

The Demotivating Factors of English Language Learning Among *Madrasah Tsanawiah* Students: The Case of One *Madrasah* in Jambi City

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Abstract

The purpose of this study was to explore the demotivating factors of the learners in EFL learning at one madrasah tsanawiah in Jambi City. Particularly, this study was to find out the particular factors that demotivate madrasah tsanawiah students' during the learning process. Many studies have mainly focused on teachers' motivation or students' motivation and teachers' motivation rather than student demotivation in English as a foreign language (EFL) learning context, whereas lack of data has been found on the factors that cause student demotivation in Indonesian EFL learning contexts at secondary school level. The participants were a purposive sample of English students who currently studied at a madrasah . The study was designed as a qualitative case study and involved a demographic questioner and face-to-face interviews for data collection. The result revealed that peer influences were as the main demotivation for the students. Other demotivators for EFL students in this research included school condition such as lack of resources and facilities. Suggestions for further research also are discussed.

Keywords: madrasah, foreign language, learning, demotivation, case study

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Introduction

Research on motivation and demotivation may not be a new issue in the field of second language (L2) learning (Habibi, Sofwan, & Mukminin, 2016; Mukminin, Muazza, Hustarna, & Sari, 2015). According to Masgoret & Gardner (2003), motivational processes to students are related to the salience of English language learning in the classroom (as cited in Colak, 2008). Students who are motivated in the lesson in the classroom will be more active to follow the

process of learning and challenging tasks to have a positive attitude toward the classroom, and to have a stronger belief to themselves. Additionally, Masgoret & Gardner (2003) stated that the motivated individual expends effort, is persistent and attentive to the task at hand, has goals desires, aspirations, enjoys the activity, experiences reinforcement from success and appointment from failure makes attributions concerning success or failure, and make use of strategies to aid in achieving goals (as cited in Colak, 2008).

Unlike motivated individuals, the demotivated individuals have different characteristics from motivated individuals (Habibi, Sofwan, & Mukminin, 2016; Haryanto & Mukminin, 2012; Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Ali, & Fadloan, 2015). In the classroom, they might not be active to follow the process of learning and might not have positive attitude the lesson or might not have goal desires. Dörnyei (2001a) defines demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p. 143). These negative external factors include items such as the class environment, teaching situations, methods, teacher's behavior, and etc. Deci and Ryan (1985) introduced the concept of “amotivation”, which referred to “the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when face with the activity” (p.144).

In language learning, students' demotivation might be influenced by a variety of factors. For example, the use of authentic teaching materials and activities. Five demotivating factors regarding materials were (a) difficult to read, (b) too long, (c) too easy English, (d) shallow content, and (e) no interesting genre (Takase, 2004). Sakai and Kikuchi (2009) identified one demotivating factor as materials, a great number of textbooks and supplementary readers were assigned. Additionally, many studies on demotivation of learners' personalities in language learning have been done. For example, Chamber (1993) found that lack of belief in learners' capabilities, laziness and unwillingness to learn is the main characteristics of the demotivated students in Britain. Another study was done by Ikeno (2002) who found that the demotivating factors were related to learners' personalities, such as feelings of inferiority about one's English ability. Furthermore, learning content toward textbooks may also be a demotivating factor, for example, difficult grammatical structures or vocabulary words, and uninteresting materials, will decrease learners' motivation (Dörnyei, 2001a; Falout & Maruyama, 2004; Kikuchi, 2007).

Based on the facts above, it seems that most of the studies on motivation and demotivation in language learning have been done outside Indonesia. We are interested in studying student's demotivation based on the fact that there is lack of studies on the factors that cause student demotivation in Indonesian EFL learning contexts at secondary education level, particularly for madrasah tsanawiah students in Jambi city. Thus, this study was aimed at investigating the demotivating factors of the students in EFL learning at the secondary level, particularly in madrasah tsanawiah. This study was conducted at one of the madrasahs in Jambi city. To achieve the purpose of this study, the following research questions guide this study:

1. What are the particular factors that demotivate madrasah tsanawiah students during the learning process?
2. How do they overcome those demotivating factors during the learning process?

