent lasting negative attitudes toward English learning.

This study aims to shed light on student demotivation in English learning by investigating: (1) its contributing factors, (2) students' coping strategies, and (3) teachers' strategies for addressing it. Furthermore, by exploring these areas, and specifically by inquiring student and teacher strategies which were not found in previous research, the researcher tried to provide a more complete understanding of the issue, to foster greater student motivation and improve learning outcomes.

### **Statement of the Problem**

This study aims to explore and answer three important questions related to students' challenges in learning English:

1. What factors cause students to feel demotivated in learning English?
2. What strategies do students use to cope with their demotivation in learning English?
3. What strategies do teachers use to cope with students' demotivation in learning English?

## **Purpose of the Study**

This study is designed to explore and address the key research questions. The main goals are:

1. To understand the factors that lead to students' demotivation in learning English.
2. To explore the strategies students use to cope with their demotivation in learning English.
3. To explore the strategies teachers use to cope with students' demotivation in learning English.

## **Significance of the Study**

This study aims to enhance English language education in Indonesia, where many schools face challenges such as limited resources and various obstacles to learning. It focuses on providing teachers and lecturers with a deeper understanding of student demotivation, identifying factors that hinder classroom engagement, and offering practical strategies to overcome these challenges. By doing so, it aims to equip educators with tools to better support their students and create more effective learning environments.

Additionally, this study contributes to the broader field of language education by offering valuable insights and serving as a resource for future research. By addressing the issue of student demotivation, it aims to foster a more engaging and productive English learning experience, ultimately improving students' academic performance. The findings will also help the school assess its English programs and evaluate their effectiveness in meeting students' learning needs.

## **Scope and Limitations**

This study is focused on exploring the factors that contribute to students' lack of motivation in English learning at SMP Muhammadiyah 12 Paciran, and exploring students and teachers' strategies to cope with the problem of demotivation. It is



specifically limited to junior high school students, particularly seven eighth-grade students who scored below the minimum passing grade and exhibited signs of demotivation and their two English teachers.

Purposive sampling is used in this study, as described by Abdussamad & Sik (2021) where participants are selected based on specific criteria. Thus, the criteria of the participants in this research are: (1) they are students of SMP Muhammadiyah 12 Sendangagung Paciran (2) they come from classes with the lowest mid-semester scores, and (3) they show signs of demotivation, identified through school records and the teacher's documentation.

By focusing on this group, the research provides a detailed analysis of factors contributing to EFL learners' demotivation. This aligns with Turner's (2020) view that purposive sampling targets individuals with relevant traits. It ensures findings are context-specific and uncover interactions between local and personal factors. Moreover, this approach supports creating tailored interventions for the identified challenges.

### **Definition of Key Terms**

To aid reader comprehension, this study provides definitions of key terms related to demotivation and the learning of English. Demotivation refers to a decrease in motivation or a loss of interest in a specific activity or goal. Demotivation, according to Asmita et al. (2022), is characterized by a deficiency in motivation or the desire to undertake an action.

English language, originating in England, is now a globally recognized language and widely used for international communication. Learning English refers to the process of acquiring knowledge, skills, and proficiency in the English language. According to Harmer (2008), learning English involves mastering its grammar, vocabulary, pronunciation, and functional use, while also adapting to its cultural and communicative contexts.

## **LITERATURE REVIEW**

This chapter provides a literature review covering several key topics: learning English, the concept of demotivation, the negative impacts of demotivation, the factors contributing to demotivation in English language learning and the strategies used to overcome it.

### **Learning English**

Learning is the acquisition of knowledge and skills via experience and instruction. This process allows learners to gain new insights, try new experiences, and master specific competencies. Learning is essential to education and closely linked to teaching. It involves a relatively permanent change in behaviour as individuals interact with their environment (Gandhi & Mukherji, 2023). Through interaction with their environment, learners gain new experiences, ideas, and knowledge. This process can lead to positive changes in behaviour, skills, and values, ultimately guiding individuals towards personal growth and development.

In the context of learning English stated that students' English language, students' learning objectives determine the specific knowledge and skills they must develop (Hertel & Karlen, 2021). Individual learners possess diverse motivations for English language learning. Consequently, there is a wide range of student engagement levels, with some demonstrating active participation and others exhibiting more passive or even disengaged behaviours.

A strong foundation in basic language skills is essential for successful English as a Foreign Language (EFL) learning in Indonesia. Students engage in learning activities to acquire new knowledge and experiences in English. However, non-native English speakers in Indonesia often face challenges in their EFL learning journey. Factors such as interest, attitude, and motivation significantly impact students' success. As Pham (2021) noted, individual students have diverse reasons for learning English, including career aspirations, knowledge acquisition, and global communication. Although EFL learning offers valuable opportunities for growth and

development, Indonesian students face unique challenges. Therefore, parental and teacher support is crucial for facilitating successful language acquisition.

## **Demotivation**

Demotivation refers to external forces that weaken a student's motivation to engage in ongoing learning activities Dörnyei (2001). Further, Alyousif et al. (2021) explained that demotivation in English Foreign Language learning (EFL) is a reduction in motivation due to external or internal factors. Demotivation can also be understood as a lack of motivation or desire to engage in an activity (Asmita et al., 2022).

Demotivation can be characterized as a gradual decline in students' engagement with English language learning (Ranjha, 2021). It can also be viewed as the result of external and internal factors that diminish motivation (Miao et al., 2019). Things outside the student, like textbooks, teachers, and the learning environment, can cause demotivation (Zhang et al., 2022). Similarly, things inside the student, like low confidence, lack of courage, and negative attitudes, can also lead to demotivation.

## **Demotivation's Negative Influence**

Demotivation does not completely eliminate positive motivation; rather, it weakens the overall motivational driven by adding negative elements. Consequently, demotivation can hinder students' ability to achieve their language learning goals (Pratiwi, 2019). Similarly, it negatively impacts English learning by preventing goal attainment and reducing motivation (Song & Kim, 2017). Thus, when a student loses interest, he is unlikely to achieve his English learning goals.

Understanding the factors that contribute to demotivation and their effects is essential for educators to better support and motivate students. According to Dörnyei (1994), demotivation can harm foreign language learners in several ways.

It may discourage them from continuing their studies, lower their achievement, and reduce their self-confidence. It can also create negative group dynamics, foster a dislike for language learning, and lead to feelings of disappointment.

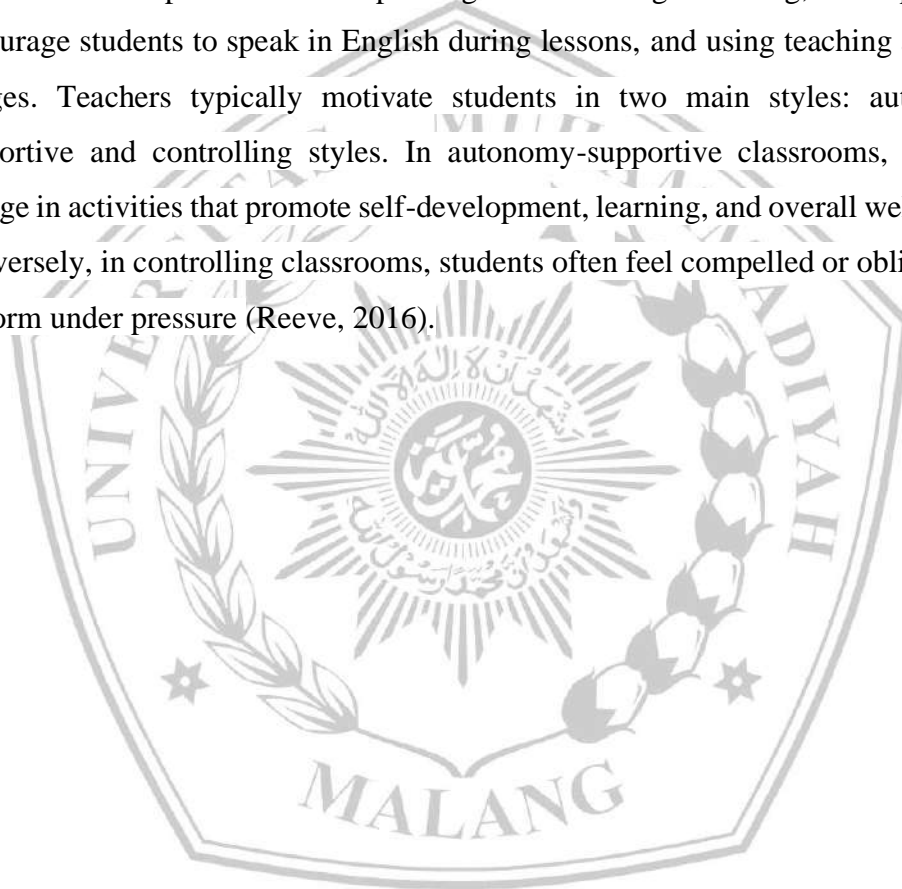
### **Demotivating Factors in Learning English**

