



DEMOTIVATION AND HOW TO MOTIVATE STUDENT

Fajar Hidayat Uastianto

Universitas Negeri Malang

**Supervisor
Sri Rachmajanti**

Abstract--Demotivation is a topic that has lesser exposure than motivation. Motivation plays the important part in foreign language learning. The motivation level in learning foreign language is crucial for the student to achieve the desired result of learning. The student cannot continue the language learning progress if they lost their interest in learning the subject. The loss of interest in doing something can be called demotivation. Demotivation itself appeared because of many aspects, for instance intrinsic aspect, family aspect and the student's environment. All of those aspect can be opposed by bringing back the motivation. To bring back the motivation, there are many ways to do demotivation. The first thing to do is clarify the goal of the study. By doing that the students, they will know why they study that subject in the first time. The next thing to do is creating interesting teaching and learning environment. The way the teacher delivers the learning material is also important to keep the student interested in learning that subject, especially English language. Teachers can use many methods or technology to make their class much more interesting. This study consists of those methods which can help the teacher to re-motivate the student to learn foreign language in this pandemic and after the pandemic. This article is needed to be studied more directly to test the efficiency of the methods that included in this article.

keywords: demotivation, motivation, foreign language

INTRODUCTION

The effect of the pandemic was so vast. It caused disruption in our economy and many other areas. One of the areas which effected by Covid-19 was education. In Indonesia, the Ministry of Education and Culture have had published the laws about the emergency curriculum during pandemic (Decree of Minister of Education and Culture number 7L9/P/2020) that allowed the learning and teaching process online, without meeting in a person. In that decree, we can find that the online learning and teaching process was arranged to minimalized the spreading of the covid-19 itself. Only some areas that was safe from covid-19 allowed to do offline class. Meanwhile, the area that was not safe have to do online class. The effect of this online class was varied, one of them was demotivation in continuing the study.

It has been known that students with high motivation can be more successful in their language learning (Dornyei & Csizer, 1998). It has the meaning that motivation has an important role in language learning. Despite of the importance of motivation, demotivation can be appeared due to some aspects. This article explained the reason of the demotivation and the way to bring back the motivation to the students who lost their interest in learning L2 or second language that might be the one of many subjects that have to be abandoned due to covid-19 pandemic.

LITERATURE REVIEW

Learning Foreign Language

English is an important language that learners should acquire. It is because, as an official international language, English has an essential role in language communication. It connects people in other countries to make a deep conversation as well as creates an instrument in utilizing modern educational technology. In updating the kind of education sciences, English skills should



be enhanced well because many sources related to the education field are written and described in English. English as a foreign language has four primary skills; namely speaking, listening, reading, and writing. These four skills have different characteristics. Speaking and writing are called productive skill, meanwhile listening and reading are called receptive skill.

According to Muhibbin Syah (1999) Learning is an adaptation or adjustment of behavior that takes place progressively. Furthermore, Abdillah in Aunurrahman (2010) concludes that learning is a conscious effort made by individuals in changing behavior through training and experiences involving cognitive, affective and psychomotor aspects to achieve certain goals. According to Kompri (2016) Learning is a component of the science of education with regard to objectives and reference materials for interaction, both explicit and implicit (hidden).

To capture the contents and messages of learning, in learning individuals use abilities in the following domains:

1. Cognitive, namely abilities related to knowledge, reasoning or thinking consisting of categories of knowledge, understanding, application, analysis, synthesis and evaluation.
2. Affective, namely the ability to prioritize feelings, emotions, and reactions that are different from reasoning which consists of categories of acceptance, participation, attitude assessment, organization and the formation of life patterns.
3. Psychomotor, namely the ability to prioritize physical skills consisting of perception, readiness, guided movements, complex movements, adjustment of movement patterns and creativity.

Thus, the essence of learning according to Hosnan (2014: 6) is a change in behavior that occurs consciously in a positive direction both from cognitive, affective and psychomotor aspects.

Various activities are carried out and directed to achieve predetermined goals.

Thus, the essence of learning is learning which always involves three main things, namely:

1. There is a change in behavior.
Every change in behavior that occurs can be used for the benefit of the individual's life.
2. Permanent behavior
The behavior that obtained by the learning process tend to stay and stick with the learners.
3. Active behavior changes
The changes that occur are due to interactions with the environment. To obtain new knowledge, each individual actively seeks information from various sources.