Literature Review

Demotivation

Dörnyei (2005) defines demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p. 143). Deci and Ryan (1985) used a similar term, amotivation, which means the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of

incompetence and helplessness when faced with the activity. Though, both of these terms concern with lack of motivation. They differ in that amotivation is related to general outcomes expectations that are unrealistic for some reasons whereas demotivation concerns specific external causes. A demotivated student is someone who was once motivated but has lost his or her commitment /interest for some reasons. In this study, the term *demotivation* refers to the lack of interest in learning process and difficult to understand the lesson, particularly in EFL context. This research is realized to be reflection for the candidate of the real student concerning on demotivation aspect. It is also expected to give contributions for student-teachers to think more critically about the problem and phenomenon, particularly in EFL context. It is important to make a distinction between the states of 'diminished motivation' and 'total loss of motivation', that is to say demotivation and amotivation respectively. Dörnyei (2001a) emphasizes that "demotivation does not by all means entail that all the positive influences that in the beginning made up the motivation basis have been lost" (p.143). According to him (2001a) demotives rather function as "resultant forces de-energizing the action but some other positive motives may still be active in a learner's learning process" (p.143), for instance, someone who has partly lost his interest in learning English because the English teacher does not treat the students fairly, may still consider learning English important in today's world (Yusuf, Yusuf, Yusuf, & Nadya, 2017).

Amotivation, by contrast, according to Dörnyei (2001a) refers to the lack of motivation resulting from realizing that there is no point. Amotivation was introduced by Deci and Ryan (1985) as a constituent of their self-determination theory and they (1985, as explained by Dörnyei (2001a) define it as "the relative absence of motivation that is not caused by a lack of initial interest but rather by the individual's experiencing feelings of incompetence and helplessness when faced with the activity" (p.144). According to a review by Vallerand (1997), four major types of amotivation can be found. Firstly, amotivation can result from a capacity-ability belief, meaning that the learners think that they do not have the ability to perform an action. Secondly, amotivation can result from strategy beliefs amotivation, meaning learners' perceptions that the strategies used do not bring the desired outcomes. The third type of amotivation, capacity-effort belief, refers to amotivation due to beliefs that the behaviour is too demanding and requires too much effort. Lastly, the fourth type of amotivation, a helplessness belief, and results from a general perception that students' efforts are inconsequential considering the enormity of the task to be accomplished. To sum up the difference between these two related terms, demotivation is related to specific external & internal forces whereas amotivation refers to general outcome expectations that are unrealistic for one reason or another (Dörnyei 2001a).

Demotivating factors in learning English

Learning content toward text books may be a demotivating factor. It is obviously to see that some text books used in language class (Erlina, Marzulina, Pitaloka, Astrid, Fikri Yansyah, & Mukminin, 2018), for example: difficult grammars or vocabulary words, not suitable or uninteresting materials, will decrease learners' motivation (Dörnyei, 2001a; Falout & Maruyama, 2004; Kikuchi, 2007). If uninteresting and unpractical text books were used in class, students would show demotivating in learning. The pace of the text books, monotonous and boring lessons, inappropriate level of class activities, and total curricular load are also the demotivating factors in classes (e.g., Arai, 2004; Falout & Maruyama, 2004; Gorham & Christophel, 1992; Kikuchi, 2007; Kojima, 2004; Sakai & Kikuchi, 2009; Yusuf, Yusuf, Yusuf, & Nadya, 2017). Though the student's personality varies from person to person, it is a key factor that demotivates the student in learning foreign language. Many studies on demotivation of students' personalities have been investigated (e.g., Abrar & Mukminin, 2016; Habibi, Sofwan, & Mukminin, 2016; Mukminin, Masbirorotni, Noprival, Sutarno, Arif, & Maimunah, 2015; Mukminin, Muazza, Hustarna, & Sari, 2015; Mukminin, Ali, & Ashari, 2015). Chambers' (1993) questionnaires, for

example, considered that lack of belief in students' capabilities, laziness and unwilling to learn are the main characteristics of the demotivated students in Britain (Chambers, 1993). Learning content and teaching material consist of the major part of a class and play a crucial role in the EFL classroom. Gorham and Christophel (1992) summarized the dislike of the subject area as one of the reasons in the process of learning language. They found the boring subject that had a negative influence on motivation.