Some researchers classified factors of demotivation into internal and external (Vidak & Sindik, 2018). Internally, students may experience difficulties with English, particularly in mastering vocabulary or pronunciation, understanding the learning content, navigating peer influence, and coping with past experiences of failure (Wathoni et al., 2022). However, externally, students' demotivation can be affected by various teacher-related factors, a lack of adequate learning materials or feedback, and overly strict classroom management (Alharbi et al., 2022). Similarly, Boonchuayrod et al. (2019) identified four: media, teaching styles and teacher competence; attitudes towards teachers and classmates; experiences of failure and attitudes towards English learning; and lesson and material characteristics. Likewise, Cankaya (2018) emphasized factors like classroom dynamics, learning environment, experiences of failure, lack of personal motivation, teaching materials, access to media, and teacher attitudes.

Further, Yang and Zhanfang (2022) grouped these factors into four categories: teacher-related, learner-related, learning environment, and social environment factors. Similarly, Likewise, Khusyabaroh et al. (2018) found that teacher-related factors, negative peer influence, unsuitable textbooks, and ineffective class activities contributed to student demotivation. Subsequently, Haryanto et al. (2018) highlighted demotivating factors related to the four language skills, negative peer influence, perceived lack of student competence, time constraints, and limited resources. Dörnyei (1994) highlighted external influences such as teacher behaviour, poor teaching methods, insufficient resources or facilities, and negative peer pressure.

## **Strategies to Address Demotivation in Learning English**

Many strategies can be used to overcome demotivation in English language learning, such as self-study, being goal-oriented, ignoring negative opinions, maintaining a positive mindset, and managing stress (Han et al., 2019). Teachers' motivational strategies are crucial factors in shaping students' perceptions of foreign or second language learning experiences. In particular, Andriani et al. (2024) tried to make various efforts; creating an interactive classroom, providing opportunities for students to practice their speaking skills through reading, attempting to encourage students to speak in English during lessons, and using teaching aids like images. Teachers typically motivate students in two main styles: autonomy-supportive and controlling styles. In autonomy-supportive classrooms, students engage in activities that promote self-development, learning, and overall well-being. Conversely, in controlling classrooms, students often feel compelled or obligated to perform under pressure (Reeve, 2016).



## **RESEARCH METHOD**

This chapter outlines the research methodology, including the study's design, setting, and participants. It also details the instruments used, such as focus group discussions (FGDs) and in-depth interviews, along with the data collection procedures, data analysis methods, and measures to ensure trustworthiness.

### **Design of Study**

This study adopts a qualitative research design, which is often described as an investigative approach. Researchers gather data directly through face-to-face interactions with participants at the research site. For this investigation, focus group discussions and in-depth interviews will be utilized to explore the experiences of students who are demotivated in learning English. The study employs a qualitative descriptive approach (Cropley, 2023).

The main objective of this research is to identify the factors contributing to students' demotivation in learning English at SMP Muhammadiyah 12 Paciran. Additionally, it seeks to understand how both students and teachers address these challenges. The findings are expected to assist the school in evaluating its English language programs and determining their effectiveness in supporting student learning.

### **Setting and Subjects of The Research**

This study was conducted at SMP Muhammadiyah 12 Paciran, where the majority of students reside at Al-Ishlah Islamic Boarding School Sendangagung Paciran Lamongan. The school integrates the Madrasah Diniyah, National, and Ismuba curricula, along with various non-academic programs. Formal classes run from 7 a.m. to 1 p.m., followed by extracurricular activities from 3:30 p.m. to 5 p.m. The demanding schedules seem to impact students' focus, with many appearing drowsy and less attentive after the first break. Although the school

promotes daily use of both Arabic and English, students tend to be more confident in using Arabic and are less active in practicing English.

Purposive sampling was used in qualitative research, with participants selected based on criteria to represent the population (Abdussamad & Sik 2021). The criteria included: (1) students from SMP Muhammadiyah 12 Sendangagung Paciran, (2) those with the lowest mid-semester scores, and (3) signs of demotivation, identified through school records and teacher documentation. Furthermore, the sample size is adjusted based on the study's needs and stops when no new information is gained. In this study, saturation was reached with seven students and two English teachers.

### **Instrument of Collecting Data**

Research instruments are essential in data collection, as they help examine and investigate the study's issues. It is crucial that these instruments are valid and reliable. In this study, the researcher used the human instrument approach, he served as the primary instrument for data collection. This involved conducting focus group discussions (FGDs) and in-depth interviews. The FGDs helped uncover common themes from the students' perspectives, while the in-depth interviews provided detailed insights and help verify the findings. Through the process of collecting, the researcher developed a comprehensive and interactive understanding of the study's outcomes. The instrument of FGD and interviews were adapted from Mubarok and Shofiya (2023) and Rahmah et al. (2022) with modifications to better fit the specific needs and context of the research site, particularly for the in-depth interview instrument, which aimed to gather more detailed answers. They are 5 items on students' demotivation factor, 4 items on students' strategy to cope their demotivation, and 5 items on teachers' strategy to cope their students' demotivation.



## **Focus Group Discussion**

To explore the reasons behind student demotivation in learning English at SMP Muhammadiyah 12 Paciran, a focus group discussion (FGD) was conducted. According to Mishra (2016), FGDs are a valuable tool for gaining deep insights from individuals with shared experiences. In this study, a moderator led the discussion, guiding the conversation and encouraging students to participate actively.

The FGD included seven eighth-grade students from SMP Muhammadiyah 12 Paciran, who were identified by their teachers as having low mid-semester test scores and signs of demotivation based on classroom observations. The FGD aimed to explore the reasons behind their academic struggles and disengagement. The selection criteria ensured the participants faced similar academic and motivational challenges. As a result, the FGD offered a focused opportunity to gain detailed insights into the students' experiences.

## **In-Depth Interview**

In-depth interviews were utilized as a primary method to gather detailed information about the factors influencing students' demotivation. As noted by Milena et al. (2008), in-depth interviews are effective for exploring participants' perspectives on a given topic in detail. This approach was chosen to provide a deeper understanding on students' demotivation. Data saturation for the interviews was reached with five student participants and two English teachers from SMP Muhammadiyah 12 Paciran. These interviews focused on factors contributing to demotivation and the strategies employed to address this issue.

