

## THE DEMOTIVATING FACTORS OF SPEAKING ENGLISH IN SPEAKING CLASS AMONG FIRST-YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM

Dian Puspita Ningrum<sup>1)</sup>, Alfin Fahmi<sup>2)</sup>

<sup>1</sup> Universitas Jambi

email: [dian.da357@gmail.com](mailto:dian.da357@gmail.com)

<sup>2</sup> Universitas Jambi

email: [alfinfahmi77@gmail.com](mailto:alfinfahmi77@gmail.com)

### *Abstract*

*This study aimed at describing the demotivation factors in speaking English in speaking class among first-year students of English education program. This research was a quantitative research with a survey approach through questionnaire. The sample of this research was 98 students from 3 classes of the first year students of English Education Study Program in Universitas Jambi. The data in this research were obtained through 25 questions of the questionnaire adapted from Kikuchi and Sakai (2009). The finding showed that the demotivating factor which influenced students in speaking English was internal factor with 72 %. The students said that they fell lack of confidence when they try to speak in front a lot of people and they lost control when speaking English although in front of their classmate. Therefore, it is suggested to the students to multiply the practice of talking with friends and start to believe in themselves that the self-confidence can grow as often as they practice.*

**Keywords:** Demotivation, English, Speaking

### 1. INTRODUCTION

English is become the primary language of communication. One of the main purposes of English is used internationally by people to communicate with others to transfer ideas, thoughts, feelings, attitudes, or messages. Nowadays, people need to use English in order to face the future. Speaking becomes the most important tool to communicate that needs to be accomplished. Speaking has played an important role in second/foreign language settings as a means of communication in daily life.

Speaking seems to be the most important skill of all the four skills (Ur, 1996). Speaking is primary skill in language learning process. Luoma (2004) stated speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking skill is considered as a hard skill to master-the most complex and difficult skill to master (Hinkel, 2005). Mastering speaking skill is not easy for many learners. This makes the teaching and learning process especially in speaking faces several problems. This condition can decrease students motivation in learning speaking or it can led into demotivation. It has been observed that in Pakistan, students feel unable to develop their proficiency in English, they have less exposure to it and therefore find it difficult (Maheen & Zahid, 2017). Past researchers have shown that teacher's behavior, classroom environment, teaching style and teaching material have served as contributing factors in demotivating factors in learning second language (Ayako, 2004; Kikuchi & Sakai, 2009; Kiwa, 2004).

Based on this fact and it is a crucial issue to know by the English students as the candidate of English teacher, it drives the researcher to get interest to find out the demotivating factor in speaking English in Jambi University environment. Moreover, this research was inspired by the researcher's own experience as a student of English Education Study Program in Jambi University when taking

speaking two classes, the researcher found that the speaking materials are more difficult and challenging. The researcher's friends also faced the same problems. This condition decreased some students, achievement since they feel it is difficult for them. This situation demotivated them to do the tasks optimally.

This research has purpose to find out demotivating factors that students in the first-year have in speaking at speaking class at English Education Study Program of Universitas Jambi. The researcher also wanted to investigate the main and significant demotivating factors among the first year students which impede the speaking learning process.

## 2. LITERATURE REVIEW

### *The Nature Of Speaking*

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. Speaking requires learners to be possession of knowledge about how to produce not only linguistically connect but also pragmatically appropriate utterances (Flor, 2006). In brief, learners need to know how to use the language in context. Many learners belief that the most difficult skill in English is speaking because in speaking language learners have to be able to do this, language learners should have sufficient knowledge of the sound, structure, vocabulary and cultural system of English language. They have to be able to articulate English sound well by changing the positions of lips, jaws, and tongue. As speaking is to communicate, it generally becomes main goal of learning in language. People who learn language certainly wants to speak it. It means when someone wants to master a certain language being learned, the first language skill they wants to acquire is speaking, because it will help them able to be able practice it.

Practice a language is difficult especially for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. Communication is the output modality and learning is the input modality of language acquisition. Tarigan (1990) stated that, speaking is a skill that speech sound of the word, and the ability to express the idea, message, and feeling. In addition, speaking is described as the ability to express our self in life situations.

Harmer (2003) stated that there were two elements in speaking. They are language feature and language processing.

