

**MOTIVATING AND DEMOTIVATING FACTORS AMONG
UNIVERSITY STUDENTS IN STUDYING ENGLISH**

Thesis

Submitted by:

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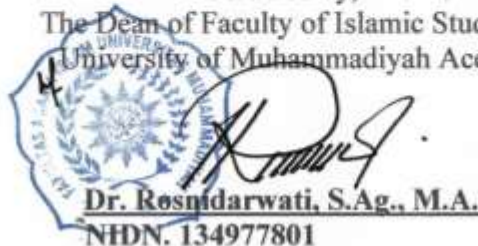
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DECLARATION

I declare that the thesis entitled “*Motivating and Demotivating Factors among University Students in Studying English*” is entirely my own work. There is no part in it that contains plagiarism from other people’s work nor I plagiarize or cite in ways that are not in accordance with the prevailing scientific knowledge in the scientific community. For this statement, I am ready to bear the risk/sanctions imposed on me if in the future it is found that there is a violation of scientific ethics in my work, or there are claims from other parties about the authenticity of my work.

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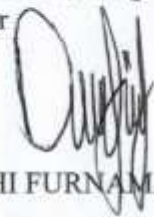
Praise be to the presence of Allah SWT. who has given His mercy and grace to the author, who has given the opportunity and health to the writer so that the writer can complete this thesis.

Peace and salutation to our Prophet Muhammad SAW. who has brought us from the realm of ignorance to the realm of Islam, from the realm of darkness to the realm of light as we feel right now.

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DESHI FURNAMA VELLA

ABSTRACT

Deshi Furnama Vella (2023). Motivating and Demotivating Factors among University Students in Studying English.

Motivation is something that can encourage someone to take an action or deed that can help him achieve something he wants, while demotivation is the opposite of motivation. This study was conducted with the aim to investigate the motivational and demotivating factors of students in learning English. This study used quantitative research. Data collection technique used questionnaire. The subjects in this study were 47 students majoring in English at University of Muhammadiyah Aceh. In this study the researcher found several factors that can make students motivated and demotivated. The motivational factors include: meaningful English material, enjoying learning English in class, the need to learn English, wanting study abroad, liking the language, to helping their future careers, developing their knowledge, and stimulating them to express their thoughts or feelings in English. Demotivation factors include: unlikely to find high paying jobs later on, feeling like wasting their time at school, not understanding why they are in college, and not understanding what they are doing at school.

Keywords: Motivating factors, demotivating factors, studying English

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CHAPTER 1

INTRODUCTION

This chapter presents the background of study, terminology, research questions, aims of study, research study, significance of study, population and sample.

A. Background of Study

Education is one of the important things in human life. And this is also an important thing that everyone should get. Where with the existence of education, one can easily distinguish which things are good to do and also which are bad things to do. We can get education from anywhere, such as at home, at school, from social media and so on. Especially in learning English. It is known that English is one of the international languages that students should master. English is an international language because English is one of the languages that is widely used as an intermediary language in all corners of the world compared to other languages. Therefore, by studying English, students can easily access lessons that use English.

In learning English, motivation is also needed that can increase the desire to learn from within the students themselves. Whereas people know that motivation is something that originates and grows from within a person to achieve something he wants to get. This is in line with what one expert said, based on the theory of the book entitled *Motivation and Its Measurement: Analysis in the Field of Education* by Uno (2007), motivation is a basic impulse that can move a person to

take an action or deed. Uno's intention here is where someone will take an action or deed because he is motivated by motivation. Therefore, motivation becomes one of the most important and influential factors in a person's learning English.

According to Murdock and Miller (2008), motivation to learn refers to a student's interest and dedication to learning and achieving exceptional academic grades that will help them in their future occupational carrier (cited in Ullah, et al. 2013). Learning motivation is divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic and extrinsic motivation differentiate these two types of motivation. Intrinsic motivation is a motive that exists in students because they realize or encourage students to do something. While extrinsic motivation is a motive that requires external stimulation to encourage learning activities, such as teachers, family and friends. Extrinsic motivation occurs because students are less aware of achieving goals.

There are several factors that have an important influence on student learning motivation, including: interaction between lecturers and students, class environment and class size. Whiting, et al. (2008) stated that to educate students, a lecturer must be trained, dedicated, and responsive (cited in Ullah, et al. 2013).