**Table 1: Research Matrix**

Research Problem	Corresponding Data	instruments	Subjects
1. What are the factors contributing to students' demotivation in learning English?	The research focuses on analysing students' statements regarding the factors that hinder their motivation to learn English.	Human instrument (researcher) equipped with recorder device, and interview guide.	Students
2. What strategies do the students' take to cope their demotivation?	The students' statements related to strategies they cope their demotivation in learning English.		Students
3. What strategies do the teachers take to cope their students' demotivation?	The teachers' statements related to strategies to cope their students' demotivation in learning English		English teachers

**Data Analysis Technique**

The data analysis in this study followed an interactive model proposed by Miles et al. (2014), which includes four stages: data collection, data condensation, data display, and conclusion drawing. The stages can be described as follow:

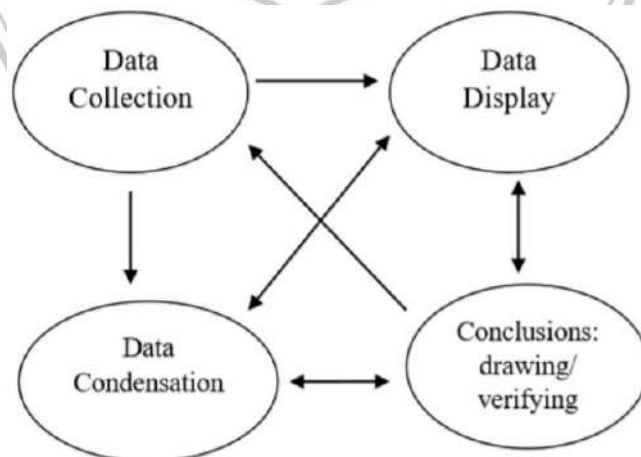


Figure 1: Interactive Data Analysis Model by Miles, Huberman 2014.

## 1. Data Collection

Purposive sampling was used to select participants who could offer valuable insights into the research topic. This approach focused on individuals with relevant experiences or knowledge, enabling the collection of rich and detailed data to better understand the issue of demotivation.

The researcher gathered data using several methods. First, he reviewed school records and teacher notes to identify students showing signs of demotivation. To collect the required data, the researcher conducted focus group discussions with selected students and in-depth interviews with both students and their English teacher. These methods were designed to provide comprehensive insights into the factors and solutions related to demotivation in learning English. All the data was carefully recorded, documented according to research guidelines, and later analysed.

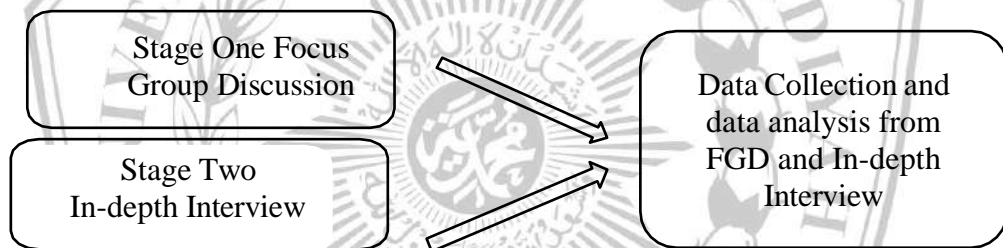


Figure 2: Data Collection Procedure

## 2. Data Condensation

As explained by Miles et al. (2014), data condensation involved selecting, simplifying, focusing, and transforming raw data into a more concise and manageable form. Common techniques used at this stage included coding the data, selecting relevant information, grouping similar data, summarizing key points, and converting raw data into written records to identify findings that directly relate to the study's focus.

The researcher condensed the findings from the data collection phase, specifically highlighting the factors that demotivate eighth-grade students at SMP

Muhammadiyah 12 Paciran in learning English, as well as the strategies employed by both students and teachers to address these challenges.

### 3. Data Display

Once the data was condensed or summarized, the next step was to present it either visually or descriptively using tables, graphs, diagrams, or descriptive summaries. In this study, the researcher chose descriptive narrative format to share the findings. This approach helps make the information clearer and easier to analyse. In this way, the analysis focused on identifying the factors contributing to student demotivation, exploring the strategies both students and teachers used to address the issues, and ensuring that the data collected would effectively answer the research questions.

### 4. Conclusion Drawing

The last part of the research process involved drawing conclusions from the collected data. The researcher carefully analysed the data to identify key findings and insights. To ensure accuracy, the researcher verified the conclusions by comparing them to other relevant information. The main goal is to identify the factors that demotivate students at SMP Muhammadiyah 12 Paciran and explore how students and teacher address these challenges.

### **Trustworthiness**

To make sure the research findings were credible, the researcher applied triangulation, as recommended Susanto et al. (2023). This involved collecting data from multiple sources and using various methods. By comparing data from focus group discussions with students, as well as conducting in-depth interviews with both students and teachers, the researcher was able to confirm the accuracy and reliability of the information. This triangulation process strengthened the validity of the study's findings.

## FINDING AND DISCUSSION

This section presents the findings and discussion on student demotivation in English learning at SMP Muhammadiyah 12 Paciran and the strategies used by students and teachers to address it. The findings are presented first, followed by a discussion connecting them to the research questions and providing key insights relevant to the study's objectives.

### Findings

The findings of this study directly address the research questions outlined in chapter one. Specifically, through analysis of data collected from focus group discussions and interviews, several factors contributing to student demotivation, as well as coping strategies employed by both students and teachers, were identified at SMP Muhammadiyah 12 Paciran. The focus group discussion took place on November 18, 2024, while student interviews were conducted on November 19, 2024, and teacher interviews spanned November 19-20, 2024. The subsequent tables and paragraphs present these results.

#### 1. Demotivating Factors in learning English

Several were identified to contribute to students' demotivation in learning English at SMP Muhammadiyah 12 Paciran. The factors could be seen in the following table:

**Table 2. Demotivating Factors**

No	Demotivating Factors in Learning English
1.	Lack of Interest
2.	Lack of Confidence
3.	Difficult Materials
4.	Less Supportive Environment
5.	Less Attractive Teaching Strategies

Table 2 highlights two internal factors and three external factors contributing to students' demotivation in their English learning at SMP Muhammadiyah 12 Paciran. Each of these factors is explained in detail below:

a. Lack of Interest

Lack of interest, caused by a lack of curiosity or enjoyment in learning, is slightly different from lack of motivation, which comes from a lack of desire to achieve a learning goal. However, in this study, lack of interest found as the main factor causing students' demotivation in English learning. This occurs when students find speaking, reading, or writing in English are complicated. As stated by the student in an interview.

"Honestly, I find English is not an interesting lesson because it is difficult to read, to write and to speak in English language." (R1, May 19, 2024)

Additionally, the student lost interest when the content does not match with their personal goals or cultural background.

"I am not interested because English is not used in my daily life." (R2, May 18, 2024)

In this case, certain circumstances led to a decline in students' interest which could significantly reduce students' motivation in learning English.

b. Lack of Confidence

Lack of confidence can greatly slow down language learning. Students who doubt their skills may avoid speaking or writing in English because they fear being judged or embarrassed. As one of the students stated in FGD.

"I am ashamed to speak English because I have limited vocabularies and poor pronunciation." (R3, May 18, 2024)

In interviews session found that the feeling of inferior to the classmates, also led to avoid practice, which made them less confident and slows their progress further.

“I often feel my classmates better than me, it makes me hesitant to participate in class activities like reading or speaking.” (R4, May 19, 2024)

Moreover, the feelings of shame when speaking English or making mistake, due to limited vocabulary, poor in pronunciation, grammar, spelling skill, made the students lose confidence in practicing English.

“I feel a lack of confidence to write English words or sentences in front of my friends. I don’t have enough English spelling abilities, so I avoid writing on the board, I am afraid of making mistakes and being ridiculed by my classmates.” (R5, May 19, 2024)

### c. Difficult Materials

When English language materials are too difficult, students often feel frustrated and their motivation and persistence in learning English may decrease. This is in line with the two students’ statements in FGD session.