- 1) Language features. The elements that necessary for spoken production, are the following:
  - a. Connected speech: is spoken language that used in continuous sequence as in normal conversation. In connected speech, sounds are modified.
  - b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, and show by other physical and non-verbal means how they are feeling (especially in face - to - face interaction).
  - c. Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing, (I think so, yes of course, I doubt ( I am afraid of )
  - d. Negotiation language: we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by someone.
- 2) Language Processing Language processing refers to the way humans use words to communicate ideas and feelings, and how such communications are processed and understood.

### *Motivation*

Motivation is an awareness that intend people to do something. In motivating this would require a different approach because each individual has a different feeling, different needs and also different ways of thinking. Motivation is encouragement outside in a person to try to establish behavioral changes that better meet their needs. According to Dornyei (2001) motivation is responsible for why people decide to do something. Motivation is a comparison between perceptions, belief, values, action and also interest that they are all closely related.

Taguchi (2006) stated that, "The importance of high motivation, which all educators wish to create in their students, has been closely linked with the need for achievement." He describes motivation as one of the basic human needs, in which an individual will make intense and prolonged efforts in order to accomplish something difficult motivation and reach achievement.

Motivation is some kind of internal drive that encourages somebody to catch a course of action (Harmer, 2001). Motivation plays an important role in all types of learning, including language learning. Brown (2007) stated that motivation divided into two aspects intrinsic and extrinsic.

a. Intrinsic Factor

Intrinsic motivation including the strategy a success in teaching. Intrinsic motivation involves sustaining or increasing the interest students that already have in a topic, task or students has curiosity about what they interested in.

b. Extrinsic Factor

According to Harmer (2007) there are extrinsic factors that can influence students motivation in learning English including:

- 1) The Goal: one of the strongest outside sources of motivation is the goal which students perceive themselves to be learning.
- 2) The Society: outside the classroom, there are attitudes to language learning.
- 3) The people around: in addition to the culture of the world around them, students attitudes to language learning will be influence people around who close to them.
- 4) Curiosity: student's curiosity has direct in right ways by the teacher.

*Demotivation*

Demotivation is the opposite of motivation. According to Dornyei (2001), demotivation is defined as specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. Demotivation are negative factors that affects someone which resulted in dissatisfaction about something. Demotivation is the thing that causes lack of motivation or even not at all motivated. Demotivation also can be interpreted as factors that decrease the motivation in doing something like in the learning process. Factors influencing the decline in motivation need to be considered to be minimized.

Jomairi

(2011) stated that demotivating factors can divided in two factors, external and internal. Internal factors means factor that truly come from the student, it can be shyness, lack of confident and the sources of internal factors are the students themselves that lead to negative outcomes of learning process. This factor means the student's perception about English students attitude in learning English and student awareness in learning it for themselves.

External

factors are factors that come from the outside. Dornyei (1998) identified factors of demotivation as follows:

- 1) Teachers teaching personality, method, teacher's competence and commitments
- 2) Inadequate school facilities  
Inadequate school facilities means as the condition of school that gives incomplete facilities like condition of the building, the electricity that should be given that support teaching and learning process. It also means as the facilities that exist in the school but the teacher rarely or never uses those facilities in teaching learners. Meanwhile, those facilities are useful in teaching & learning process.
- 3) Non communicative method  
Non communicative methods here are the teaching methods that only focus on the structure and grammar of sentences in skills of English course and contents of the materials only focus on the final examination by reading or memorizing texts (Kikuchi & Sakai, 2009).
- 4) Course book

- Language level of the course book is too hard to understand by the student.
- 5) Attitudes of group member  
Attitudes of group member that usually laugh or ridicule the other member when they tried to speak English in classroom.

Demotivation happen when someone lost their motivation in doing something (Jomairi, 2011). This situation caused by two factors: internal and external. The internal factors are coming from the student itself meanwhile the external factors are teacher personality, school facilities, course book, attitude of group member. According to Sakai and Kikuchi (2009) who did research about demotivating factors to study English.