Studies on demotivating factors in learning English

Among the limited studies available on students demotivation, Dörnyei (2001) conducted a research on 50 secondary school pupils in Budapest German who were studying either English as their second language. The data were collected through structured interview. He identified the teacher, lack of self confidence, negative attitudes toward L2, compulsory nature of L2 study, interference of other languages, negative attitudes towards L2 community, attitudes of group members, course book and inadequate school facilities as nine demotivating factors. Additionally, Dörnyei's (2001a) definition of demotivation, focused on specific external forces that Japanese high school students may experience and that might cause their motivation to be reduced. On the basis of Kikuchi's (in press) qualitative study and other former studies, developed a 35-item questionnaire to gather quantitative data. The participants were 112 learners of English from three private universities in Tokyo and Shizuoka, Japan. They were asked to complete the questionnaire on the Internet. Using factor analysis, five factors were extracted: (a) course books, (b) inadequate school facilities, (c) test scores, (d) non communicative methods, and (e) teachers' competence and teaching styles. Based on these results, discuss possible demotivating factors in English classrooms in high schools in Japan. Next, the finding of a study done by Ahmad, Ahmed, Bukhari, and Hukhari (2011) in Pakistan indicated that Pakistani secondary students had problems with verb forms, narration, conjunctions, prepositions, articles, sentence arrangement, and reading comprehension. The findings of this study showed that non native speaker students had a variety of problems in learning English. The population of the study was comprised of all the class X students and English teachers of twenty four Provincial Government schools and twenty two federal government schools located in twenty four districts of NWFP (Khyber Pukhtunkwa). The sample of this study was representative of eight provincial government schools and eight federal government schools of Abbotavard, Haripur, Kohat, Mansehra, Malakand, Mardan, Noshherha and Peshawar comprising of 654 randomly selected students of class X.

In addition, Underwood (1989) argues that students whose mother tongue contains similar or same intonation and stress patterns have fewer problems in comparison with students whose mother tongue is based on different rhythm. A great number of students believe that listening is the most difficult skill and they start to panic when they hear the word listening or see a CD player. But on the other hand, students, who learn from what they hear, usually achieve better results at listening. Then, Blauensteiner (2000) stated that in reading or writing teaching and learning process, one of factors that also influences is the topic. So, teachers should not force a topic to students' in which they are not interested. In writing, the most common problems that the students encounter are related to the vocabulary or diction, grammar, and mechanics. Besides, other factors like the topic selection also hampered the student in learning this skill.

Last, Dimiyati and Mudjino (2009) described attitude as the ability of giving estimation toward something. There were some students who said that they lack of vocabulary, did not master grammar, and could not choose the right diction to be used. Those estimation will lead them to think that they could not speak in English, then those students will be afraid in making mistake if they try to speak in English. Lately, this self-estimation can bound those students from practicing speaking. Problems in learning can be caused by both internal and external factors.

Internal factors include attitude toward learning, motivation, concentration, underprivileged ability, intelligence and study habit, while external factors include the teachers, teaching and learning facilities, peer influences, and curriculum.

After considering the result of previous study, we have our own perception concerning on demotivating factors among students at the current school in learning English as a foreign language. There are several reasons which might demotivate them in learning English, such as the environment where they stay beside school; they do not have basic knowledge of English. Additionally, because this school is one of Islamic school which also focuses on Islamic lesson until afternoon, so they do not provide additional time in learning English further. It is supported by lacking of sources such English book provided by school. To conclude the factors causing demotivation in EFL context, we found five effective factors on demotivation based on the previous studies on demotivation related to the problems of: teaching style, school facilities, class conditions, negative attitude toward foreign language, and poor self-confidence.

Methodology

Research design

The research was undertaken as qualitative research with a case study approach (Mukminin, Kamil, Muazza, & Haryanto, 2017). According to Marshall and Rossman (1999), the goal of conducting a qualitative study has historically been “to explore, explain, or describe the phenomenon of interest” (p. 33) and a case study is one of the qualitative traditions in qualitative research. It is supported by Creswell (1994) who stated that it is commonly used to understand people’s experiences and to express their perspectives. This study was conducted in order to gain more in-depth information concerning the factors causing demotivation in EFL learning process based on English students’ experiences. In this case study, demographic questionnaire and face-to-face interview were used to gain more in-depth information concerning on the demotivating factors for English language learning among secondary school students based on English students’ experiences.