“I get difficulty to comprehend English texts, particularly recount texts or narrative text, it makes me frustrated.” (R1, May 19, 2024)

“I feel that English assignments, especially reading texts, are very difficult and boring.” (R5, May 18, 2024)

However, two other students stated that complex grammar rules and difficult texts led them to a negative attitude towards English.

“I need extra time to understand grammar rules, especially tenses and verbs’ change. This situation made me face problem in writing and speaking.” (R2, May 19, 2024)

“Difficult verb changes made me not nice to practice my English, I feel to lose my confidence.” (R7, May 18, 2024)

In this case, difficult materials could significantly reduce students' motivation to learn English.



#### d. Less Supportive Environment

A negative or unsupportive learning environment can have a detrimental impact on student demotivation. One student stated that lots of assignments and lack of encouragement from teachers made him discouraged.

" I felt discouraged when the teacher gave us a lot of assignments and he asked to complete them only in a short time." (R5, May 19, 2024)

Other stated in FGD session that peers' disturbance, made the classroom atmosphere un supportive, and contributed to demotivation.

" My friends often disturb me while I was studying English in the class, they asked me to chat or play with them. It was very stressful." (R6, May 18, 2024)

Additionally, two students felt that a noisy class made them difficult to focus on their studies. This is in line with the students' statement in FGD and interview session.

" My classmates often make noise in the class, they were playing or talking to each other during the English lessons." (R1, May 18, 2024)

" The classroom is sometimes noisy, of course it makes me difficult to focus on the teacher." (R2, May 19, 2024)

#### e. Less Attractive Teaching Strategies

Less engaging teaching methods, such as teacher-centered instruction, monotonous activities, and a lack of interaction, can negatively impact student motivation in English language learning. As it was stated by a student in FGD session.

"The lessons feel monotonous because we only learn from textbooks, without any other interesting activities." (R7, May 18, 2024)

Moreover, in interviews, two students complained that the teacher's low voice made it difficult to understand explanations, while the fast pace often led to confusion and boredom.

" The teacher usually speaks in a low voice; this situation makes me hard to understand the explanation." (R1, May 19, 2024)

" The teacher often speaks or explain quickly, this way of course makes me confused and makes the lesson feel boring." (R3, May 19, 2024)

Additionally, the student felt overwhelmed by excessive assignments and homeworks. Students' responses showed that unclear explanations, fast teaching, heavy workloads, and uninteresting activities caused boredom, and low motivation.

" The teacher often assigns too many tasks or home works, which make me uninterested and overwhelmed." (R4, May 19, 2019)

Earlier research highlighted issues like lack of interest and difficult materials. This study supports those findings but explores how these problems connect. By addressing context and problem links, it highlights its importance despite similar past results.

## 2. Student Strategies to Cope with Demotivation

Students at SMP Muhammadiyah 12 Paciran have implemented several strategies to overcome demotivation in their English language learning. These strategies are summarized in the table below.

**Table 3. Students' Strategies to Cope with Demotivation**

No.	Students Strategies to Cope Demotivation
1.	Self-Study
2.	Asking Others
3.	Creating Supportive Environment
4.	Goal Setting

Based on Table 3, students at SMP Muhammadiyah 12 Paciran employed various strategies to overcome demotivation in their English language learning. This research will further elaborate on these strategies.

a. Self-Study

Self-study offers a valuable strategy for overcoming demotivation. Two students described employing self-directed learning strategies to improve their English comprehension as follow.

" I make an effort by myself to review in my room the materials I have learned in the class." (R1, May 19, 2024)

" I set aside specific time for self-study, using resources like books and dictionaries, or if it is possible, I can visit the library." (R2, May 19, 2024)

Furthermore, in FGD, a student noted his preference for learning through song's lyrics or music.

" I sometimes study independently by singing English songs, I enjoy learning vocabularies from the song's lyrics." (R5, May 18, 2024)

The students' statements demonstrate a self-proactive approach, utilizing various resources and techniques to reinforce their knowledge. By taking initiative in their learning, they empower themselves and enhance their language skills.

b. Asking Others

Seeking help from teachers, peers, or language tutors can be a valuable way to overcome challenges and stay motivated. By asking questions, seeking clarification, and receiving feedback, learners can gain the support they need to progress. A student reported seeking assistance from friends or teachers.

" If I don't understand, I usually ask classmates or sometimes the teacher." (R2, May 18, 2024)

Furthermore, in interviews, other student described a collaborative approach, like study groups.

" I join study groups with my friends where we discuss and solve problems together." (R3, May 19, 2024)

Similarly, another student emphasized the value of peer support to help him understand the lesson.

" Sometimes, I ask help from friends who are good at English. They usually explain things in a way that's easier for me to understand." (R5, May 19, 2024)

The students' statements highlight the importance of seeking support from other to create a supportive learning environment. This collaborative approach can significantly enhance their language learning experience.

### c. Creating a Supportive Environment

Creating a supportive learning environment can significantly boost motivation. This can involve studying with friends, joining language exchange groups, or participating in online language communities. A Student described creating a stimulating learning environment with some posters or flashcards.

"To stay motivated, I create an engaging study environment by decorating my cupboard with English posters or flashcards." (R2, May 19, 2024)

Furthermore, two students bulit social interaction and collaborative learning to create a supportive environment.

"I like to meet with others in learning English, like joining a language club or practicing with encouraging friends. This helps me feel more confident and less afraid of making mistakes." (R1, May 19, 2024)

"Studying in a group has helped me feel more confident and less worried about making mistakes in English." (R7, May 19, 2024)

Similarly, in FGD, another student utilized English song as a motivational tool in learning English.

"I memorize and sing English songs, to make English learning more enjoyable and supportive." (R4, May 18, 2024)

The students' statements highlight the crucial role of a positive and supportive learning milieu for fostering motivation in English language learning.

#### d. Goal Setting

Helping language learners set clear, realistic goals is really important. When they break down big goals into smaller, easier steps, they can see how far they've come and feel good about their progress. This helps them stay motivated and keep working towards their long-term language learning goals.

A student described employing goal-setting strategies to enhance his motivation by setting achievable goal for a certain topic.

“I will set clear and achievable goals, such as finishing one topic of grammar each week, hopefully I can do it.” (R1, May 18, 2024)

Similarly, in interviews, other student described setting daily targets, to keep motivated in learning English.

“I will create small daily goals, like learning three new words or reading English text for 5 minutes a day, I hope my English will be better then.” (R3, May 19, 2024)

Furthermore, another student appreciated his achievement by giving self-reward.

“To stay motivated, I reward myself with small treats whenever I reach my learning target.” (R4, May 19, 2024)

The students' statements demonstrate the effectiveness of goal setting in maintaining motivation. This sense of accomplishment reinforces their commitment to learning English and keeps them motivated.

### 3. Teachers Strategies to Address Demotivation

The teachers implemented several strategies designed to address students' demotivation in English learning and create a more positive learning environment at SMP Muhammadiyah 12 Paciran. The strategies, outlined in the table below, were designed to enhance students' interest, and promote their learning progress.

**Table 4. Teachers Strategies to Address Demotivation**

No.	Teachers Strategies to Address Students' Demotivation
1.	Identifying the Problem of Demotivation
2.	Self-Approach to Demotivated Students
3.	Creating Variative Learning Approaches
4.	Giving Students Active Participation
5.	Instilling Love for English

As shown in Table 4, teachers at SMP Muhammadiyah 12 Paciran implemented various strategies to address student demotivation in English learning. These strategies are further explained and analyzed below to understand how they help re-engage students and foster their motivation.

#### a. Identifying the problem of demotivation

Teachers could identify demotivated students by observing their behaviour, such as a lack of participation, disengagement in class activities, or a decline in academic performance.

Both teachers described strategies for identifying and addressing student demotivation. A teacher emphasized the importance of understanding the root causes.