Table 1 Factor influencing demotivation in Learning English

No	Factor of demotivation	
1	Teacher	Teacher's personality, competence, teaching style, attitude and teacher's language proficiency
2	Class Environment	Inappropriate level of the lesson and inadequate school facilities like not using audio-visual materials, compulsory nature of English study, classmate attitudes, inactive classes
3	Class Material	Using un-interesting material
4	Characteristic of class	Content of course, focus on difficult grammar and vocabulary, monotonous and boring lesson and only focus in memorization of language
5	Experience	Disappointment of test score, feeling unable to speak, and feeling fail to memorize vocabulary
6	Lack of interest	Sense that English used at school is not practical and not necessary little admiration towards English speaking people
7	Test score	Learner score of test is lower than their expectation, self-confidence will be decrease to learning English

### 3. RESEARCH METHODOLOGY

This research employed quantitative design with survey approach. Aliaga (2000) stated that quantitative method is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). According to Cresswell (2012) survey research design are procedure in quantitative research in which investigator administer a survey to a sample to describe the attitudes, opinions, behaviors, or characteristic of the population. Here is the questionnaire that adapted from previous study: (Kikuchi & Sakai, 2009). In this research, the researcher has a try out for the questionnaire firstly before it give to the respondents.

In data analysis, the data used descriptive statistic to describe the data. The quantitative data of the questionnaire such as frequency and percentage were analyzed using the Statistical Package for Social Science (SPSS) version 22. After the data collecting, the researcher input and analyzes their score and drew the conclusion. The scoring dealt with counting on how many people answer each item in the questionnaire.

### 4. FINDING AND DISSCUSSION

The study aimed at finding out the demotivating factor in speaking English in speaking class among the first year students English education program. Survey research design was applied in this study, by handing out the questionnaires to the second semester students of English education program. There were four classes participated in this study. Based on the explanation in the previous chapter, the population of the study was 90 students. The

researcher took three classes consisted of 71 students for being the sample in this study and one class consisting of 19 students as the sample of the reliability of the questionnaire. In order to answer the research question, the overall student' perception was used for the analysis of the research findings.

#### *The result of the internal factor*

Based on the result of the cumulative students answer, there were 32 respondents (11%) who choose Agree in two items of questionnaire which regarding to student's lack of confident in internal factors. There were 58 respondents (25%) who choose Agree in three items that regard to student's low self-efficacy. Meanwhile more than half of respondents which 58 respondents (62%) chose Agree in three items which include student perception.

#### *The result of the external factor*

It is shown that there were 51 respondents (29%) who choose Agree in three items of questionnaire which regarding to test score in external factors. There were 46 respondents (20%) that choose Agree in non-communicative method. Meanwhile, the percentage of teacher's personality, teachers method, teacher's competence, commitments and attitudes of group member are in the same position with 42 respondents (16%). The result also shown there were 33 respondents (11%) who choose Agree that course material become their problem in speaking English. There were 21 respondents (5%) who choose Agree that class environment is the problem for them. It is followed by 11 respondents (4%) who choose inadequate school facilities as their problem in speaking English.

#### *The result of the demotivating factor in speaking English*

The result of the factors demotivating factors of the first year English study program students for not using English in speaking class is come from their selves or it called by internal factors in 72% of percentage. The cumulative of the students answer dominant to Internal factor which including the students perception, students low self-efficacy and students lack of confident. Meanwhile, there only 28 % percentages of external factor which influenced their motivation in speaking English.

#### *Discussion*

All finding of this research explained that the major of the demotivating factor for the students not uses English come from themselves. It can be seen from the result of the questionnaire that have been filled by students that most of the statement that were on medium level of interpretation. Meanwhile, the high level of interpretation in this study was from internal factor. According to Ghadirzadeh, Hashtroudi, & Shokri (2012) that the internal factors cannot be ignored as demotivating factors when study English. Demotivating factors are essential factors which negatively influenced the learner's attitudes and behavior for English language learning.

In this research, the researcher found there is a main demotivation sources namely lack of internal motivation in two statements in the questionnaire. First is in sixth statement on the questionnaire which is "I lost my self-control when I start to speak in front a lot of people (e.g : my hand colder than before)". It gets most of students decide to choose this statement become one factor which influences them not using English in speaking class. It is in high level of interpretation with 3.59 of mean score and 1.06 of standards deviation. The second main demotivation is in number seventeenth with "I was expected to speak in grammatically correct". This statement is in high level of interpretation, with 3.49 of mean score and .89 standard of deviation. It proves that lack of intrinsic motivation influence the demotivation factor in speaking English.

