

Understanding and Addressing Demotivation in English Learning: Insights from Elementary School Students and Their Homeroom Teacher

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ABSTRACT

This study aims to identify the external factors that contribute to the demotivation of elementary school students in learning English as a foreign language and to examine the efforts employed by the teacher to mitigate this demotivation. Employing qualitative descriptive methods, data were collected through questionnaires administered to twenty fourth-grade students and through interviews with their homeroom teacher. Furthermore, observations were undertaken to evaluate how the teacher's initiatives to reduce student demotivation corresponded with actual classroom dynamics. The results indicated that inadequate school facilities, low test scores, non-communicative teaching methods, unengaging learning content and materials, as well as the teacher's competence and teaching styles, were the primary factors contributing to decreased student motivation. Among these factors, inadequate school facilities and low test scores exerted the most significant influence. The external factors that the teacher has addressed in an effort to prevent further demotivation encompass teacher competence and teaching style, learning content and materials, and non-communicative methods. These findings suggest that enhancements in educational facilities, improvements in teaching methodologies, and the creation of more engaging learning materials can contribute to reducing demotivation and increasing students' motivation to learn English. This study offers valuable insights for educators and policymakers in the development of effective learning strategies for English at the elementary level.



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1. INTRODUCTION

A decrease in motivation, commonly referred to as demotivation, can impact students' interest and enthusiasm for learning English. Motivation is a crucial element that influences success in the second language learning process. Therefore, educators pay great attention to the issue of students' demotivation (Hussain, et al., 2020; Meşe & Sevilen, 2021). Previous studies have identified motivation as a significant factor affecting the second language learning process (Huwari et al., 2023; Zawahreh & Al-Ali, 2020). However, throughout the learning process, students do not always have sufficient motivation, and various factors can contribute to a decrease in their motivation.

Demotivation, as the opposite of motivation, is defined as situations in which participants reduce or lose interest in the study due to various factors such as a lack of learning facilities, an uncomfortable learning atmosphere, too many activities, the teacher's less engaging teaching style, and a lack of reading materials (Dörnyei, 2001). It is believed that demotivation negatively impacts EFL learners' learning process and success in learning a particular foreign or second language. When someone feels demotivated, they tend to be

less engaged in learning activities. It can affect students in formal educational settings as well as individuals pursuing self-directed learning (Zolkapli et al., 2023). They may lack the motivation to complete assignments, participate in class, or practice English. The lack of engagement and effort caused by demotivation hinders progress in mastering English language skills. This can result in poor academic performance and failure to achieve learning goals. If demotivation persists for a long time, it can lead to a lack of self-confidence in using English.

Just as learning motivation is influenced by certain factors, demotivation also has factors that can influence students to enter that phase. The factors that influence demotivation are divided into two categories: internal factors and external factors. According to Dörnyei (cited in Huwari et al., 2023), internal factors are defined as inherent aspects that influence learning motivation. In this case, they are factors that come from within oneself, which include interest, curiosity, independent mastery and judgment, and internal success. Meanwhile, external factors are those that influence language development, such as parents, instructors, grades, friends, incentives, the learning environment, and cultural context. Sakai and Kikuchi (cited in Huwari et al., 2023) categorize the factors that influence demotivation in learning into five aspects, which include: 1) teacher competence and teaching styles, 2) learning content and materials, 3) inadequate school facilities, 4) non-communicative methods, and 5) test scores.

External factors of demotivation present an interesting topic for study for several reasons. The primary reason is that these factors involve elements beyond an individual's control, such as the environment, family, learning facilities, and teaching methods, which do not depend on personal decisions. This aspect leads to more objective results. Additionally, external factors are more measurable, making them well-suited for observation. Students' demotivation arises from both internal and external factors. Internal factors include student interest, curiosity, independent mastery and judgment, and a sense of internal success (Dörnyei, cited in Huwari et al., 2023). In contrast, external factors encompass teachers' competence and teaching styles, learning content and materials, integrated learning facilities, non-communicative methods, and test scores (Kikuchi & Sakai, 2009). There are five external factors such as Kikuchi and Sakai (2009), several factors related to teachers include teaching competence, personality, language proficiency, and teaching style. Simmons et al. (1999) state that teaching styles are often teacher-centered and include additional elements, such as group work and discussions, that can influence student learning. Therefore, both teaching competence and teaching style significantly affect student learning motivation (Aghaie, 2006). The second external factor is the learning content and materials (Kikuchi and Sakai, 2009). The third external factor is inadequate school facilities (Kikuchi and Sakai, 2009). The final external factor affecting student motivation is test scores (Kikuchi and Sakai, 2009) emphasize that the assessment of student learning outcomes significantly influences motivation to learn English.