“The first step is understanding why my students feel demotivated. I conduct informal discussions or observe their behaviour in class to

identify specific issues they faced in learning English.” (T1, May 20, 2024)

Similarly, the other teacher highlighted the use of diverse methods for gathering information.

“I use any possible means like surveys, interviews, or informal conversations to understand their specific challenges.” (T2, May 21, 2024)

Regular communication with students and using diverse methods to gather information from them help to uncover underlying issues that may be affecting their motivation.

#### b. Self-Approach to Demotivated Students

Creating a safe and supportive learning environment, characterized by teacher empathy, understanding, and encouragement, is crucial for fostering student motivation.

The first teacher emphasized the importance of building rapport with students to address demotivation.

" I build trust with demotivated students by having private conversations where they can safely express their concerns. I believe it will create a supportive atmosphere, and make students feel valued." (T1, May 20, 2024)

Furthermore, the second teacher focused on giving individual support to a demotivated student.

" When I observe a student facing difficulties, I talk to them individually. My goal is to understand their challenges and foster open, non-judgmental communication, which helps the student feel supported." (T2, May 20, 2024)

The teachers' statements emphasize the importance of building strong relationships with students to address demotivation. By engaging in private conversations and creating a supportive environment, teachers can foster trust and open communication.



### c. Creating Variative Learning Approaches

Implementing variative learning approaches is crucial for addressing student demotivation. One of the teachers emphasized the importance of explaining the lesson gradually and using clear and concise instruction.

“I try to explain things gradually, more slowly and clearly to help them understand” (T1, May 20, 2024)

Similarly, the other teacher emphasized the use of diverse teaching methods or learning activities.

“To keep lessons interesting, I use a mix of activities, like games, group projects, and multimedia to keep lesson interesting and address the different ways students learn.” (T2, May 20, 2024)

Using diverse teaching methods, such as games, role-plays, and multimedia tools, can make English learning more dynamic and enjoyable. These approaches will cater to different learning styles, and enhancing student engagement and motivation.

### d. Giving Students Active Participation

When teachers get students involved in active learning, like group discussions and presentations, it helps them feel more in control of their learning and take responsibility for it. The first teacher prioritized active student participation in the learning process.

" I design activities like role-plays or collaborative tasks, to ensure every student has an active role in class." (T1, May 20, 2024)

In addition, the second teacher focused on fostering student ownership and responsibility.

" I assign them roles in games or group discussions or let them choose topics for projects to make them feel more responsible and involved in their learning." (T2, May 20, 2024)

What the teachers said shows that it's really important for students to be actively involved in learning. When students take part in class and really engage with the material, they feel more motivated and understand things better.

e. Instilling a Love for English

Teachers can inspire a love for English by showcasing its cultural richness through materials like songs, movies, and literature. These authentic resources help link language learning to real-life contexts, making it more meaningful. The teacher emphasized the importance of cultivating a positive attitude towards English learning by using unjoyful topics or activities.

“I introduce English through songs, games, or topics they enjoy, I also share stories of how learning English can open doors to exciting opportunities in the future.” (T1, May 20, 2019)

Meanwhile, the other teacher highlighted the use of Task-Based Learning (TBL) and real-world connections, to instil love of English.

“I try to use TBL and connect lessons to students’ interests and real-life applications like discussing popular music or movies. I also share my enthusiasm for the language, hoping to inspire them to see it as enjoyable and valuable.” (T2, May 20, 2019)

The teachers' statements emphasize the importance of making English language learning enjoyable and meaningful. This approach motivates students to see the value of English and encourages them to love the learning process.

## **Discussion**

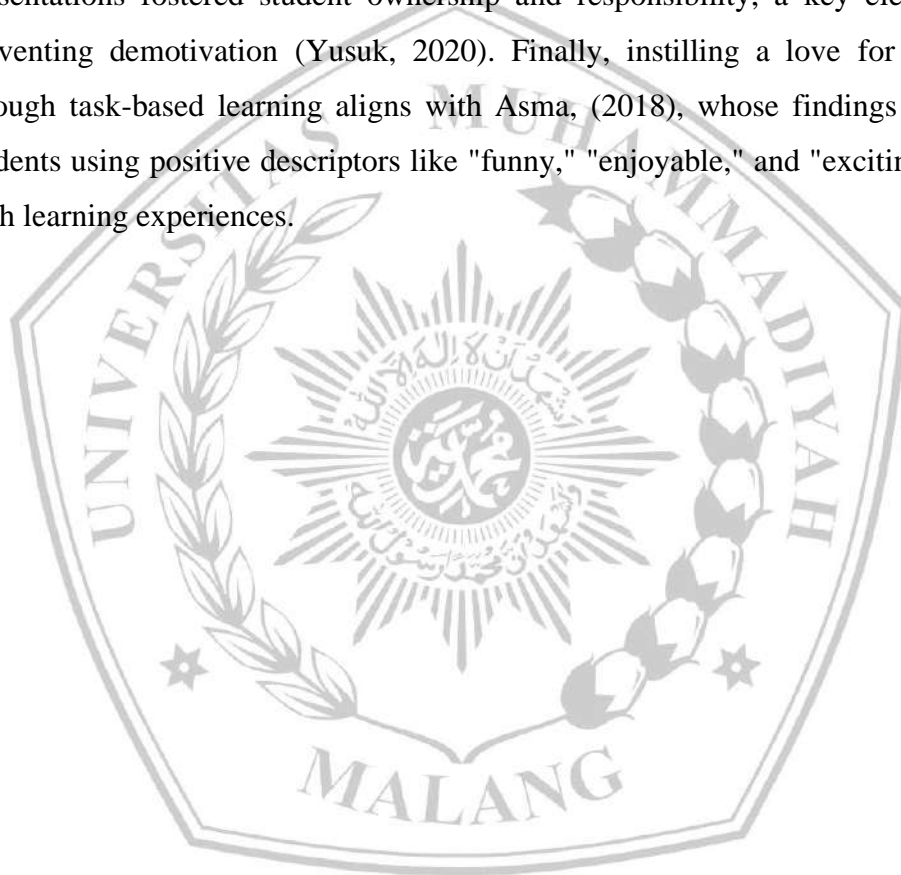
Demotivation becomes one of problems faced by students of SMP Muhammadiyah 12 Paciran. In this part the researcher will discuss the factors of demotivation, and the strategies the students and the teachers use to cope demotivation.

This research had found five factors that lead to student demotivation in learning English at SMP Muhammadiyah 12 Paciran, namely lack of interest, low self-confidence, difficult materials, unsupportive learning environments, and less engaging teaching strategies. The declining interest in learning English aligns with Murzina & Fayzulloyeva (2022) who linked it to decreased motivation. While lack of confidence is consistent with Huwari et al. (2023) who also identified it as a demotivating factor. Further, the difficult materials, such as complex grammar, unfamiliar vocabulary, and lots of assignments aligns with Kiehelä (2021). Next, unsupportive learning environments is supported by Wang & Littlewood (2021) who identified unsupportive classrooms as a significant demotivator. Finally, less engaging teaching strategies is consistent with Sribayak et al. (2018), who found that teaching strategies such as traditional teachings and monotonous exercises contributed to student motivation.

For the strategies, students at SMP Muhammadiyah 12 Paciran employed four strategies to cope with demotivation in English learning, namely self-study, seeking support from others, creating a supportive environment, and setting goals. Self-study, seeking help and setting goal are consistent with Han, T., et al. (2019) who found that learners could overcome demotivation by engaging in self-study, seeking help when needed, adopting a new perspective, thinking positively, disregarding negative external opinions, and staying focused on their goals. While creating supportive learning environment aligns with Madkour et al., (2022) who highlighted the significant role of a positive environment in fostering effective communicative skills.