Based on the preliminary study, the researcher found that at University of Muhammadiyah Aceh, especially in the English Education Department, there were several factors that influenced students' motivation and not motivation in learning English. From what was seen and happened in class according to the previous observations experienced by many students in learning English. The researcher also saw that during the learning process that took place in class, there

were some students who were very motivated to learn, there were also some students who were not motivated to take part in the learning. That is the main reason the researcher raised this problem to become a study.

Based on the explanation above, the researcher wants to find out research on the factors that influence student motivation and not motivation in learning with the title "Motivating and Demotivating Factors among University Students in Studying English".

B. Research Questions

1. What are the motivating factors that influence university students in studying English?
2. What are the demotivating factors that influence university students in studying English?

C. Aim of Study

In accordance with the problems above, the objectives of this study are:

1. To find out the motivating factors that influence University students in studying English.
2. To find out the demotivating factors that influence University students in studying English.

D. Significance of the Study

In this study there are several benefits that are obtained, namely benefits for lecturers, students, and of course for the researcher themselves. Among others are:

1. Lecturers, with this research English lecturers can certainly find out what motivating and demotivating factors exist in students in learning English, both seen from the reasons they study on campus and the reasons they study English at University of Muhammadiyah Aceh.
2. Students, with this research, students can of course also express their arguments through the questions in the questionnaire they have answered, both from their reasons for studying on campus and their reasons for wanting to study English at University of Muhammadiyah Aceh.
3. Researcher, of course, the benefits obtained by researcher are where researcher can find and know what motivating and demotivating factors exist in English students in learning English through questionnaires that have been distributed in order to get the results they want to aim for and will be explained and described in the thesis researcher, whether it's seen from their reasons for learning English on campus or their reasons for wanting to learn English at University of Muhammadiyah Aceh.

E. Operational Definitions

1. Influencing Factor

According to Wulandari (2001), factors are elements or causes that affect achievement. In addition, another opinion also defines a factor as something that actively contributes to achievement, result or process. The influencing factors are those factors that can affect some features of target object. Influencing factors can be used as control variables to determine the key influencing factors of an object.

2. Motivation

Motivation is something that can encourage someone to take an action or deed that can help them achieve something they want to go for. In accordance with what has been said by Uno (2007), motivation is the basic drive that can move someone to take an action or deed. Another opinion also says that "learning motivation is all efforts within oneself that lead to learning activities, and guarantee the continuity of learning activities and provide direction to learning activities so that the desired goals can be achieved" (cited in Laka, 2020). Motivated in this study means that English Department at University of Muhammadiyah Aceh must have a confident attitude and strong encouragement from within themselves to always be motivated, especially in learning English in class.

3. Demotivation

Demotivated behavior is an attitude that does not encourage someone to take an action or deed because there is no motivation within them, so they do not have a goal for what they want. Demotivation is defined by one author (cited in Çankaya, 2018) as "the specific external forces" that lessen or impair learning motivation. Loss of motivation to learn in children can be caused by various things, such as boredom, too many assignments, low ability to understand the material, unpleasant learning methods, and lack of interaction.

CHAPTER II

THEORITICAL REVIEW

This chapter discusses motivation and demotivation which consists of definition of motivation, theory of motivation, learning motivation indicator, aim of motivation, the functions of motivation, the definition of demotivation, demotivating factors in learning English and previous study.

A. Motivation

1. The Definition of Motivation

Motivation is an action or encouragement from within humans being that is useful for encouraging someone to be better than someone who is less good so that it also has a good impact on him to achieve a goal to be achieved. As stated by an expert quoted in (Seven, 2020), "motivation is the force that encourages someone to do something to achieve a goal."

Quoted from the Big Indonesian Dictionary (KBBI) that the meaning of motivation is the desire or encouragement that arises in a person consciously or unconsciously to carry out an action with a specific purpose. In language, motivation comes from the Latin root word "mavore" which means motion or encouragement to move. Meanwhile, in English, motivation is known as "motive" which means motive or reason.

From the quotes and words of an expert, the researcher can conclude that motivation is a power, desire or encouragement that arises in a person to encourage that person to take an action to achieve a certain goal. So if that

motivation has grown in a person, it will really help them in doing anything, as in learning English.

