

# **Demotivating Factors in English Language Teaching Process Among Junior High School Teachers**

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## **Abstract**

Tirta Sari Pratiwi Tampubolon, 2017, Demotivating Factors in Teaching English Language Process Among Junior High School Teachers. A Thesis of English Study Program, Teacher Training and Education Faculty, University of Jambi in Academic Year 2017/2018. The first supervisor is Eddy Haryanto, PhD. The second supervisor is Nunung Fajaryani, S.Pd., M.Pd.

***Key words: demotivation, demotivating factors, public school, private school***

Many studies have mainly focused on teacher's motivation or the students' motivation and students' demotivation rather than teacher demotivation in English as a foreign language (EFL) teaching context, whereas lack of data have been found on the factors that cause teacher demotivation in Indonesia contexts in one of public school and one of private school in junior high school level. The purpose of this research is researcher tried to investigate the differences demotivating factors for teacher in junior high school between public school and private school. The participants were a purposive sample of English teachers currently at

SMP N 4 Kota Jambi and SMP Xaverius 2 Kota Jambi. The study was designed as a qualitative case study, and involved demographic questionnaire and face to face interview for data collection. The result of the research revealed with divided into two part factors between public school and private school. In public school there are seven factors for demotivation in English language teaching process: problems related to the (1) students, (2) teacher's workload, (3) physical condition, (4) material/textbook, (5) working condition, (6) parental interest, (7) curriculum. In private school there are four factors for demotivation in English language teaching process: problems related to the (1) students, (2) physical condition, (3) material/textbook, (4) curriculum. The students were source of demotivation for over a half of the teachers and the most influential demotivating factor almost half of them.

## **I. Introduction**

Demotivation is a relatively new issue in the field of second/foreign language (L2) teaching motivation Dornyei (2001). Recognizing and removing barriers can have a marked effect on motivation and attention to teach in general and English as a foreign language (EFL) teaching in particular. Demotivating factors are essential factors which negatively influence the teacher's attitudes and behaviors and hence lead to undesired teaching outcomes. According to Dornyei (2001), the teacher demotivation factors result from stressful nature of work, inhibition of teacher autonomy, insufficient self-efficacy, content repetitiveness, and inadequate career structure. The definition suggests that teacher demotivation should receive more attention as it directly contributes to teacher practices, attitudes, and behaviors inside the classroom.

The researcher discussed the relation of findings with the previous research. In findings, there are some differences factors that influence demotivation teachers in teaching English between public and private junior high school. The importance of school choice by investigating the effectiveness between public and private schools in many countries such as from USA but also in Europe (J. Dronkers & P. Robert, 2008), Indian (K. Muralidharan & M. Kremer, 2006), Chicago (Coleman et al, 1981), and Washington, DC (NCES, 1997), Most of previous research have suggested that the teacher demotivation in public and private school issue highly contributes to the quality of teaching processes. Many factors contribute to teacher demotivation.

## **II. Factors Causing Demotivation in Teaching English**

The main result obtained from previous research study according to Aydin (2012) was that there are six main factors that cause demotivation during the EFL teaching process. They included problems relating to the (a) teaching profession, (b) curriculum, (c) working conditions, (d) students and their parents, (e) colleagues and school administrators, and (7) physical conditions. To begin with, the lack of knowledge about the teaching profession and some related issues including the lack of knowledge of teaching methodology, dealing with special children and the use of computers in classes, and the difficulties with stress control are the main sources of demotivation. Second, some problems relating to the curriculum, such as lack of supportive material for classroom use, invalid central examinations, and problems with the course books regarding the disunity and coherence, and imbalanced activities presented in the books are another source of demotivation. Third, it was concluded that difficult working conditions become another demotivating factor. Specifically, this includes financial problems, heavy workload and problems concerning regular duties and social activities within the school environment. Fourth, a few problems arose from the students themselves and their parents.