Teachers at SMP Muhammadiyah 12 Paciran employed several strategies to address student demotivation, including identifying the problem, building a self-

approach, encouraging active participation, and fostering a love of English. Specifically, identifying problems through observation and discussion aligns with Wang & Littlewood, (2021) who emphasised on this as an effective pedagogical strategy. Furthermore, building a self-approach, a form of social strategy, supports EFL learners' motivation and practice, consistent with Beyene et al. (2024). In addition, using varied learning activities and methods, such as multimedia, games, and projects, increased student engagement and motivation, as supported by Hayati et al. (2021). Moreover, promoting active participation through discussions and presentations fostered student ownership and responsibility, a key element in preventing demotivation (Yusuk, 2020). Finally, instilling a love for English through task-based learning aligns with Asma, (2018), whose findings showed students using positive descriptors like "funny," "enjoyable," and "exciting" after such learning experiences.



## CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions drawn from the research objectives outlined in Chapter I. Additionally, it offers recommendations for English teachers, the school, and future researchers who want to make similar research.

### Conclusion

The research findings indicate that several factors contributed to students' demotivation and hinder English language learning at SMP Muhammadiyah 12 Paciran. These factors included a lack of interest, low self-confidence, difficult materials, unsupportive learning environments, and ineffective teaching strategies.

Students employed various strategies to cope with demotivation, including self-study, seeking support from peers or teachers, creating conducive learning environments, and setting specific goals. Likewise, teachers utilized a range of approaches to address student demotivation, such as identifying the problem, providing individual support, implementing diverse teaching methods, encouraging active participation, and cultivating a love for the English language.

### Suggestions

This section presents suggestions for students, teachers, the school, and future researchers aimed at enhancing English learning at SMP Muhammadiyah 12 Paciran Lamongan.

For students, to stay motivated, they should actively participate in class, practice speaking English confidently, use technology like educational apps, join study groups for peer support, and set realistic learning goals.

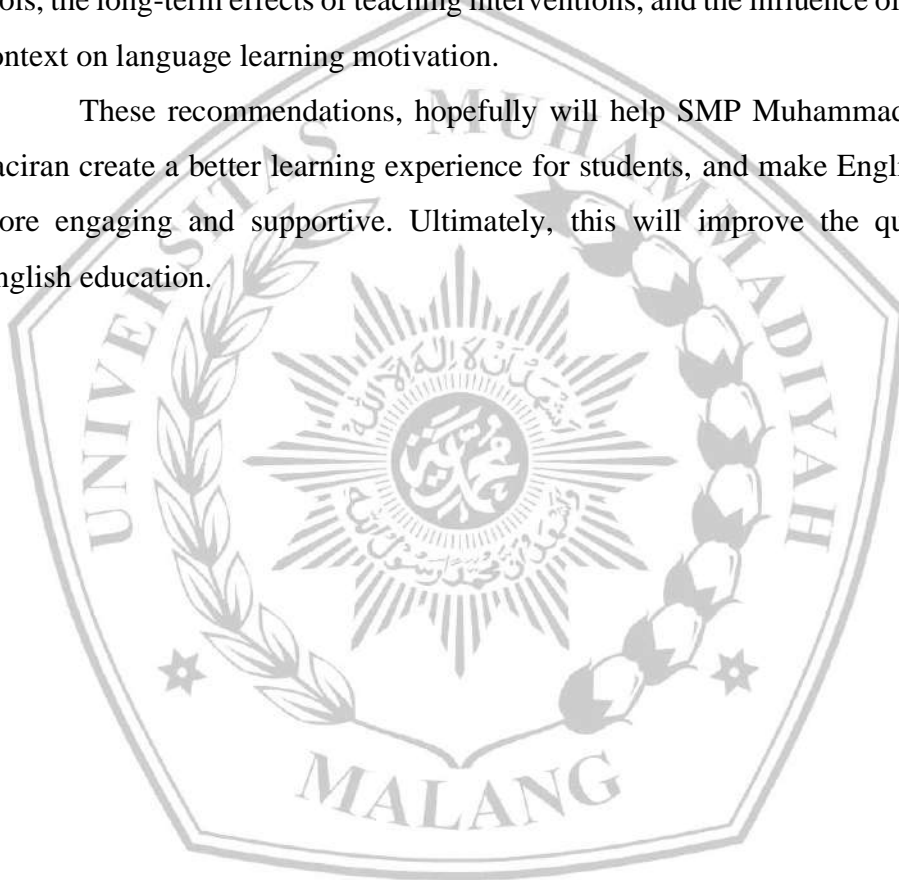
Furthermore, for teachers, to create a more motivating learning experience, they can make lessons fun and focus on what students need, create a classroom where everyone feels supported, use creative teaching methods like

games and projects, and give constructive feedback with recognition of students' achievements.

Further, for the school, to create a more supportive and effective English learning environment, the school should prioritize teacher professional development, ensure minimal classroom distractions, invest in modern learning resources, and provide opportunities for practical English use through extracurricular activities.

Finally, for next researchers, they could investigate the role of digital tools, the long-term effects of teaching interventions, and the influence of cultural context on language learning motivation.

These recommendations, hopefully will help SMP Muhammadiyah 12 Paciran create a better learning experience for students, and make English class more engaging and supportive. Ultimately, this will improve the quality of English education.



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## Appendices

### Appendix 1. Focus Group Transcript on Students' Demotivation Factor and Strategies to address it.

#### FGD Transcript

Site : SMPM 12 Paciran Moderator : Aminuddin  
Note-taker : Aminuddin Transcriber : Aminuddin  
Date : November 18, 2024 Time : 9:15-10.15 PM  
Participants : 7 Students (R1-R7): Hisyam (R1), Dimas (R2), Firman (R3), Alzam (R4), Fajar (R5), Arum (R6), Iwan (R7)

#### A. Students' Demotivation Factors in Learning English

**Question 1:** Are you interested in English lessons at school? Please explain.

*R1: Honestly, English is an uninteresting subject because reading, writing, and speaking are difficult.*

*R3: I am not interested in English because most of the material is difficult and boring.*

*R2: I am not interested because English is not used in my daily life.*

*R4: I am not interested because the material is difficult and boring.*

*R5: I am not interested because English is not used in my area.*

*R6: English is uninteresting because reading and writing are difficult.*

*R7: English lessons are uninteresting because speaking is difficult.*

**Question 2:** Do you feel confident when communicating in English at school?

Please explain!

*R3: I am ashamed to speak English because my vocabulary is limited and my pronunciation is poor.*

*R4: I often feel that my friends' English is better than mine, which makes me hesitant to participate in learning activities such as reading or speaking practice.*

*R5: I lack confidence when the teacher asks me to come forward to write words or sentences.*

*R1: I feel inferior because my friends' English is better than mine.*

*R2: I don't dare to come forward to write words or sentences on the board.*

*R6: I am embarrassed to practice English because my speaking skills are poor.*

*R7: I lack confidence in speaking English because my grammar is poor.*

**Question 3:** Do you think the English learning material at school is suitable for your level of knowledge? Please explain!