Based on the opinion above, it can be said that learning is a change in behavior that is relatively fixed and inherent in individuals. Also, individuals are active in seeking information to obtain knowledge.

Learning L2 (second language) or Foreign language for some people can be so difficult. The learners might find themselves unmotivated to learn the foreign language. It might lead to quitting learning the foreign language itself. This research discussed about the meaning of the motivation and demotivation in learning foreign language.

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students. Learning is the main activity in the education process in schools. Learning is a conscious effort to change attitudes and behavior. In an effort to achieve a change in behavior, motivation is needed.

Motivation

Motivation is related to a person's behaviors that include decision making of doing something, duration of doing it and how much effort will they put in it (Dornyei, 2001). It is something like an urge that push you to do some works. If we have a specific goal that we desire, feel worth of doing it and try hard to reach the goal, then we can define these endeavors as action driven by motivation (Harmer, 1991).



Many common people said that motivation was the power source to be successful. It was mentioned too by some experts. Hayikaleng, Nair & Krishnasamy(2016) said that motivation is regarded as an important component to make students success in their language learning. According to Lai (2011), motivation refers to reasons that underlie behaviour that we characterized by willingness and volition.

From the definition above, we can know that motivation is important to learn language and teachers should be aware of significance of motivation in learners' language learning and through some changes they can help learners increase their motivation (Alizadeh, 2016).

The teacher should know about the students' motivation in learning second language because it will help the teacher to give the right teaching and learning method and keep them motivated. Without desire to learn, it is very difficult for learners to gain effective learning (Alizadeh, 2016).

Related to motivation, there are two types of motivation in learning language, those are:

1. Integrative Motivation

Integrative motivated is the condition when the learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture (Rehman, et al.,2014).

2. Instrumental Motivation

Instrumental motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group (Alizadeh, 2016).

Teachers should support their learners to figure out the motivation and also to search for their own motivational processes. The reason can be from the students' intrinsic motivation or extrinsic motivation

1. Intrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) state that intrinsic motivation (IM) in language learning refers to motivation to involve in an activity because the activity is enjoyable and interesting to take part.

Person might be motivated by enjoyment of the learning activity or desire to make themselves feel better. Here the pupils are enticed by their intrinsic motivation, they study English because of their internal urge.

2. Extrinsic Motivation

Hayikaleng, Nair & Krishnasamy (2016) define that extrinsic motivation (EM) refers to a performance which an individual performs in order to gain reward such as good grades or to increase salary, or alternatively to avoid from punishment. Here the pupils in learning English are encouraged by their external eagerness, such as looking for a job, doing examination, and so on.

We can know from above how important motivation as the part of learning language activity is.

Function of Motivation in Learning Process

The success of the teaching and learning process is influenced by student learning motivation. Teachers as educators need to encourage students to learn to achieve goals. Two functions of motivation in the learning process were proposed by Wina Sanjaya (2010):

1. Encourage students to be active

Everyone's behavior is caused by an internal urge called motivation. The size of a person's enthusiasm for work is largely determined by the size of that person's motivation. The enthusiasm of students in completing assignments given by the teacher on time and want to get good grades, because students have high motivation to learn.

2. As the Guidance

The behavior shown by each individual is basically directed to meet their needs or to achieve their goals. The existence of good motivation in learning will show good results.



Furthermore, according to Winarsih (2009) there are three functions of motivation:

- a. Encourage humans to act, so as a driving force or motor that releases energy. Motivation in this case is the energy of every activity undertaken.
- b. Determine the direction of action towards what you want to achieve. Thus motivation can provide direction and activities that must be carried out in accordance with the formulated objectives.
- c. Selecting actions, namely determining what actions must be done in order to achieve the goal. To choose which one is the priority which one.

The function of motivation is as the energy on achieving achievement or the goals. If someone has the willingness to achieve something, he or she must encourage themselves with their desires and determine the direction of their actions towards the goals that have to be achieved. Thus, students can select actions to determine what to do which is beneficial for the goals that they want to achieve.

Factor Affecting Learning Motivation

The learners' success on learning process is strongly influenced by their motivation. One of the indicators of learning quality is students' high motivation. Students who have high learning motivation towards learning something will be moved to have a desire to do something that can get certain results or goals.