According to Aydin (2012) there are six main factors that cause demotivation during the EFL teaching process, they are:

### **1). Teaching Professions**

The lack of knowledge about the teaching profession and some related issues including the lack of knowledge of teaching methodology, and controlling class and also dealing with special children are the main sources of demotivation.

### **2). Curriculum**

Curriculum is not appropriate means that such as lack of supportive material for classroom use, invalid central examinations and problems with the course books regarding the disunity and coherence, and imbalanced activities presented in the books are another source of demotivation.

### **3). Working Conditions**

This includes financial problems, heavy workload and problems concerning regular duties and social activities within the school environment.

#### **4). Students and Their Parents**

For example, violence and abuse were noted in addition to a low motivational level among the learners, their negative attitudes and perceptions of EFL learning and ignorance of computer use in the learning process, and lack of parental interest. All these go toward making a teacher feel demotivated.

#### **5). Colleagues and Administrators**

The communication problems among the teachers and the ideological discrimination by school administrators were also factors leading to demotivation during the EFL teaching process.

#### **6). Physical Conditions**

Problems relating to the physical conditions, such as crowded classrooms, noise, and bad school climate about educational technology created demotivation in the EFL teaching process.

### **III. Research Design and Approach of the Study**

In this study, the researcher used to be a qualitative case study is ,”an approach to research that facilitates exploration of a phenomenon within its context, using a variety of data sources” (Baxter & Jack, 2008, p. 544).. The location of this study is Jambi province. This study was conducted at the site for this study is in SMP N 4 Jambi and Xaverius Jambi. There are two schools that researcher got the data. SMP N 4 Jambi is located on Jl. Abdul Muis No. 28 Jambi and SMP Xaverius 2 Jambi is located on Jl. Melur 1 No. 23 Telanai Pura Jambi.

The population of this study were the research participants of this study are seven English teachers consist of five teachers public at SMPN 4 Jambi and two teachers private at SMP Xaverius 2 Jambi. In analyzing the data, the researcher did some steps by demographic questionnaires and interview of the study, the researcher analyzed it descriptively.

### **IV. Finding and Discussion**

In the following presents several findings from interview data which categorized under three major topic; (1) general findings: teacher’s feeling about teaching, teaching philosophy of English teachers and teachers attitudes and motivation in teaching English as a foreign language, (2) summary of findings on demotivating factors of English language

teaching: the most demotivating factors among English teachers in teaching English as a foreign language (EFL), and (3) a factor do not demotivate teachers in teaching English as a foreign language.

## **1 Teacher's Feeling about Teaching**

According to the "Cambridge International Dictionary of English, teaching means "to give (someone) knowledge or to instruct or train (someone)" whereas the " Longman Dictionary of Contemporary English" suggest that it means to show somebody how to do something " or to " change somebody's ideas.' According to Hill and Dobbyn (1982, p. 30), some people are born teachers, who have the desire and the ability to pass knowledge and skills on successfully. But even a person who is not a born teacher can improve a lot by learning to smile, to be enthusiastic and patient and to be constantly looking for new ways of getting his message across to his pupils.

Teachers should be able to grade their feeling about teaching. This research gives a chance to express how they really feel about teaching in general. Being asked how they feel about teaching, most of teachers said that teaching was a wonderful thing, something interesting, satisfied, and disappointed.

## **2 Demotivating Factors in English Language Teaching**

1).This research set out to find out; What had made teachers demotivated in English language teaching junior high school English teachers at public SMPN 4 and private SMP Xaverius 2 in Jambi?. 2).What were the differences of demotivating factors in English language teaching junior high school English teachers at public SMPN 4 and private SMP Xaverius 2 in Jambi?. The findings indicated clearly that the common themes that emerged from the interview data is that teacher demotivation is directly related to the students. Further, the particular demotivating factor for English teachers in teaching English is also being with students.