It is known that English is an international language where people all over the world learn it. Especially a student, by learning English, their interaction and communication will also develop. Because they cannot only interact and communicate with people in the country but also can interact and communicate with people outside the country. With that too, they will also be greatly assisted in learning anything, be it learning in person or learning online through various media.

2. Theory of Motivation

1. Abraham H. Maslow's Theory (Needs Theory)

According to Maslow cited in (Trivedi, 2019) motivation theory basically revolves around the opinion that humans have five levels or a hierarchy of needs, including:

- a. Physiological needs
- b. The need for security (safety needs)
- c. The need for affection (love needs)
- d. The need for self-esteem (esteem needs)
- e. Self-actualization (self-actualization)

2. McClelland's Theory (The Need for Achievement Theory)

Pardee (1990) stated that this theory is known as the need for achievement theory or need for achievement which states that motivation varies according to a person's need for achievement.

According to McClelland, the characteristics of high achievers have 3 general characteristics, including:

- a. A preference for doing tasks of moderate degree of difficulty.
- b. Like situation where their performance arises because of their own efforts, not because of other factors, such as luck for example.
- c. Want feedback on their successes and failures, compared to low achievers.

3. Clayton Alderfer Theory (ERG Theory)

Alderfer emphasized, quoted in (Arogundade, 2023) that this theory is known by the acronym "ERG". In Alderfer's theory, the acronym is the first letters of 3 terms, namely:

- E: Existence (the need for existence)
- R: Relatedness (the need to relate to other parties)
- G: Growth (need for growth)

Two important things will appear if the meaning of the three terms is explored. First, conceptually there are similarities between the theory or model developed by Maslow and Alderfer. Because the Existence can be said to be identical with the first and second hierarchies in Maslow's theory. Meanwhile, Relatedness is also in line with the third and fourth hierarchy of needs according to

Maslow's concept and Growth which has the same meaning as "self-actualization" according to Maslow.

If Alderfer's theory is listened to further, it will appear that:

- The more unfulfilled a particular need, the greater the desire to satisfy it.
- The strength of the desire to satisfy "higher" needs is greater when lower needs have been satisfied.
- Conversely, the more difficult it is to satisfy a higher-level need, the greater the desire to satisfy a more basic need.

Then this view seems to be based on the nature of pragmatism by humans. This means that because one is aware of one's limitations, one can adjust to the objective conditions one faces, including focusing on things that one can achieve.

4. Herzberg Theory (Two Factor Theory)

According to Herzberg (cited in Alshmemri, et al. 2017), the theory developed in this theory is known as the "Two Factor Model" of motivation, namely motivational factors and hygiene or "maintenance" factors.

In this theory, what is meant by motivational factors are things that encourage achievement that are intrinsic in nature, which means that they originate within a person. Meanwhile, hygiene or maintenance factors are factors that are extrinsic in nature, which means that they come from outside oneself which also determine one's behaviour in one's life.

Classified as motivational factors include one's job, success achieved, growth opportunities, advancement in career and recognition from others according to Herzberg. While the hygiene or maintenance factors cover several

things including a person's status in the organization, the relationship of an individual with his boss, a person's relationship with his co-workers, supervisory techniques applied by supervisors, organizational policies, administrative systems within the organization, working conditions and existing reward system.

Herzberg's theory also asserted that the challenge in understanding and applying this theory is to accurately calculate which factors have a stronger influence on a person's life, whether they are intrinsic or extrinsic.

5. Theory of Justice

Marliani (2016) stated that the essence of this theory lies in the view that basically humans are driven to eliminate the gap between the efforts made for the benefit of the organization and the rewards received. This means that if an employee has the perception that the compensation he receives is inadequate, then there are two possibilities that can occur, including:

- a. Someone will try to get a bigger reward.
- b. Reducing the intensity of effort made in carrying out the tasks are his responsibility.

6. Goal Setting Theory

In this theory (cited in Fortes Tondello & Nacke 2018), goal setting theory has four kinds of motivational mechanisms, namely:

- a. Goals direct attention
- b. Goals govern effort
- c. Goals increase persistence
- d. Objectives support strategies and actions plans

7. Victor H. Vroom's Theory (Expectation Theory)

Vroom, as quoted in (Rahman, 2022), stated that in his book entitled "Work and Motivation", Victor H. Vroom put forward a theory which he called "Expectation Theory".