According to Kompri (2016) learning motivation is a psychological development, meaning that it is affected by the physiological conditions and psychological maturity of students.

These are several elements that affect motivation in learning:

1. Students' goals and aspirations
The goals and aspirations will strengthen students' motivation to learn, both intrinsic and extrinsic.
2. Students Competency
The desire of the students should be accompanied by their competency to achieve their goals.
3. Students' Condition
Student condition which includes physical and spiritual conditions. A student who is sick will affect his attention in studying.
4. Students' Environmental Condition
The students' environment can be in the form of the natural environment, the environment in which they live, peer group and social life.

Some other researcher also gave their opinions on the factor that affecting students' motivation. Researcher, Darsono (2000), said almost the same as Kompri (2016), except one. Darsono (2000) said that teachers' effort also can be affecting the students' motivation. He said that teacher who could not give good teaching material will make the students lost their interest in learning on it. Meanwhile, Slameto (1991) said that there are two factor that can affecting the students' motivation.

Individual factor and social factor. He said that individual factor was about the students' maturity, intelligence, practice, motivation and private factor. The social factor was about the students' family, their teachers and how they teach, and social motivation.

Those are the factors that affecting students' motivation. The teacher should take a role as the motivator so that the students don't lose their motivation in learning. If the students lost their motivation in learning, then the teacher could be the reason why they lost their interest in learning or got the demotivation.



Demotivation

Dörnyei & Ushioda (2013) defined demotivation as —specific external forces that reduce or diminish the motivational basis of a behavioural intention or an ongoing action. The authors also highlighted that demotivation was not caused by (i) more attractive options nor stronger distractions, (ii) gradual loss of interest, or (iii) internal processes of deliberation without the influence of specific external triggers. In accordance with the aforementioned definition, the authors further emphasized that demotivation does not equate to the complete annulment of the initial positive basis of motivation; on the contrary, it was the observation that the resultant motivational force has been greatly reduced by a highly detrimental influence, whilst not neglecting the fact that other positive influences might also come into play. An example to illustrate this concept was how a student who had lost interest in studying English due to the dislike of the teacher might nonetheless believe in the importance of this language as a potential world language.

Meanwhile, based on Cambridge online dictionary, the meaning of demotivation is lack of interest in and enthusiasm about your work. Based on that explanation about demotivation, we can conclude that demotivation is the condition when we are not interested in doing the work that we do. It is the same as lost interest or intention to do the thing that we always do. It can be triggered by many reasons.

The demotivation can be appeared from many aspects. Demotivation in learning foreign language can be affected by learner-related influences arising mainly from intrinsic issues such as low self-esteem or poor self-worth (Chong, et al.2019). The students also got distraction from their friends and made them lazy to study (Harmoko & Nasution, 2020).

Many things can cause demotivation, Harmoko and Nasution (2020) said that the pressure from the students' family can cause motivation decreased. They said that the parents who was forcing their children to do something based on their way will also make their children lost their interest in learning. The next effect of this demotivation was decreasing of the student achievement.

The study done by Dörnyei (1998) found out that there were nine factors that lead to the demotivation in learning. These included: teacher-related factors, institutional facilities issues, reduced self-confidence, poor attitude towards the target language, compulsory nature of the target language, interference from another foreign language, negative attitudes towards the community of target language, negative attitudes of group members as well as the course books used in classrooms. The largest category was reported to be teacher-related factors which constituted 40 percent of the entire frequency of occurrences. This report evoked a subsequent surge in research on L2 demotivation, where many scholars took reference from the nine categories above to investigate demotivating influences in various contexts.

Subsequently, a plethora of evidence emerged and supported Dörnyei's (1998) findings in that teachers were most commonly cited by learners as having the greatest negative influence on student motivation (Falout & Maruyama 2004). With some of those aspects above, we can know what can make the students lost their interest in learning. If we can know the cause of losing motivation, hopefully the teachers who read this article can adjust themselves into a better teacher who can motivate their students better.