Based on the explanation above, this research will focus on external factors that influence students' demotivation in learning. External factors were chosen as the focus of the research because they often serve as the primary causes of demotivation experienced by many EFL/ESL learners. By identifying and addressing these external factors, it is hoped that learning motivation can be improved more effectively. Therefore, the researcher has chosen to concentrate on the elementary school level, where students are first introduced to learning English. The perceptions of students experiencing demotivation can create the impression that learning English is difficult, unenjoyable, hard to understand, and associated with other negative attributes.

The importance of student motivation and its influence on the learning process has been the focus of many previous studies. As noted by Akram et al. (2023), motivation in foreign language learning has become a significant research topic, particularly in the field of education, where it is the most influential factor in the speed at which students acquire a foreign language. Similarly, understanding the factors that contribute to learning demotivation is crucial for research. In this context, identifying these demotivating factors can help teachers pinpoint what to avoid and what actions to take to reduce the level of demotivation among students.

One study investigating learning demotivation is the research conducted by Mido and Asmita (2023). This study reveals the factors causing student demotivation in learning English and identifies external factors contributing to this issue. The study found both internal and external factors leading to student demotivation. Internal factors include low interest in learning English, difficulty, and boredom with the language. External factors include uncreative teaching methods, a lack of appreciation from the teacher, insufficient learning facilities, limited interaction between teachers and students in the school environment, challenges in completing assignments, negative influences from classmates who generally do not like English, and a lack of family support regarding students' learning processes.

Another study conducted by Soviana (2018) aimed to investigate the demotivating factors experienced by vocational high school students in learning English. The findings revealed that students experienced both internal and external demotivation, with external demotivation being more dominant. External demotivation falls into four themes: teacher behavior and competence, teaching methods, learning

environment, and the materials used in English lessons. Internal demotivation was classified into three themes: students' attitudes toward English, experiences of failure, and self-esteem.

The other study was conducted by Jung (2011) aimed to identify the demotivating and re-motivating factors in college students' past English learning experiences and to explore effective English classes for low-level students based on the research findings. The research revealed that, during the demotivation process, external factors exerted a greater influence than internal factors, while learning situation factors had a stronger impact than learner factors. In contrast, during the re-motivation process, internal factors were more influential than external factors, with students' desire to excel in English and their awareness of the language's usefulness being the primary drivers of their re-motivation.

These previous studies generally discussed the issue of EFL/ESL students' demotivation at the secondary school and university levels. There are still very few studies that focus on students' demotivation at the elementary level, especially in the context of English language learning in Indonesia. English teachers need to foster positive perceptions of the English language and English learning as early as possible, as this will positively influence students' attitudes and motivation to learn English in the future. This goal will be achieved, in part, through research on students' demotivation in learning English at elementary schools. Therefore, this research intends to examine the issue of demotivation in learning English among elementary school students. This study aims to identify the main factors contributing to demotivation, focusing on elementary school students. The researcher formulated two research questions to answer:

1. What external factors demotivate students from learning English at the elementary school level?
2. How can the English teacher help students alleviate their demotivation in learning English?

2. RESEARCH METHOD

This research utilized a qualitative descriptive method and was conducted at an elementary school in Malang, East Java, Indonesia. English was taught by a homeroom teacher who developed the instructional materials based on personal initiatives aligned with the curriculum. The curriculum used as a learning reference combined elements of the old K13 curriculum (2013 National Curriculum) and the new Merdeka curriculum. For a comprehensive comparison of the two curricula, including their similarities and differences, please refer to Hasibuan and Agustina (2023).

The study participants consist of twenty fourth-grade students and their homeroom teacher. These students were selected because they are the only ones utilizing the Merdeka curriculum in the school, in which English is a mandatory subject. The inclusion of the fourth-grade homeroom teacher as a participant aims to gather more in-depth information regarding the students' demotivation in learning English.