According to this theory also, motivation is the result of a result that a person wants to achieve and the assumption concerned that his actions will lead to the desired result. This means that if someone really wants something, and the path seems open to get it, the person concerned will try to get it.

In simple terms, the theory of hope explained that if someone wanted something and the hope of getting that thing is high enough, the person concerned will be very driven to get the thing he wants, his motivation to try will be very low.

8. Reinforcement Theory and Behavioural Motivation

Marliani (2016), in the motivation theory or models that has been discussed can be classified into a cognitive motivation model because it is based on a person's needs based on the perception of the person concerned, meaning it is very subjective.

In organizational life it is also realized and acknowledged that a person's will is also determined by various external consequences of his behaviour and actions. This also means that from various factors outside a person's very role as a determinant and modifier of behaviour.

Therefore, in this theory, an effort known as the "law of influence" applies, which states that humans tend to repeat behaviour that has consequences that

benefit themselves and avoid behaviour that can lead to behaviour that causes adverse consequences.

9. Theory of Relation of Rewards with Achievement

According to this theory (cited in Marliani, 2016) a person's motivation is strongly influenced by various factors, both internal and external. Included in the internal factors are:

- a. One's perception of oneself
- b. Pride
- c. Personal expectations
- d. Need
- e. Desire
- f. Job satisfaction
- g. Work performance produced

While the external factors that influence a person's motivation include:

- a. Type and nature of work
- b. A work group to which a person joins
- c. Workplace organization
- d. General environmental situation
- e. The reward system that applies and how it is implemented

3. Learning Motivation Indicator

As for some indicators of motivation to learn that comes from within a student (intrinsic) according to Suprihatin (2015), including:

- a. Diligent in dealing with assignments, meaning that students can work continuously for a long time (never stop before finishing). Such as students starting work on assignments on time, looking for other sources, not easily discouraged and checking the completeness of assignments.
- b. Tenacious in facing difficulties, students are not easily discouraged in the face of difficulties. In this case, students are responsible for success in learning and carrying out learning activities.
- c. Show interest in various problems which consist of daring to face problems, looking for solutions to problems that are being faced and not easily giving up in facing problems.
- d. More often work independently, meaning without having to be told he does what is his job.
- e. Can defend his opinion (if you are sure something).
- f. It is not easy to let go of things he believes in, meaning that he believes in what he is doing or stands firm.

4. Aim of Motivation

a. Motivational Goals in Learning

The purpose of motivation in general according to Wartulas (2021), is to move a person so that a sense of desire and willingness arises in him to do or do

something so that results can be obtained to achieve a certain goal. The purpose of motivation for a teacher is to move or spur students so that they are willing to improve their learning achievement in order to achieve educational goals in accordance with those set or expected in the school curriculum. For example, when a teacher gives praise to a student who has answered the English question very correctly that has been given to him.

So that with the praise, the student will develop self-confidence, not only that, but also a sense of courage will grow so that they are not afraid to answer the questions given by their teacher.

From the example above, the researcher can conclude that a student does or does a learning activity because someone is pushing him. Therefore, it is also motivation that is the driving force behind it to encourage someone to want to learn.

5. The Function of Motivation

Motivation is a very important thing in one's life. Therefore, according to Asir & Rachman (2021), that motivation has several functions, namely:

- a. Encouraging humans to act, namely as a mover that releases energy.
- b. Determine the direction of action, namely towards the goal to be achieved.
- c. Selecting actions, namely determining what actions must be carried out that are appropriate to achieve these goals by setting aside actions that are not useful for the goals to be addressed.

6. The Nature of Motivation in Language Learning

Motivation is an energy that can stimulate someone's desire to achieve a goal. Motivation and education are inextricably linked. It is because motivation determines a student's condition, response, and qualification in language learning activities. Alizadeh (2016) stated that, "motivation is an important factor for explaining the success or failure of any complex task." The first thing a teacher should do is motivate his or her students. It is because students who are unmotivated are pointless.