Based on the findings, the result of the research revealed with divided into two part factors between public school and private school. In public school there are seven factors for demotivation in English language teaching process: problems related to the (1) students, (2) teacher's workload, (3) physical condition, (4) material/textbook, (5) working condition, (6) parental interest, (7) curriculum. In private school there are four factors for demotivation in English language teaching process: problems related to the (1) students, (2) physical

condition, (3) material/textbook, (4) curriculum. The students were source of demotivation for over a half of the teachers and the most influential demotivating factor almost half of them. Finding the students strong influence on teachers demotivation made in this research is consistent with the findings of the previous studies on demotivation (e.g. Aydin, 2012). Furthermore, the fact is that attitude of study toward English as a foreign language also had an effect on student's motivation and achievement (see e.g. Gorham and Christophel, 1992 & Chambers, 1993). This is not surprising because most teachers reportedly derive their motivation from their students and the act of teaching. If students do not show a positive attitude towards the subject that they learn or are not motivated enough, it is quite natural that teachers get demotivated.

Further, the researcher discusses another finding mainly in terms of comparisons of the factor structure with Hettiarachchi (2010) five categories (limited facilities for teaching and learning in schools, over crowded classes, writing school-based assessment, textbooks that do not match student proficiency and issues in teaching methodology). With respect to these categories of demotivation, two factors (limited facilities and over-crowded classes) observed in this research overlapped with Hettiarachchi's list.

Other common demotivate revealed in the research is the lack of parental involvement in student education. Moreover, this finding in the interview data is approximately supported because participants had reported "parents did not support their children to learn English as a foreign language" as a demotivator for them. Issue that inadequate parental involvement in their children's education have also been identified as demotivators for teachers in many other contexts, especially in developing countries (Aydin, 2012).

Even though interview results revealed several issues related to the method, the teachers assert that method is not a factor demotivated for them in teaching English as a foreign language. While keeping with the curriculum, they can teach the way that they want. These responses of the participants imply that they are motivated by the freedom that they enjoy to select their own teaching methods. However, this finding is not consistent with the finding of Aydin's study (2012) that identified the problems related to teaching profession as one of demotivating factors as the finding.

### **3. Non-demotivated factor of English Language Teaching**

Actually an applying teaching method assists teachers in identifying important concepts and skills as well as effective methods for fostering student's learning and development. When informed by teacher's knowledge of individual learner, a well-articulated methods guide teachers so they can provide students with experiences that foster growth across a broad range of development and content areas. A method also helps ensure that the teacher is intentional in planning a daily schedule.

Surprisingly, with regard to the method in general term, all seven participants commented that the method is not an issue as one of demotivating factors in teaching English as a foreign language. Moreover, the teachers appreciate the fact that they have the freedom to select teaching methods according to the proficiency of students. The most important thing for them is how the method implemented in real situations. The most important thing for them is how the method implemented in real situations. Being asked on the issue of method, they dis agreed that method could affect their interest in teaching English as a foreign language. **Non-demotivated factor of English Language Teaching**

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## **V. Conclusion and Suggestion**

### **a. Conclusion**

The purpose of this research is researcher tried to investigate the differences demotivating factors for teacher in junior high school between public school and private school. One of the important issues or factors in teaching English as a foreign language in Indonesia demotivation that may exist among teacher and may negatively influence their practices, attitudes and behaviors and hence leading to the undesired teaching outcomes.

### **b. Suggestion**

Based on the finding of the research, this study has only served as an exploratory and directional example of the various topics that can be included in research on demotivation. Since demotivation is still a relatively new area of foreign research there are plenty of issues that need further investigation. In fact, demotivation itself requires further investigation because the demotivating factors discovered so far can hardly be regarded as universal, considering demotivation's contextual nature and hence, further explorations on the variety of factors are needed. A good way to do this would be to used more than one type of method, for instance, to start with a questionnaire or some type of writing task and then complement it with an interview.

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