Data collection was carried out by distributing a questionnaire offline to the students. To complete the questionnaire, the students were accompanied and guided by their homeroom teacher and the first researcher. Both the teacher and researcher provided instructions and explanations on how to fill out the questionnaire. If the students had difficulty understanding the statements, questions, or available answer options, the teacher and researcher assisted them by offering necessary explanations.

The questionnaire includes close-ended statements/questions that address five external factors potentially reducing motivation to learn English: 1) teacher competence and teaching style, 2) learning content and materials, 3) inadequate school facilities, 4) uncommunicative methods, and 5) test scores. These statements/questions were adapted from the research by Kikuchi and Sakai (2009, pp. 202–203) to meet the needs of this study and the local conditions. The original set contained 35 statements/questions, which has been reduced to 25.

Additionally, interviews were conducted with the English teachers to validate the results of the questionnaire distributed to the students. These interviews followed a semi-structured format to gather more accurate and in-depth information. The teacher interviewed was the fourth-grade homeroom teacher who also taught English in that class. The interview took place in the classroom after the researcher collected data from the students.

Apart from that, observations were conducted in this research to assess how efforts to minimize student demotivation, as conveyed during interviews with the teacher, aligned with the actual conditions in the field. Consequently, the researcher performed comprehensive observations, not limited to classroom settings, to achieve maximum results while considering external factors, including school facilities and others. Field notes were made by the researcher during the observations.

The collected data were analyzed and interpreted qualitatively to describe the data presented in tabular form. An in-depth analysis of the interview content was conducted to gain insights into the teachers' perspectives and experiences regarding the factors that motivated or demotivated students in learning English. Additionally, observational data were reviewed to identify patterns, trends, and significant events related to efforts aimed at reducing student demotivation. The findings from observations were then integrated with data from questionnaires and interviews to develop a comprehensive understanding of the issue. Subsequently, the researcher conducted triangulation by comparing and contrasting data from various

sources (questionnaires, interviews, and observations) to identify differences in findings. Final conclusions were drawn based on consistent and complementary results across these data sources. The research findings were interpreted by linking them to relevant theories and the findings of the previous research.

3. RESULTS

3.1. External factors of demotivation in learning English at elementary school

After analyzing the questionnaires distributed to 20 students, the author identified five external factors contributing to demotivation in learning at the school. The results of the questionnaire analysis are presented in Table 1. The researcher then triangulated the data with observational findings. The study's findings will be discussed below.

Table 1. Percentage of external factors contributing to demotivation

No	External Factors	%*
1.	Teacher's Competence and Teaching Method	35%
2.	Learning Content and Material	40%
3.	Inadequate School Facilities	69%
4.	Non-communicative Method	49%
5.	Test Score	59%

*The percentage is based on the number of *Agree* and *Strongly Agree* responses of the five indicators for each factor.

Table 1 above shows that the external factors most influencing students' motivation to learn English are inadequate school facilities and test scores, with nearly 69% and 59% approval, respectively. This is followed by non-communicative methods and learning content and materials, with respective percentages of 49% and 40%. Meanwhile, other external factors, such as teacher competence and teaching methods, have less influence, receiving only 35% approval from students.

The inadequate school facilities emerged as the most significant external factor causing demotivation in learning English. As a result, the use of computers as a supportive learning tool is rare, if not non-existent, with only 23.2% (from 69%) agreement. Observations conducted confirmed that computer usage is indeed very limited. The majority of students concur with the statement that the internet is not utilized in learning, also reaching 23.2% agreement. The researchers found through the observation that online learning resources were rarely used and very limited. These two indicators received the highest level of agreement compared to others. This is relevant because, in today's digital age, computers and the internet are essential for enhancing learning, allowing students to access additional information more easily. Therefore, when the use of the internet and computers is not maximized, it can diminish the effectiveness of students' learning, leading to demotivation in learning English. Meanwhile, the indicators regarding "laboratory equipment being unavailable or unused, as well as multimedia facilities like projectors not being available," received the lowest percentages, each only around 15% of total approvals. In the observation, the researcher found that the school only has 1 projector. The projector will be used alternately with other classes. Meanwhile, there is no laboratory in the school. This is relevant because learning through digital media, such as mobile phones, is considered more necessary than through laboratories.