Long & Chen (2013) also stated that "motivation plays an important role in foreign language learning." As we all know, teaching English as a foreign language is difficult. Because English is neither our mother tongue nor our official language. As a result, students require motivation to support and enjoy their learning process. Furthermore, many language learning methodologies are meaningless without motivation.

According to Yuzulia (2021), "motivation to learn is the process that provides the spirit of learning, direction, and persistence of behavior." The teacher's role is to improve students' motivation throughout classroom learning activities. Students who are not motivated will quickly become bored. It is because everyone, especially students, requires motivation in order to attain their goals.

B. Demotivation

1. The Definition of Demotivation

The word demotivation is the opposite of the word motivation where this demotivation can be interpreted as a form of impact that can prevent someone from being motivated to do something. Likewise in learning English, if a student is not motivated to learn English, it will be very difficult for him to understand the real concept of learning English.

As stated by an expert cited in (Erlina, et al. 2020) that demotivation only means that a strong negative factor restrains the current motivation, with some other positive motives still ready to be activated.

A demotivated student is someone who was once motivated, but for one reason or another has lost his commitment or interest in learning (Zakaria, D). It is on the grounds of loss of interest that is the reason why demotives can be called the negative opposite of motives, and while motives increase the tendency to act, demotives dissipate their energy. However, this demotivation can be defined as the negative impact or influence of various factors that can have a negative impact on motivation. Where this refers to what has been said by Dornyei, (2005) cited in (Erlina, et al. 2020), that "specific external forces that reduce or eliminate the motivational basis of ongoing behavioral intentions or actions."

2. Demotivating Factors in Learning English

In learning English, a demotivated student is usually caused by several factors as well. As according to an expert Ghadirzadeh (2012), it was found that there are five motivating factors for learning English among students, namely:

- a. A perceived lack of individual competence
- b. Lack of intrinsic motivation
- c. Inappropriate characteristics of teacher teaching and course content
- d. Inadequate university facilities
- e. Focus on difficult grammar

C. Previous Studies

There are several previous studies that are similar and related to the factors that influence students' motivation and demotivation in learning English.

Among others are:

Previous research on student motivation was conducted by Widodo & Winarti (2020), in their research on motivational factors in learning English. Where the research was conducted to find out what factors motivate students to learn English. The data collection technique was carried out through a questionnaire which determined the percentage of factors in learning English based on existing theory. In addition, interviews and observations are used to determine other factors outside the existing theory. Analyzing data with descriptive analysis of percentages for questionnaires, while for interviews and observations the data is reduced and presented. So the results of the study showed that 13,64 % of students had very good motivation, 27,27 good, 40,90 sufficient and 18,19 lacked motivation. Other factors that influence learning English are teachers, challenges, tests and aspirations.

The second research was previously conducted by (Batubara, et al. 2020). In this research it was said that motivation plays an important role in language

learning. As previously stated, this study was conducted in five classrooms, and the researcher employed total sampling with 55 students as the sample. This study was carried out on primary 1-5 pupils at Royal Prime Montessori English class that influence students' motivation and characterize how students react throughout learning activities in Montessori English Class.

According to the data questionnaire, the elements that influence students' motivation in Montessori classes are instructor influence, personal attitude, Montessori's material, and classroom influence.

The manner in which the teacher presents the lesson and manages the class will determine the students' condition and performance in learning activities. The students' attitude toward English class will therefore have an impact on their academic performance in the class. Furthermore, Montessori material encourages kids' curiosity and enthusiasm to complete the project or understand the lesson. When the information makes it easier for pupils to understand the lesson, they are more likely to participate in class. Furthermore, classroom conditions influence students' behaviour in class. Students will be satisfied and appreciate joining the class if it is clean, large, and tidy.

Based on data analysis, it was shown that the majority of pupils are eager to participate in the Montessori English class. When the teacher presents the lesson utilizing materials, their enthusiasm for responding and listening to the teacher is heightened. Montessori materials encourage children to participate in class. The resources can pique students' attention and curiosity, encouraging them to listen to and follow instructor instructions and complete their assignments. It happened

because the material is concrete and one-of-a-kind. As a result, the lesson is easily understood by the kids.