The study was conducted in two phases. In the first phase, we used demographic questionnaire to gather basic information on the participants and their perspectives on demotivating factors under four major topics/ themes: *physical conditions, teachers and students’ interest*. Further, ten students (five males and five females) were recruited for the second phase of the study; interview. The criteria of recruitment for the present study were students who have the lowest score in learning English in each class of the second grade. Then, these ten students were considered typical cases and the best potential sources of data for the study. The time allocation for the interview was around 15 – 30 minutes for each participant. It was considered enough for the participants to answer the questions that have been prepared by the writer while the interview is processing. During the process, interview data were read and reread (Mukminin, Rohayati, Putra, Habibi, & Aina, 2017). Merriam (1998) wrote the process was called coding. She explained that “coding was related to assign some sort of shorthand designation to various aspects of your data” (p. 164) which would help the writer to get back or retrieve to specific data.

To avoid the weakness of remembering what had been talked in the conversation, the researcher used a recorder to record the conversation between the researcher as an interviewer and ten students as interviewees while collecting the data through interviewing was being carried out. Recording was due to support the data in the interview section so that the results could be later transcribed. In addition, recording was less dictating rather than taking a note in time of having interview.

Research sites and access

The site for this study was Madrasah Tsanawiah As'ad Jambi. We decided to select the second grade, every class has 35 students in 5 classes, and in this case researcher just took ten students of each class at the second grade which has the lowest score of English subject. At the time of the study, ten students were involved as the participants who have bad score in English subject. The access to data was provided by asking permission to Headmaster of the school and English teacher of the class. We interviewed the participants after school and the place in dormitory or hall school.

Sampling procedure and participants

Sampling procedure of this research was purposive sampling. In purposive sampling, according to Johnson & Christensen (2008), the researcher specified the characteristics of a population of interest and then tried to locate individuals who have those characteristics. The participants of this study were ten students who had the lowest score in English subject in their each class at one Madrasah Tsanawiah. These ten students were considered typical cases and the best potential sources of data for the study because they had the lowest English score in their each class, we took two students to represent of each class. We studied any matter concerning on the factors causing students demotivation in learning EFL. The problems would be analyzed through interview relating to the case. To keep the students' identity, they were referred by pseudonym

Data collection

We used two kinds of techniques in collecting the data; demographic questionnaire and interview. Here, both techniques were linked to each other. We, first carried out demographic questionnaire, and then continued to conduct the interview to the participants. The place of doing the interview depended on the participants. Sometimes, the participants did not have the time in the school; therefore we interviewed the participant in their dormitory. For doing this interview, it took around 15-30 minutes, while it depended with the participant's answer. If they did not give much comment, it only need a few minutes. In doing this interview, we used Indonesian language in order to avoid misunderstanding. After having interviews, we transcribed all data into English language.

In this phase, the instrument of demographic questionnaire consists of two sections. Four questions of the first section were intended to gather basic demographic data about the informants; gender, age, kind of class that they have learned, and hobbies. Finally, the second section consisted of one question to find out what demotivates the participants when they learn EFL: *What demotivates you most in learning EFL?*. Both sections gathered data through open-ended questions and free writing. We gave demographic questionnaires to ten students at the beginning of meeting with these students. Before that, we gave over to the participants a consent form for the questionnaire to get their participation in this research that was completely voluntary. They might skip any questions that they did not like to answer or withdraw their participation at any time without negative consequences.

One of the ways to collect data was to interview research participants. An interview was a data-collection method in which in interviewer (the researcher or someone working for the researcher) asked questions of an interviewee (the research participant). According to Patton (1990), qualitative interviewing allowed a researcher to enter into the inner world of another person and to gain an understanding of that person's perspectives. In this phase, we conducted face-to-face interview to ten students who have the lowest score at one Madrasah Tsanawiah after they completed the demographic questionnaire. The interview was directed by an interview guide that had been already prepared.