Test scores became the second factor with the highest percentage, reaching 59%. The statement "I am afraid of making mistakes when speaking English" garnered 25.4% (from 59%) agreement, making it the highest among the five indicators. This fear is often caused by teasing from peers when mistakes are made in English pronunciation, leading students to hesitate in their learning. In the observations conducted, the researcher found that students experienced difficulties in remembering vocabulary and sentence structure in English. This made them feel anxious when speaking in English. Additionally, 23.7% of the total agreement indicated that students feel less confident in their English abilities when they receive low grades. These findings demonstrate that learning outcomes, or test scores, significantly impact students' motivation to learn. The same percentage also applies to the statement "My ability to listen to or understand English is poor," which received 23.7% agreement. The researchers observed that students struggled with listening comprehension, grammar, and vocabulary understanding, making learning difficult for them. The statement "I cannot perform on tests as well as my classmates" received the lowest percentage, at only around 8% of total approvals. This suggests that students feel their abilities are relatively equal to those of their classmates.

The third highest factor is non-communicative methods, with the indicator that received the highest approval being "The English lessons often focus on word and sentence translation," which garnered 34.7% (from 49%) agreement. The observation result shows that a lot of material indeed only focus on the translation. This is relevant because if learning consists solely of repetition without the application of other methods, students may easily become bored, leading to demotivation in learning English. Another indicator is that the teacher often provides one-way explanations without involving students in practice, which reached

26.5% (from 49%) agreement. It is validated by the observation that the teacher often use one-way explanation in teaching English. One-way explanations also contribute to student fatigue in learning because no communication occurs. As a result, this can lead to increased student demotivation. Meanwhile, the statement "I am often punished for my poor English skills" received only around 6% (from 49%) of total approvals. This is also supported by observations made by the researchers that teachers do not punish students for having poor skills.

In the fourth position, learning content and material is identified as an external factor in student demotivation, with a percentage of 40%. The main reason students feel less motivated is the limited use of media and teaching materials, such as videos, audio, and the internet, in English learning. This indicator received 37.5% (from 40%) of total agreement. It is validated by the observation result that showed the media of teaching is very limited. Additionally, the English readings in textbooks are often too long or difficult to understand, with 30% (from 40%) agreement. These two indicators are interconnected and have high percentages. Readings in textbooks that are overly lengthy, without the integration of audio-visual learning, can lead to students feeling bored and uninterested in the material presented. Thus, these factors can significantly contribute to high levels of demotivation in students learning English. The indicator "The English learning materials are often not interesting to me" received the lowest percentage, at only 10% (from 40%). This indicates that the available materials are actually considered interesting. The observation showed the result that the text is interesting, but the students still find difficulties in learning English because this is their first experience.

Meanwhile, the factor of teacher's competence and teaching method received the lowest percentage, at 35%. Although this figure is low, it indicates that students agree there are factors related to teachers' competence and teaching methods that also affect their demotivation in learning. This is because the teacher does not provide activities that engage students in speaking and listening practice during English lessons. This indicator garnered 28.5% (from 35%) of total agreement from students. One reason their demotivation increases is related to the teacher's ability. The teacher's English pronunciation is unclear and difficult to understand, which also received 28.5% (from 35%) of total agreement from students. The observation also found the same result that the teacher sometimes speaks unclearly. This situation arises because the teacher is the homeroom teacher and not a native English speaker. Consequently, the English pronunciation provided by the teacher is based solely on their own knowledge. Another 28.5% (from 35%) of total agreement from students comes from the indicator stating that the teacher does not provide activities that engage students in speaking and listening practice during English lessons. Meanwhile, the indicator "The teacher does not correct students' pronunciation mistakes during English lessons" received 0% approval. This aligns with observations made by the researchers that teachers make an effort to correct students' pronunciation errors whenever possible.

3.2. Teacher's efforts to reduce demotivation in learning English

From the results of the interview conducted with the homeroom teacher, who also teaches English, it was found that the teacher has made several efforts to reduce students' learning demotivation. The external factors that the teacher has worked on to prevent further demotivation include the teacher's competence and teaching style, learning content and materials, and non-communicative methods.

In terms of teacher competence and teaching style, the teacher strives to correct students' pronunciation mistakes. As the teacher said:

"Tentu, saya mengoreksi kesalahan pengucapan siswa untuk membantu kemampuan berbicara Bahasa Inggris mereka."