The findings are nearly identical to those of Adisti (2018), who discovered that using the Montessori method to teach English to young learners might increase students' interest and excitement for learning activities. During learning activities, students also enjoy and become more active. Montessori values can also help pupils become more responsible and creative, so they are not bored while learning. The distinction in this study is the influence of using the Montessori approach to teach English to young learners.

Then, in relation to Handayani (2014)'s adoption of the Montessori technique to teach English, which had a different goal, the results of this study demonstrated that Montessori has been proven to be very effective and useful to teach English to young learners. The Montessori approach is used to teach children to be bilingual, creative, and competent individuals, as well as friendly and responsible citizens.

Furthermore, the findings are consistent with Faryadi's (2011) research, which found that pupils in Montessori classroom environments were most excited to learn English in a joyful fashion. The sensory method in the Montessori classroom boosted students' performance and motivated them to learn and continue learning English.

Another finding about demotivation made by Ali & Pathan (2017), shows that students are demotivated as a result of the six variables identified by Sakai and Kikuchi (2009). However, course content and teaching materials ($M=21.02$,

SD=4.82) emerged as the most likely source of demotivation among Quetta students learning English. The second most important source of demotivation is the teacher's attitude (M=18.24, SD=6.48). And then Lack of confidence and interest (M=10.38, SD=2.68) were stated as the lowest demotivating.

CHAPTER III

RESEARCH METHOD

This chapter consists types of research, population and sample, research and development instruments, technique of data collection, and technique of data analysis.

A. Type of Research

Research on the motivating and demotivating factors among university student in learning English used a quantitative approach. According to Uno (2007), quantitative research is "a research method based on the philosophy of positivism, used to examine certain populations or samples, collecting data using research instruments, data analysis is quantitative or statistical, with the aim of testing the hypotheses that have been applied."

In addition, Uno (2007) also states that quantitative data is a research method based on positivistic (concrete data), research data in the form of numbers that will be measured using statistic as a calculation test tool, related to the problem being researched to produce a conclusion.

B. Population and Sample

1. Population

According to Uno (2007), "population is a generalized area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions." The population in this study were all

audiences of the English Department students at the Faculty of Islamic Studies, University of Muhammadiyah Aceh.

2. Sample

A sample is a small part of the number and characteristics possessed by a population (Uno, 2007). The sample is part of the representative population being studied or part of the subject that represents it. The research sample is part of the population taken as a data source and can represent the entire population.

In this study, researcher used a random sampling technique to collect samples. Random sampling, according to Simply Psychology, is a sort of probability sampling in which everyone in the entire target population has an equal chance of being chosen (Mcleod, 2023). The sample is drawn at random and is meant to be an unbiased reflection of the entire population.

Then according to Santosa (2020), simple random sampling is a way of taking sample members from a population which is done randomly without regard to the strata in that population. The samples in this study were 47 people taken from the English Education Department University of Muhammadiyah Aceh. Where is the University of Muhammadiyah Aceh located on Street No. 91 Batoh Lueng Bata Banda Aceh. University of Muhammadiyah Aceh under the leadership of Dr. H. Aslan Nur, MA. The leaderships of the Islamic Faculty itself was led by Dr. Rosnidarwati, S.Ag. MA. At the time this research was conducted, the English Department was led by Rahmatun Nisa, S. Pd.I., M.Pd.

C. Research and Development Instruments

A research instrument, according to Sukmawati (2023) is a tool used to measure observed natural and social phenomena. Meanwhile, Yolanda (2023) defines research instruments as "tools used to collect data in research." Thus, the purpose of using research instruments is to obtain correct information about a topic in order to meet the study objectives.

The research instrument in this study used a questionnaire (Appendix III) which was adapted directly from previous research. In this questionnaire there are two parts of the statement that must be answered by the respondent. In part A there are 28 statements and in part B there are 13 statements. Then after that the researcher distributed the questionnaire to all the intended respondents.

In this study, researcher used a Likert scale to determine students' motivational factors in learning English, as well as to determine students' demotivating factors in learning English. The questionnaire in this study used a Likert scale grouped into two parts: 1) Part A, starting from 5 (Agree exactly), 4 (agree a lot), 3 (agree moderately), 2 (agree a little), and 1 (does not agree at all). And Part B, starting from 5 (Strongly agree), 4 (agree), 3 (neutral), 2 (disagree), and 1 (strongly disagree).