*R2: I need a long time to understand grammar such as tenses and verb changes.*

*This weakness makes it difficult for me when writing or speaking in English.*

*R1: I often have difficulty understanding English texts, especially recount and narrative texts.*

*R5: I feel that English assignments, especially reading texts, are very difficult and boring.*

*R3: I often have difficulty understanding recount and narrative texts.*

*R4: I feel that English assignments are difficult.*

*R6: I have difficulty understanding English grammar and tenses.*

*R7: Difficult verb changes made me not nice to practice my English, I feel to lose my confidence*

**Question 4:** Does the classroom atmosphere support you in learning English at school? Please explain.

*R1: My friends are often noisy during class; some are playing or chatting.*

*R2: The classroom atmosphere is sometimes noisy, which makes it difficult for me to pay attention to the teacher's explanations.*

*R5: I feel burdened when the teacher gives many assignments but only gives a short time to complete them.*

*R3: The class feels noisy; I cannot hear the teacher's explanations well.*

*R4: I am burdened with many assignments and cannot complete them.*

*R6: My friends often disturb me while I was studying English in the class, they asked me to chat or play with them. It was very stressful*

*R7: I sometimes choose to sleep rather than join in disturbing other friends.*

**Question 5:** Does the teacher's teaching method help you understand English lessons at school? Please explain.

*R1: My teacher's voice is low, so I don't understand what is being said.*

*R3: The teacher often explains the lesson too quickly, so I become confused and bored.*

*R4: The teacher also often gives assignments or homework; I dislike and am burdened by these assignments.*

*R2: If the teacher explains too quickly, I become confused and bored.*

*R5: The teacher often gives assignments; I feel burdened by these assignments.*

*R6: My teacher's voice is too soft; I cannot hear what is being said.*

*R7: The lessons feel monotonous because we only learn from textbooks, without any other interesting activities.*

#### B. Students' Strategies to Cope with Their Demotivation

**Question 6:** What efforts do you make to improve your understanding of English lessons? Please explain.

*R1: I try to study independently in my room, reviewing the lessons that were just learned in class, although I often encounter difficulties.*

*R2: I usually set aside time to study independently from books, dictionaries, or other resources. If not, I sometimes go to the library.*

*R5: Sometimes I study independently by singing English songs, I enjoy learning vocabularies from the song's lyrics.*

*R3: I set aside time to study independently in my room.*

*R4: I study with English songs that I have memorized.*

*R6: I review the lessons that were just learned in class, even if only briefly.*

*R7: I like to read and study in the school library because the room is comfortable.*

**Question 7:** When you do not understand something in English learning, what efforts do you make to overcome it? Please explain.

*R2: If I don't understand, I usually ask classmates or sometimes the teacher.*

*R3: I usually study with friends, discussing certain lessons or working on assignments together.*

*R5: I sometimes also ask friends who are good at English or older students. Usually, they can explain to me well, so I finally understand.*

*R6: I ask classmates if there is a lesson I don't understand.*

*R7: I join friends who are studying; they often help if I ask.*

*R4: I ask friends who are good at English, so I finally understand.*

**Question 8:** What do you do to cultivate enthusiasm for learning English? Please explain.

*R2: To stay enthusiastic about learning, I usually decorate my locker with English stickers or posters.*

*R4: I memorize and sing English songs, to make English learning more enjoyable and supportive.*

*R1: Studying in groups or studying with friends who are good at English helps me feel more confident practicing English and not worry so much about making mistakes.*

*R6: To stay enthusiastic about learning, I try to write one or two English sentences in my diary.*

*R7: I like it when I study English in the multimedia room.*

*R3: I feel that English songs make the atmosphere enjoyable.*

*R5: Studying in groups helps me feel more confident and not worry about making mistakes in English.*

**Question 9:** What efforts will you make to improve your English in the future? Please explain.

*R1: I will set clear and achievable goals, such as finishing one topic of grammar each week, hopefully I can do it.”*

*R3: I will try to set daily targets, such as learning three new vocabulary words every day or reading an English text for five minutes a day, hoping that my English skills will improve.*

*R4: To stay motivated, I think I should give myself appreciation when I*

*achieve the targets I want.*

*R5: I set a target of learning three new vocabulary words a day.*

*R2: I appreciate myself when I succeed according to the targets I want.*

*R6: I memorize some vocabulary that can be used daily.*

*R7: I sometimes read English story texts in the library.*

### Note-Taker Form with Field Notes

Focus Group Note-Take Form

Site: SMP Muhammadiyah 12

Date: November 18, 2024

Focus Group Category

Start time: 09:15 pm

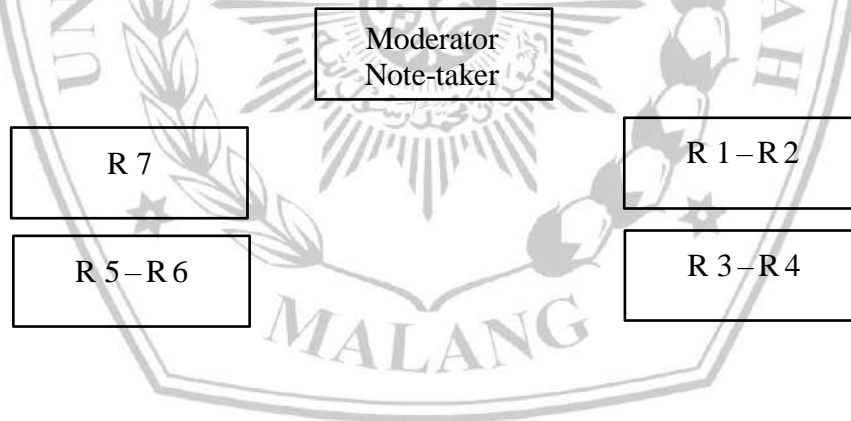
Moderator: Aminuddin

End time: 10:15 pm

Note-taker: Aminuddin

Seating chart:

Make a seating chart indicating the participants and their number or identifier. Use this chart to identify speakers as you take notes



### Appendix 2. Students' In-depth interviews Transcript on Demotivation Factor and Strategies to address it.

#### Interview Transcript

Site	: SMPM 12 Paciran	Interviewer	: Aminuddin (I)
Typist	: Aminuddin	Translator	: Aminuddin
Date	: November 19, 2024	Transcriber	: Aminuddin

Start : 09.15 Ends : 10.15  
Respondents : (R1-R5): Hisyam (R1), Dimas (R2), Firman (R3), Alzam (R4),  
Fajar (R5)

A. Students' Demotivating Factors in English Learning

**Question 1**

I : Are you interested in English lessons at school? Please explain.

R1: Honestly, English is an uninteresting subject because reading, writing, and speaking are difficult.

R2: I am not interested because English is not used in my daily life.

R3: I am not interested in English because most of the material is difficult and boring.

R4: I am not interested because the material is difficult and boring.

R5: I am not interested because English is not used in my area.

**Question 2**

I : Do you feel confident when communicating in English at school? Please explain.

R1: I feel inferior because my friends' English is better than mine.

R2: I don't dare to come forward to write words or sentences on the board.

R3: I am shy to speak English because my vocabulary is limited and my pronunciation is poor.

R4: I often feel that my friends' English is better, which makes me hesitant to participate in learning activities such as reading or speaking practice.

R5: I lack confidence when the teacher asks me to come forward to write words or sentences.

**Question 3**

I : Do you think the English learning material at school is suitable for your level of knowledge? Please explain.

R1: I often have difficulty understanding English texts, especially recount and narrative texts.

R2: I need a long time to understand grammar such as tenses and verb changes.



This weakness makes it difficult for me when writing or speaking in English.

R3: I often have difficulty understanding recount and narrative texts.

R4: I feel that English assignments are difficult.

R5: I feel that English assignments, especially reading texts, are very difficult and boring.

#### **Question 4**

I : Does the classroom atmosphere support you in learning English at school? Please explain.

R1: My friends are often noisy during class; some are playing or chatting.

R2: The classroom atmosphere is sometimes noisy, which makes it difficult for me to pay attention to the teacher's explanations.

R3: The class feels noisy; I cannot hear the teacher's explanations well.

R4: I am burdened with many assignments and cannot complete them.

R5: I feel burdened when the teacher gives many assignments but only gives a short time to complete them.

#### **Question 5**

I : Does the teacher's teaching method help you understand English lessons at school? Please explain.

R1: My teacher's voice is soft, so I don't understand what is being said.

R2: If the teacher explains too quickly, I become confused and bored.

R3: The teacher often explains the lesson too quickly, so I become confused and bored.