(Of course, I correct students' pronunciation mistakes to help improve their English speaking skills.)

This is expected to help enhance students' abilities. The teacher also attempts to encourage students to speak in English during lessons.

"Saya menerapkan pembelajaran dengan membiasakan untuk berbicara Bahasa Inggris selama pembelajaran berlangsung. Contohnya, ketika ijin ke toilet menggunakan Bahasa Inggris."

(I implement learning by getting students accustomed to speaking English during class. For example, when asking to go to the toilet, they use English.)

This is done with the hope that learning becomes more effective and that students' skills develop.

Regarding the external factor of learning content and materials, there is not much the teacher can do since this also relates to the facilities available at the school. However, the teacher still strives to ensure that learning does not focus solely on texts.

"Biasanya menggunakan gambar saja karena memang sangat terbatas."

(Usually, I only use pictures because the resources are very limited.)

This statement explains that the other teaching aids used in the lessons are images. This is done to prevent students from becoming bored with lessons that focus only on text. The teacher also explained that the material available in the books often focuses solely on the translation of words and sentences. For this reason, the teacher also seeks to provide opportunities for students to practice their speaking skills through reading.

“Iya, isi materi dibuka tentang penerjemahan kata dan kalimat. Dan biasanya saya memberi mereka kesempatan untuk membaca didepan agar meningkatkan kepercayaan diri mereka dan mengasah skill berbicara bahasa Inggrisnya agar tidak menerjemahkan saja.”

(Yes, the content in the book is about translating words and sentences. I usually give them a chance to read aloud to boost their confidence and hone their English speaking skills, rather than just translating.)

In relation to the external factor of non-communicative methods, the teacher also strives to make classroom learning more interactive.

“Saya mencoba berbagai teknik, meski hasilnya tidak selalu memuaskan. Beberapa siswa tampaknya tidak terpengaruh oleh upaya saya, dan saya merasa kesulitan untuk menemukan cara yang efektif untuk meningkatkan motivasi mereka, dan karena basic saya bukan dibahasa inggris untuk menemukan cara yang menarik dalam pembelajaran bahasa inggris ini agak kesusahan.”

(I try various techniques, though the results are not always satisfying. Some students seem unaffected by my efforts, and I find it difficult to discover effective ways to boost their motivation. Since my background is not in English, finding engaging methods for teaching this subject is somewhat challenging.)

From the teacher's statements, it is evident that they also face difficulties in finding effective ways to maximize classroom learning. Nevertheless, the teacher continues to make various efforts, one of which is creating an interactive classroom.

“Saya menggunakan model ceramah, tetapi tidak secara terus menerus. Saya menggabungkan ceramah dengan metode interaktif agar siswa tetap terlibat dan aktif berpartisipasi.”

(I use a lecture model, but not continuously. I combine lectures with interactive methods to keep students engaged and actively participating.)

During the interview, the researchers also directly asked how the teacher attempts to minimize students' lack of motivation, and the teacher responded:

“Saya telah mencoba beberapa pendekatan untuk memotivasi siswa yang kurang termotivasi, seperti yang sudah saya jelaskan tadi. Selain itu, saya sering merasa terbatas yakni dengan kurangnya fasilitas sekolah yang kurang memadai. Meskipun saya berusaha untuk menciptakan lingkungan belajar yang menyenangkan, banyak siswa yang masih merasa bahwa Bahasa Inggris adalah pelajaran yang sulit dan membosankan. Saya khawatir bahwa upaya saya tidak cukup untuk mengubah sikap mereka terhadap pelajaran ini, dan ini menjadi tantangan yang terus-menerus saya hadapi.”

(I have tried several approaches to motivate less motivated students, as I have explained earlier. Additionally, I often feel limited by the inadequate school facilities. Although I strive to create a pleasant learning environment, many students still feel that English is a difficult and boring subject. I worry that my efforts are not enough to change their attitudes toward this subject, and this is a constant challenge I face.)

From the teacher's comments, it can be concluded that the very limited availability of facilities restricts the teacher's ability to create engaging learning experiences for students. Therefore, it is challenging for the teacher to minimize demotivation in learning among students. At this level, the school needs to play a role as the provider of facilities so that better results can be achieved in efforts to reduce students' demotivation in learning English.