How to Motivate the Student

The purpose of learning is to achieve success with optimal performance. To achieve optimal learning outcomes requires teacher creativity in arousing student motivation. There are several things that must be considered by teachers to arouse student motivation as stated by Wina Sanjaya (2010) down here:

1. Clarify the goals to be achieved

Clear goals can foster student interest in learning. The clearer the goals to be achieved, the stronger the student's motivation to learn. Therefore, the teacher needs to explain the



- goals to be achieved before the learning process begins.
2. Generate Student Interest
Students will be motivated to learn, when they have an interest in learning. Several ways that can be done to foster student interest.
 - 1) Connect the lesson material to be taught with the needs of students.
 - 2) Adjust the subject matter with the level of experience and ability of students.
 - 3) Use a variety of learning models and strategies.
 3. Creating a pleasant atmosphere in learning.
 4. Give reasonable credit for each student's success.
 5. Give an assessment.
 6. Give comments on student work results.
 7. Create competition and cooperation.

Various efforts need to be made by the teacher so that the learning process will be successful. Teachers must be creative and innovative in carrying out learning tasks.

According to Nagpal (2020), there are five ways to motivate the students while in this pandemic Covid-19.

1. Adaptive self-efficacy and competence perceptions motivate students.

Designing the task than can be both challenging and encourage the lowachiever student to study more about the subject. This activity can be done by using technology. This is where technology and visual tools come into play. Bundling up tasks with online technology aids will help students below the grade level to keep them motivated. Providing an option to obtain extra credit on performing additional challenging tasks will keep students above the grade level motivated. Enablement of extra credit for going beyond the ask, bundled with precise feedback, will also work in a two-thronged way as it will also address the first implication. Extra credit will act as a motivator for students above the grade level to accept challenging tasks, whereas students below the grade level will be motivated to complete the task or follow feedback for improvement.

2. Adaptive attributions and control beliefs motivate students.

Flexibility is the most important part of this term. Student feedback on various topics like the progress of course, course content, associated tasks, online aids used, etc., should be considered at regular intervals, and their suggestions, if feasible, should be incorporated. This will keep students motivated and involved in the course.

3. Higher levels of interest and intrinsic motivation motivate students.

Motivation is like pandemic. It is contagious. When the teachers can highly motivate themselves, the students will also feel the emotion of their teacher. During these challenging times, it becomes even more necessary to diligently select online, in-person, or hybrid tasks that are out of the box and motivate students.

4. Higher levels of value motivate students.

The students should know the value of what they want to learn and how useful the knowledge in the future is. Reminding the students about the value directly is not really necessary. It would be beneficial if students are directed to find out through directed readings and experiential learning the relevance and future application of each topic.

5. Goals motivate and direct students.

Goals can also make the student keep focus on what they are doing. Learning with goals can direct the students to be more motivated the student to learn foreign language more.

CONCLUSION

Motivation plays the important part in foreign language learning. The motivation level in learning foreign language is crucial for the student to achieve the desired result of learning. The student cannot continue the language learning progress if they lost their interest in learning the



subject. The lost of interest in doing something can be called demotivation. Demotivation itself appeared because of many aspects, for instance intrinsic aspect, family aspect and the student's environment. All of those aspect can be opposed by bringing back the motivation.

To bring back the motivation, there are many ways to do re-motivation. The first thing to do is clarify the goal of the study. By doing that the student, in hope, the students will know why they study that subject in the first time. The next thing to do is creating interesting teaching and learning process. The way the teacher delivers the learning material is also important to keep the student interested in learning that subject, especially English language. Teachers can use many methods or technology to make their class much more interesting. Giving direct motivation to the student can be tried by the teacher to re-motivate the student. It can push the intrinsic motivation that the students already have in their mind. Even if there is no research about the efficiency of the direct motivation method, the teacher should try this method.

Dealing with demotivation, the teacher should know about the aspects or factors that can make the demotivation appear in students. The study done by Dörnyei (1998) found out that there were nine factors that lead to the demotivation in learning. These included: teacher-related factors, institutional facilities issues, reduced self-confidence, poor attitude towards the target language, compulsory nature of the target language, interference from another foreign language, negative attitudes towards the community of target language, negative attitudes of group members as well as the course books used in classrooms. By knowing these factors, the teacher can analyze the best way to re-motivate the student to student the particular learning subject.

In hope, the readers of this article can realize what kind of motivation that their students need and what factors that make them demotivate from learning. This article might help the teacher to make the correct decision when their student lost their interest in learning. This article might look straightforward, but it can be a reminder to whom forget about how important the motivation in learning and teaching process.

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