At the beginning of each interview, we explain to the participants that we used two languages to interview, English and Indonesian. To interview the participants, we used Indonesian language and then we transcribed it into English. The interviewees were requested to provide a brief introduction about them before starting the interview. After that, the interview mostly included open-ended questions to find out what are the particular factors that demotivate the participants during the learning process. In addition, the participants also described how they felt about learning English, and what factors demotivated them when they learnt English. In conducting the interviews, the interviewer used interview techniques recommended by Lichtman (2010) for qualitative researchers. Accordingly, she used a variety of questions including *general questions and specific questions* (p. 146):

General Question: “How do you see yourself as a students?”

Specific Question: “What is your problem when learning English?”

Follow-up questions were also often used by the interviewer to obtain additional information about the themes which were discussed by the participants. The interviewer also occasionally paraphrased and/or summarized the statements by the participants to ensure accuracy. At the end of an interview, the participant was asked to suggest a pseudonym to identify the interview in future reference. Each interview lasted from 30-60 minutes or depended on the participants, sometimes some people needed too much time to answer the questions while being interviewed and the other just needed 30 minutes and it also used audio-recorder. In reporting the findings of the study, verbatim from interview transcripts would be quoted to strengthen the basis of arguments.

Data analysis

In analyzing demographic questionnaires of the study, we analyzed it descriptively. The process of data analysis started with the *transcription* of interviews. The transcriptions of interviews were done by the researcher. After transcribing the interviews, we used *coding* to identify themes and patterns of the interview data. Miles and Huberman (1994) wrote, “coding is analysis” (p. 56), and Johnson and Christensen (2008) stated, “coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories” (p. 534). Finally, to find and describe demotivating factors of the participants in learning EFL, we analyzed and reanalyzed the individual interviews data by using *within-case* and *cross-case displays* (Miles and Huberman 1994; Mukminin & McMahan, 2013; Mukminin, 2012b), and connected the data with my research questions. We used within-case and cross-case displays to: (1) spread interviews data so as to find and list every significant statement relevant to the topic, to see the patterns and themes, and to deepen understanding and explanation of my data among the cases (participants) and among the emergent themes; (2) to create clusters of meanings by organizing, grouping, or clustering the significant statements among the cases (participants) into themes or meaning units; and (3) to remove or reduce overlapping and repetitive data (Mukminin, Fridiyanto, & Hadiyanto, 2013).

Trustworthiness

In this research, to establish the “trustworthiness” (Lincoln and Guba 1985, p. 300 in Mukminin, 2012a) or to verify the accuracy of data, findings, and interpretations (Creswell 1998), we completed the following procedures. First, our research undertook prolonged engagement and repeated interviews (Creswell 1998 & Merriam 1998). We conducted individual interviews lasting between 30 and 60 minutes. Second, we triangulated data through multiple interviews. According to Perry (2005), triangulation is “a procedure using multiple sources of data to see

whether they converge to provide evidence for validating interpretations of results” (p. 251). Third, member checks were used in order to get participant feedback on the accuracy and credibility of the data, findings, interpretations, and conclusions. Lincoln and Guba (1985, p. 314) explain that “the most critical technique for establishing credibility.” To increase the dependability of the findings, we provided rich and thick description (Merriam 1998; Creswell 2003; Mukminin, Haryanto, Makmur, Failasofah, Fajaryani, Thabran, & Suyadi, 2013).

Findings

The purposes of the study were to investigate demotivating factors of English language learning among madrasah tsanawiah students at one madrasah in Jambi city, and describe how the students solved the problems in learning English. The perspectives of each student were collected to gain in-depth information about their problems in learning English. During the coding process, we found nine major themes with sub-themes. The four major themes were related to the first research question, one major theme was related to the second question, and four major themes were emerging themes, which are presented in the following table.

Table 1. Major themes and sub-themes

Themes	Sub-Themes
Problems related to Listening skill	Vocabulary
Problems related to Speaking skill	Pronunciation
Problems related to Reading skill	Grammar
Problems related to Writing skill	Vocabulary
Solution to the problems	Asking to the teachers Re-writing the important points Opening dictionary
Underprivileged ability	
Lack of resources and facilities	
Inadequate Time	
Peer influences	

Problems related to listening skill

Underwood (1989) argued that students whose mother tongue contains similar or same intonation and stress patterns have fewer problems in comparison with students whose mother tongue is based on different rhythm. In this research, the researchers found two participants' claims.