4. DISCUSSION

The data obtained from the research indicates that inadequate school facilities are the external factor with the highest percentage of influence. This is followed by other factors such as test scores, non-communicative methods, learning content and materials, and teacher's competence and teaching styles. This finding contrasts with the research conducted by Kikuchi and Sakai (2009), which identified inadequate school facilities as the least influential factor in learning demotivation. The difference suggests a disparity in the availability of educational facilities in Japan, known for its superior education system and advanced technology (Halawa, Telaumbanua, & Buulolo, 2023). In contrast, educational facilities in Indonesia tend to be simpler. While many schools have complete facilities, numerous educational institutions, particularly at the elementary school level, still face inadequacies. This aligns with the observations made by Lisnawati et

al. (2023), who noted that infrastructure in elementary schools receives little attention from both schools and the government. Thus, it is relevant that inadequate school facilities are identified as the most influential factor in demotivating learning.

However, a similar result was found for the second highest factor, which is test scores. In the research conducted by Kikuchi and Sakai (2009), test scores also ranked second. A similar finding was observed in Adara's (2018) study, where test scores were the second-highest factor in demotivation in learning English. Both studies confirm that low scores obtained by students after taking tests lead to a lack of motivation. Nonetheless, Dornyei (cited in Adara, 2018) states that low scores can either trigger student motivation or reduce it. This is due to the varying responses from students when faced with low scores. At this level, evaluation is necessary for students with low scores so they can correct their mistakes and alleviate learning demotivation.

Furthermore, teacher competence and teaching style received the lowest rank in this study, while they ranked third in the research by Kikuchi and Sakai (2009). In contrast, in another study conducted by Adara (2018), this factor emerged as the most prominent cause of demotivation in learning English. However, Adara's (2018) research identified common indicators that showed teachers' competence and teaching materials had an impact on student motivation in learning. This is related to teachers often using Indonesian when teaching, as well as their unclear English pronunciation. Consequently, this leads to students not understanding the material presented by the teacher.

Despite this, the teacher's competence and teaching materials may be rated the lowest because the efforts made by the teacher (as indicated in the results) primarily focus on this factor, such as her attempts to create opportunities for students to improve their English skills. In contrast, not much can be done by the teacher regarding the highest factor, which is inadequate school facility. This is due to the teacher's inability to provide the complete facilities needed by students. Although small efforts are still made, at this level, the role of school management is crucial. Therefore, a good synergy between the teacher and students, as well as with facility providers, is needed to achieve optimal results in student learning, especially in efforts to reduce demotivation in learning English.

These findings imply that the inadequacy of educational facilities in Indonesia, such as the lack of access to technology and sufficient learning resources, can hinder students' learning processes. Therefore, greater attention from the government and school administrators is needed to improve educational infrastructure to meet the standards that can support effective learning. Additionally, low test scores remain a significant factor in reducing student motivation, indicating that a more constructive evaluation approach is essential, focusing not only on results but also on the learning process and ongoing improvement. Although teacher competence and teaching methods ranked the lowest in this study, their role remains vital. Teachers' efforts to create an interactive and supportive learning environment can help reduce levels of demotivation, even though greater challenges related to school facilities are beyond their control.

The English language education curriculum in Indonesia has distinct characteristics compared to other subjects. Its primary focus is on developing communicative skills, including speaking, listening, reading, and writing in English (Sutardi, 2011). The curriculum emphasizes the practical use of English in contextual and functional situations, rather than merely mastering grammar. Learning materials are developed around themes relevant to students' daily lives, such as family, hobbies, and the environment. Additionally, there is a growing emphasis on incorporating technology, such as multimedia resources, audio, and video, to boost students' motivation and enhance interaction in learning English. The curriculum promotes student-centered learning, encouraging active engagement through activities like discussions, presentations, and projects. Assessment in English language learning includes written tests, performance-based evaluations, and student-created products to authentically measure communicative abilities.

English language learning for children requires tailored methods and approaches, particularly for those who do not speak English as their primary language. It is essential to implement specific strategies that facilitate children's understanding of the language they are learning (Uzer, 2019). In today's world, the urgency of mastering English poses a unique challenge in selecting effective and enjoyable learning methods. It is crucial to ensure that children do not face significant difficulties and that they can easily engage with learning materials. Mazhabi (2019) categorizes the age groups for language learning in children as follows: the first group (ages 3-4), the second group (ages 4-6), the third group (ages 7-9), and the fourth group (ages 10-12). This classification highlights the need for differentiated attention and teaching methods based on the child's developmental stage.