Meanwhile, there were five statements in the questionnaire that do not affect students' demotivation factor in speaking English: a) classroom environment, the demotivating factor is in the statement twenty third "The number of students in classes was too large", b) teacher

teaching style, the demotivating factor are in the statement eleventh “Lecturer ridiculed student’s mistakes” and in the statement twelfth “Lecturers do not encourage me to speak English”, and in the statement fourteenth “When I try to give any comments or suggestions, the lecturer’s didn’t listen to me”, c) learning content and material “Most of the lesson focus on grammar”.

Based on the results of the research that has been done, all students’ answer direct to two statements which have high level of interpretation, that affect the decrease in their motivation in speaking English which came from themselves. As for other statements such as inadequate school facilities, lack of internal motivation, the test score is at a medium level in the sense of that it does not affect their motivation. While three factors are found in five statements that do not affect their motivation because these statements are at low level.

## 5. CONCLUSION

This research was aimed to investigate demotivating factors that first year learners in 2017 at English Education Study Program in Universitas Jambi context. Based on this research, it was found that there is a demotivating factor that the respondents had. It was lack of motivation that come from the students. Results of the research, there were also some factors that not affect to their demotivation. There were five statements in the questionnaire that did not affect the students' demotivation factor in speaking English. There were the classroom environment, learning material and teacher teaching style. The results of the study prove that not all external factors cause students in lose their motivation in speaking English. Almost of the student’s answer prove that those factors come from themselves or it called as internal factor.

## 6. REFERENCES

- Ali, Maheen, and Zahid Pathan. “Exploring Factors Causing Demotivation and Motivation in Learning English Language among College Students of Quetta, Pakistan.” *International Journal of English Linguistics* 7, no. 2 (January 20, 2017): 81–89.
- Aliaga, M., & Gunderson, B. (2000). *Interactive Statistics*. Upper Saddle River, N. J: Prentice Hall.
- Ayako, H., 2004. Student demotivation in the foreign language classroom. *Takushoku Langu. Stud.*, 107: 119-136.
- Brown, H. G. (2007). *Teaching by principles: An interactive approach to language pedagogy*, 3rd ed. New York : Pearson Education.
- Creswell, John. W. (2012). *Educational research : Planning, conducting and evaluating quantitative and qualitative reserach*, 4 ed. Boston : Pearson Education,Inc.
- Dörnyei, Z. (1998). *Demotivation in foreign language learning*. Paper presented at the TESOL, 98 Congress, Seattle, WA.
- Dörnyei, Z. (2001). *Teaching and Researching Motivation*, Harlow: Longman.
- Harmer, J. (2007). *The practices of English language teaching*. Cambridge: Pearson Longman.
- Harmer,J. (2003). *The Practice of Learning English Language Teaching*. New York: Person Education Limited.

- Hinkel, E. (Ed.). 2005. Handbook of research in second language teaching and learning. New Jersey: Lawrence Erlbaum Associates, Inc.
- Jomairi, S. (2011). Demotivating Factors in Second Language Learning at State, Azad and Payam Nour Universities. *International Conference on Languages, Literature and Linguistics*.
- Kikuchi, K & Sakai, H. (2009). Japanese Learners, Demotivation to Study English: A Survey Study. *JALT Journal*.
- Kiwa, A., 2004. What 'demotivates' language learners? Qualitative study on demotivational factors and learners' reactions. *Bull. Toyo Gakuen Univ.*, 12: 39-47.
- Luoma, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- Taguchi, T. (2006). The L2 Motivational Self System Among Japanese University Learners Of English. University Of Nottingham.
- Tarigan, H, G. (1990). *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Ur, Penny. (1996). *A Course in Language Teaching: Practice and Theory*. New. York: Cambridge University.
- Usó Juan, E., & A. Martínez Flor. (2006). "Approaches to Language Learning and Teaching Towards Acquiring Communicative Competence through the Four Skills" *Current Trends in the Development and Teaching of the Four Language Skills*.