“The other friend was so noisy, I can't heard teacher said, and the words so difficult to understand.” (Budi)

“I didn't know what teacher said, because the words too difficult to understand sometime the teacher diction till five times, the school didn't prepare language laboratory.” (Melati)

The researchers assumed that the cause of the problem in listening skill because there were no facilities that support when learning listening, such as tape recorder, language laboratory and the second friend's factor, the friend didn't support the other friend to study because they make noisy class. So, it was difficult for other students to understand the lesson.

Problems related to speaking skill

Dimiyanti and Mudjiono (2009) described attitude as the ability of giving estimation toward something. There were some students who said that they lacked of vocabulary, did not master grammar, and found it difficult to pronounce the words. That estimation will lead them to think that they could not speak English, then those students will be afraid of making mistake if they try to speak English. Here, the participant stated that the students lacked in pronunciation, so it means the student did not have ability in speaking English, and when students spoke English their pronunciation were very bad. For this research, we found two participants reported,

“It is still difficult to pronounce the words because the words are so complicated to say in English.” (Tulip)

“The words are very difficult to spell, because in dictionary and when I want to say, it is very different, there are many consonant words, and the other friends didn’t want to speak English either.” (Anggrek)

The students found some problems in speaking, the problems that students faced in speaking skill were they felt difficult to pronounce the words correctly and they friends didn’t support them to speak in the class.

Problems related to reading skill

The most common problem that hampers the student was the problem in understanding the text. The students usually found problems with the difficult words used in the text. This problem was related to the vocabulary. Kharsen (1993) and Bamford (1998) in Brown (2000) made the case that extensive reading is a key to students’ gains in reading ability, linguistic competence, vocabulary, spelling, and writing. In this research, we found three participants gave opinion,

“I did not know how to read the text, I only read the words that were written in the text, sometime the other friends laugh when I was wrong in reading.” (Tulip)

“I found problem in how to read, especially read long story because for me the words in the sentence is very difficult to read.” (Anggrek)

“The textbook was blur, so the words didn’t look clearly, and I cannot read the sentence, in addition the words is very difficult to pronounce.” (Melati)

They faced problems in reading word by word and text by text, the students were still hard when they wanted to read the sentences.

Problems related to writing skill

Blauensteiner (2000) stated that in reading or writing teaching and learning process, one of factors that also influences is the topic. The students found it difficult when they started writing a story because they lacked of vocabulary. We found three participants who gave comment.

“When teacher asked to make a story, sometime I had to long time to write the story, because I always open dictionary to found word by word and also I did not know how to make the structure of making a sentence.” (Melati)

“I found a problem in writing because I didn’t know the word that I will write in English, the word is so different when I write and when I said.” (Tulip)

“Writing is so difficult for me, because in English there are same word but different meaning, it makes me confused.” (Anggrek)

Students faced many problems related to the writing skill. They were still confused when they wanted to use the word to write because they did not know what to write, so it was related to their lack of vocabulary. And then also they had problem with the meaning of words. In this lesson they were also confused how to make good story because they did not know about the structure of a sentence.

Solution of the problems

The data analysis of interviews with the students indicated that there were three kinds of way related to the problems above. They were overcoming the problems with asking the teachers, re-writing the important points and opening dictionary as expressed by the participants below,

“I ask teacher to explain again and then I write the important point.” (Budi)

“I open dictionary when I faced difficult words, and sometimes I write the important point that explained by teacher.” (Melati)

“I ask teacher to explain again to me and I write the important point that teacher was explain.” (Tulip)

“I always open dictionary when I had difficult words and then I write the important point on my notebook.” (Anggrek)

From these statements, the students explained when they faced problems they always asked the teacher and the teachers always explained again what students asked to them. After that student re-written the important points that the teachers explained, and sometimes the students open dictionary when they had difficult words.

Underprivileged ability

Learning English as a foreign language may not be easy for some students and may be easy for some other students. This might be caused by a variety of students' ability in learning English. One of the emerging themes in this study was related to the underprivileged ability of the students as stated by the students below.