It can be concluded that the characteristics of English language learning vary between children and teenagers or adults. According to Suyanto (2024), English language instruction for children, particularly elementary school students, is generally delivered in an interactive and engaging manner. Key elements of this approach include game-based activities, songs, and stories. Other notable characteristics include the use of audiovisual media, connecting learning to everyday contexts, employing repetition to reinforce material, and incorporating storytelling into the learning process. According to Suyanto (2024), each of these

characteristics influences the outcomes of the learning process. An interactive and engaging approach can enhance children's enthusiasm for learning. Incorporating songs and games creates a fun learning environment that stimulates active participation among children. The use of audiovisual media reinforces children's understanding of the material presented. Additionally, repetition is essential in learning, as it helps children master and retain content more effectively. Stories also play a crucial role; through storytelling, children can learn and practice language skills in an engaging manner.

In line with the above statement, Wijaya (2015) noted that different and engaging approaches to teaching English to children lead to better understanding. The role of the teacher or instructor is crucial in presenting learning material in a way that prevents children from struggling to comprehend, which can lead to boredom during the learning process. To achieve optimal results in basic-level English learning, Yamin (2017) suggests several methods or approaches that can be utilized. These include Total Physical Response (TPR), reading aloud, songs and games, and field studies. These methods can be adapted to meet the needs of the students and can be applied simultaneously to enhance their interest and motivation in learning.

From these findings, several recommendations can be made. First, for school administrators and policymakers, this research provides clear insights into the importance of improving school facilities as a priority in educational policy. A larger budget allocation for educational infrastructure is crucial to creating a better learning environment. Policymakers are expected to consider programs that focus on enhancing the quality of educational facilities, including the provision of better technology and learning resources. Second, these findings can serve as a foundation for teachers to formulate more creative and communicative teaching strategies. Training teachers on how to use more effective and engaging teaching methods can help boost student motivation (Cents-Boonstra, Lichtwarck-Aschoff, Denessen, Aelterman, & Haerens, 2021; Cents-Boonstra, Lichtwarck-Aschoff, Lara, & Denessen, 2022; Silva, 2023). By employing more varied and interactive teaching materials, such as multimedia technology, students can become more engaged in the learning process (Subekti, Lestariningsih, & Kurniawati, 2024).

5. CONCLUSION

From the research conducted, it can be concluded that five external factors contribute significantly to demotivation in learning English: Teacher's competence and teaching style, learning contents and materials, inadequate school facilities, non-communicative methods, and test scores. These factors, including the lack of teacher skills, incomplete teaching tools, and the difficulty of the material, lead students to perceive English lessons as challenging and unenjoyable. Consequently, there is a pressing need for further efforts to address these issues and reduce students' demotivation in learning English as a foreign language. Meanwhile, the external factors that the teacher has worked on to prevent further demotivation include teacher's competence and teaching style, learning content and materials, and non-communicative methods.

The results of this study are expected to provide valuable insights for educators, enabling them to implement effective teaching strategies that can enhance student engagement and motivation. By focusing on improving teacher competencies, revising learning materials, upgrading school facilities, adopting more communicative teaching methods, and reevaluating assessment practices, educators can create a more supportive and enjoyable learning environment. These actions are essential not only for enhancing students' motivation but also for fostering a positive attitude towards learning English, ultimately leading to better academic outcomes. Finally, this research emphasizes the importance of collaboration among teachers, school management, and facility providers in creating a conducive learning environment. This synergy is expected to facilitate more holistic improvements in English education at the elementary level. Thus, this research not only provides an overview of the factors influencing student demotivation but also offers practical solutions and policies that can be implemented to enhance the quality of education in Indonesia.

It should be noted, however, that this research only involves 20 students from one elementary school, which may restrict the transferability of the findings to a broader context. Therefore, the author suggests that future researchers use a larger sample, both in terms of quantity and the location of the sample. With a broader sample, it is hoped that the research results will be able to represent the overall factors of student demotivation in Indonesia.

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