R4: The teacher also often gives assignments or homework; I dislike and am burdened by these assignments.

R5: The teacher often gives assignments; I feel burdened by these assignments.

Interview Transcripts

### **B. Students' Strategies to Cope with Their Demotivation**

#### **Question 6**

I : What efforts do you make to improve your understanding of English lessons? Please explain.

R1: I try to study independently in my room, reviewing the lessons that were just learned in class, although I often encounter difficulties.

R2: I usually set aside time to study independently from books, dictionaries, or other resources. Otherwise, I sometimes go to the library.

R3: I set aside time to study independently in my room.

R4: I study with English songs that I have memorized.

R5: Sometimes I study independently by singing English songs that I have memorized or while reading the lyrics if I haven't memorized them. I can practice speaking and gain new vocabulary from the songs.

#### **Question 7**

I : When you do not understand something in English learning, what efforts do you make to overcome it? Please explain.

R1: I study with friends, working on assignments together.

R2: If I don't understand, I usually ask classmates or sometimes the teacher.

R3: I usually study with friends, discussing certain lessons or working on assignments together.

R4: I ask friends who are good at English so I finally understand.

R5: I sometimes also ask friends who are good at English or older students; usually, they can explain it to me well so I finally understand.

#### **Question 8**

I : What do you do to foster enthusiasm for learning English? Please explain.

R1: Studying in groups or studying with friends who are good at English helps me feel more confident in practicing English and not worry so much about making mistakes.

R2: To stay enthusiastic about learning, I usually decorate my locker with English stickers or posters.

R3: I feel that English songs make the atmosphere enjoyable.

R4: I feel that memorizing English songs makes the learning atmosphere more

enjoyable.

R5: Studying in groups helps me feel more confident and not worry about making mistakes in English.

### Question 9

I : What efforts will you make to improve your English in the future? Please explain.

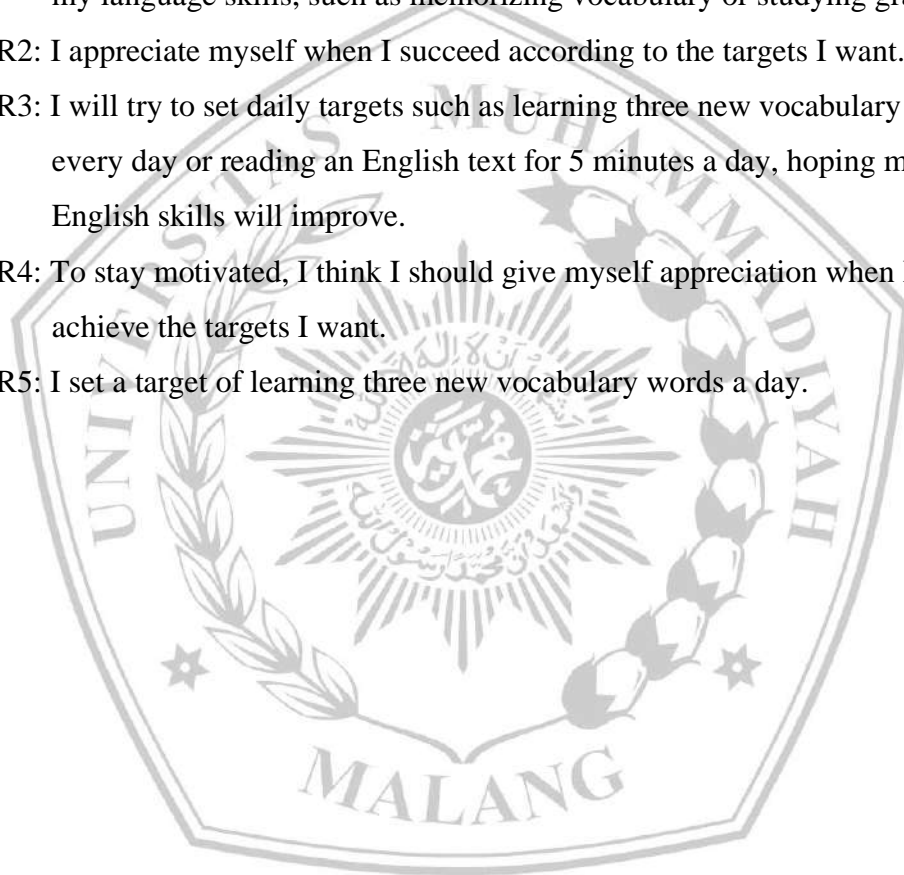
R1: I will set specific, easily achievable targets within a certain time to develop my language skills, such as memorizing vocabulary or studying grammar.

R2: I appreciate myself when I succeed according to the targets I want.

R3: I will try to set daily targets such as learning three new vocabulary words every day or reading an English text for 5 minutes a day, hoping my English skills will improve.

R4: To stay motivated, I think I should give myself appreciation when I achieve the targets I want.

R5: I set a target of learning three new vocabulary words a day.



### **Appendix 3. Teachers' Interviews on Strategies to Address Student Demotivation**

#### Interview Transcript

Site	: SMPM 12 Paciran	Interviewer	: Aminuddin (I)
Typist	: Aminuddin	Translator	: Aminuddin
Respondents	: Faris (T1) and Evi (T2)	Transcriber	: Aminuddin
Date	: November 20-21, 2024	Time	: 9.15-10.00

#### **Question 1**

I : What do you do to determine the reasons why students experience a decrease in motivation in learning English? Please explain.

T1: What I try to do is find out why some students are not enthusiastic in learning English, either through informal discussions or by observing their behaviour.

T2: There are several alternatives, such as conducting surveys, interviews, or casual conversations to understand their difficulties in learning English.

#### **Question 2**

I : What approach do you take to address students who experience a decrease in motivation in learning English? Please explain.

T1: I try to build students' trust in me by having casual conversations, hoping they can express their concerns. I believe this can create a positive atmosphere because the children also feel valued.

T2: When I observe students experiencing difficulties in learning, I try to talk to them personally. The aim is to understand their difficulties through open communication without blaming them, so they feel supported.

#### **Question 3**

I : What kind of learning approach do you take to foster students' enthusiasm in learning English? Please explain.

T1: I try to explain the lesson little by little, more clearly, and without rushing, so they can understand it well.

T2: To make English learning interesting, I try to combine various activities such as games, group work, or utilizing existing multimedia. With this approach, students' learning styles can be better accommodated.

#### **Question 4**

I : What kind of learning design do you create to foster students' enthusiasm in learning English? Please explain.

T1: I try to design learning activities that can make children actively involved, such as role-playing, group work, and so on.

T2: I sometimes give them specific assignments through games or group discussions that allow them to choose project topics according to their wishes, so they can be more involved and responsible in their learning.

#### **Question 5**

I : What do you do to instil in students a fondness for learning English? Please explain.

T1: I try to introduce English through songs, games, or topics they like, or by sharing stories about how English can open up various interesting opportunities in the future.

T2: I try to connect English lessons with students' interests and daily lives, such as songs, films, etc. I also try to encourage them so they feel comfortable in learning.

#### **Adapted from:**

- Mubarak, V. I., & Shofiya, A. (2023). EFL Students' demotivation: A Portrait Of Teaching English In An Islamic Boarding School. *Jurnal Bahasa Lingua Scientia*, 15(2).
- Rahmah, A., & others. (2022). *English Teacher's Strategy in Dealing with Demotivated Students*. Doctoral dissertation UIN Ar-Raniry.

## Appendix 4: Research Photo Documentation

Photo 1 : Class Observation



Photo 2 : Focus Group Discussion ( R1, R2, R3, R4, R5, R6, R7)





Photo 3 : Students Interviews (R1, R2, R3, R4, R5)



Photo 4 : Teachers Interviews ( T1, T2)



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