“It is difficult to memorize, because there were so many vocabulary in English, and the words were so difficult to pronounce.” (Anggrek)

The participant indicated that she had difficult in memorizing because before entering Junior High School, she did not have basic English ability in learning English. Many students forgot the lesson, so it affected to the students in junior high school. There were the factors that caused some problems in learning English.

Lack of resources and facilities

The most important emerging theme was the lack of resources and facilities. To support learning process, a school must be provided with complete facilities and resources to make

students easy in learning. However, this school had lack of resources and facilities, because it might be still limited facilities from their foundation.

“The school did not prepare Language Laboratory, so it causes difficult to listening in English, sometime the teacher diction till five times because I and my friend difficult to understand what teacher said.” (Melati)

“The textbook was blurring, so the words did not look clearly.” (Melati)

“There was no library, and uncompleted English books to students.” (Tulip)

From these statements, the students stated that the condition of school's facilities was inadequate to support the students' learning process. This school only provided worksheet. In addition, there were no books in the library and language laboratory to support English. And also there were no facilities like tape recorder, pictures related to the lesson, and games such as scrabble to make students interested in the lesson.

Inadequate time

One of the important things and emerging theme was inadequate time. Time allocation can affect in learning process, to make students focus on the material, students need efficient time to receive the material.

“Study English a week just four hours, two meeting, every meeting two hours, sometime I did not understand what teacher explain, next week entering another lesson, while I did not understand the lesson last week.” (Anggrek)

From this statement, the student had problem in time allocation. Because in her opinion the time was inadequate, she learned different topic every week, while she did not understand the topic last week.

Peer influences

According to Abrar, Mukminin, Habibi, Asyraf, Makmur, and Marzulina (2018) claim that the external factors, such as classroom environment, and negative comments from teachers and peers, may hinder the learners from actively engaging, and eventually make it difficult to speak. It is in line with the findings of the study that indicate that friends are also influential which may cause difficulties the learning process, because in this study “the friends” did not support each other. The researchers found two participants expressed by the participants below,

“The words in the text were so difficult, when I read it and I was wrong, the other friends laugh at me.” (Budi)

“I cannot pronounce when I want to speak English, because there were so many consonant words, and the other friend was so noisy, they did not motivate to study English.” (Melati)

From this statement, the student had problem in their friends. Because their friends did not motivate to study, so they disturb the others.

Discussion

The purposes of the study were to investigate students' demotivating factor of English language learning and describe how the students solve the problems in learning English at one madrasah tsanawiah in Jambi city. The perspective of each students was collected to gain in-depth information about their problems in learning English. Dimiyati and Mudjiono (2009) claimed that problems in learning can be caused by both internal and external factors. The findings of the study indicated that there were several important themes with their sub-themes, including problems related to listening, speaking, reading, and writing skills, underprivileged ability, lack of resources and facilities, inadequate time, peer influences and solution to the problems. Based on the findings of the study, the first theme was related to the problems with listening skill. The problems that students faced were lack of facilities of their school because students only learnt listening by dialogue that spoken by English teacher. Students had difficulty in understanding the meaning of the language itself when the teacher pronounced the text or dialogue. Students got difficulties to hear what teacher said because they do not know what the teacher said and talked about. The finding of these problems in listening skill was consistent with the finding of previous studies by Handayani (2009) and Nurhanifah and Widiyawati (2011). It showed in their research, one of the problems that students faced related to the problems in understanding the meaning of what is being spoken by the speaker and also problems related to the teacher's speed of speech.

The second theme was related to the problems with speaking skill, most of students had problems in self confidence. This condition greatly hindered the students in learning speaking since learning this language skill. Self confidence was indeed important. When the students learn to speak, they have to believe themselves that they can speak. In this study, the problems that students faced were students lack of pronunciation and vocabulary, students had difficulty when they arranged the words to make dialogues and also the students hard to pronounce the word when they spoke. It also showed from the previous study by Handayani (2009) and Nurhanifah and Widiyawati (2011). They faced the same problem with this research in speaking related to students' vocabulary and pronunciation. It was overlapped with Handayani (2009) and Nurhanifah and Widiyawati's (2011) list that the students did not understand what the teacher speak in English language.

The third theme showed about problem related to learning reading. The problem was students did not know how to read the text. It was related to the pronunciation. Students had lack of reading comprehension. The finding of these problems was consistent with the finding of previous study by Ahmad, Ahmed, Bukhairi, and Hukhairi (2011) which showed that the factor that caused problems in reading skill was students lack of reading comprehension. The last theme was student's problems in writing skill related to the vocabulary and grammar. Student had lack of vocabulary and grammar, so it made students difficult to write have not dictionary. So, "I didn't know what I should write. I asked to the teacher what the meaning of the word and I write the meaning of the word in my book". The finding of these problems was showed from the previous study by Nurhanifah and Widiyawati (2011).

The fifth theme showed about how the students overcome the problems. The students had solutions when they faced the problems. The students always asked the teacher when they faced the problems and then they wrote the important point from teacher's explanation, and sometimes they open dictionary. Finding of these solutions was consistent with the finding of previous studies by Handayani, (2009) and Nurhanifah and Widiyawati (2011). They found some ways to overcome the problems, the solutions they found in their research: asking the teacher when the students did not understand with the topic, the meaning of difficult words, or the English word or the pronunciation of the word they wanted to write or say.

The other common problems that students faced were underprivileged ability, lack of resources and facilities, inadequate time, and peer influences. The students never took English course before entering junior high school and now they did not take English course too because they live in dormitory. Students also forget about the lesson that they were learning in elementary school, it made student did not have ability in learning English. Then peer influences, some of students want to study, but the other did not, they made noisy class, so the other felt disturb, and when their friend speak wrong or read wrong, they laugh at them. Problems in learning can be caused by both internal and external factors. Internal factors include attitude toward learning, motivation, concentration, underprivileged ability, intelligence and study habit, while external factors include the teachers, teaching and learning facilities, peer influences, and curriculum (Dimiyati & Mudjiono,2009). In this school, the student had limited resources and facilities. They only learnt based on the worksheet, and sometimes the worksheet was blurring. There were no English books in library and there were no more facilities to make the students interested in the lesson. five factors were extracted: (a) course books, (b) inadequate school facilities, (c) test scores, (d) non communicative methods, and (e) teachers' competence and teaching styles. The finding of these problems was showed from the previous study by Dörnyei (2001a). The last was time allocation. The student did not feel confident because they learnt English after sport class and in the last sudy hour. It was a bad condition for their teacher to convey the lesson because students were not able to concentrate and focus on the lesson. Furthermore, this research indicated that most of students had lack ability of all element of language and had low basic English ability. The problems of the students were able to minimize by some solutions from the students and by helping from the teachers. The solutions that can be done by students to overcome those problems were by asking the teachers, writing the important point and opening dictionary.

Conclusion

The purpose of the research was to investigate about students' demotivating factors in English language learning. It was also aimed at finding out the solution to overcome the problems. The result indicated the main problems that students faced in learning English. There were problems related to listening skill, problems related to speaking skill, problems related reading skill, and problems related to writing skill. The result of the interview showed the solutions to the problems, and there were four additional problems that students faced namely underprivileged ability, lack of resources and facilities, inadequate time, and peer influences. In this research, the participants provide their solution to overcome the problems that they got while learning English such as asking the English teachers, writing the important point and opening dictionary.

In the light of the result, students in one madrasah tsanawiah found many problems while learning English. We suggests some recommendation for the students, teacher and for the school. Students should be well prepared about their needs such as dictionary and also students must study the previous lessons at dormitory with their friends that have high level in English, or making English community in dormitory. Then, for the teachers, they have to teach with games and creative activities, such as guessing game, simple sing a song in English, learning with picture, linking verb, playing interesting card in English and create good atmosphere in the class when learning English is processing like showing good personality of the teacher. Next, the school should provide some interesting textbooks such as short story with popular cartoon, making extracurricular after school to increase students ability and making group lowest score with highest score. For further researchers who are interested in conducting the other research but in the same scope, it will be better to gain deep information about students' problems in

learning English in larger sample and some schools. Finally, research on demotivation could also be extended outside the school, considering that language learning takes place elsewhere too.

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