The researcher is of course also very enthusiastic to see the results of the respondents' answers from answering the questions in the questionnaire, to see what are the motivating and demotivating factors of students in learning English.

D. Technique of Data Collection

When conducting research, a questionnaire is a sort of survey that is used to collect data from respondents. The questionnaire asks respondents to answer questions. Following that, the responses are collated, examined, and synthesized into a hypothesis or conclusion. A questionnaire, is a data collection tool in which respondents are given a set of questions or written statements to answer (Ningtias, 2022).

The researcher utilized a closed questionnaire to collect data in this section. Closed questionnaires are those in which the questions or statements do not allow respondents to respond freely based on their beliefs and preferences. As a result, with a closed questionnaire, respondents were asked to select an answer that corresponded to their view or choice. This questionnaire was issued to all English majors who are currently enrolled in college.

The researcher is using this closed questionnaire because the questions or statements will be answered more easily or quickly by the respondents, making it easier for researcher and assisting in analyzing data on all of the questionnaire results that have been collected.

The responses are scaled using the Likert scale. According to Ningtias (2022), a Likert scale is used to assess a person's or group's attitudes, views, and perceptions of social phenomena. In this study, researcher distributed questionnaires to all students majoring in English at University of Muhammadiyah Aceh. Researcher conducted research by distributing questionnaires to all respondents directly and indirectly. The direct meaning is that

the researcher is present directly in the class to ask respondents to answer the questionnaire. Meanwhile, indirectly, that is where researcher share questionnaire links via WhatsApp messages. Before the respondent answered the questionnaire, the researcher first explained the steps that had to be taken filling in the respondent personal data to the stage of answering the questionnaire.

E. Technique of Data Analysis

Data analysis is one of the research activities in the form of the process of compiling and processing data in order to interpret the data that has been obtained. According to Uno (2007), data analysis is an activity after data from all respondents or other data sources have been collected. Where this data analysis activity is an activity of grouping data based on variables and types of respondents, tabulating data based on variables from all respondents, presenting data for each variable studied, and doing calculations to answer the problem formulation and also doing calculations to test the hypotheses that have been proposed.

In this study, researcher used SPSS to analyze data. The SPSS used is SPSS version 16. Then, the data obtained from the findings of this study were reviewed in stages, in the following manner:

1) Reliability Test

The reliability test measures a respondent's stability and consistency in responding questions about the dimensions of a variable that are provided in the form of a questionnaire. The Cronbach Alpha value indicates the reliability test; if

the Alpha value is greater than 0.50, the question construct, which is a variable dimension, is reliable (Ningtias, 2022).

2) Descriptive Statistics

Descriptive statistics are statistics that are used to examine data by describing the data that has been acquired as it is without the intention of drawing generalizable conclusions or making generalizations. Descriptive statistics use sample and population data to assess or present an overview of the topic under study without drawing sweeping judgments. The mean, standard deviation, variance, minimum, and maximum are employed in descriptive statistical analysis (Ningtias, 2022).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Findings

After giving questionnaires to respondents to collect data and get the results, the researcher analyzed the data and to find out what are the motivating and demotivating factors among University students in studying English.

Table 4.1 Respondents' Demographics

Variable	Category	Frequency	Percentage (%)
Gender	Male	20	42.5
	Female	27	57.4
Intake Year	2018	2	4.25
	2019	19	40.4
	2020	7	14.8
	2021	12	25.5
	2022	7	14.8
Length of Learning English	< 5 years	16	34.0
	> 5 years	21	44.6
	> 10 years	10	21.2
Age	18 – 22 years	35	74.4
	23 – 27 years	12	25.5

From the data above, it can be seen that 47 respondents out of 61 people answered the questionnaires distributed. When viewed from gender there were 20 men and 27 women with the percentage of men 42.5% and women 57.4%. Thus it

can be concluded that most of those who answered the questionnaires were women.

Then, when viewed from intake year, it can be seen that there are 2 people from the year of 2018, as many as 19 people from the year of 2019, as many as 7 people from the year of 2020, as many as 12 people from the year of 2021, and as many as 7 people from the year of 2022 with the percentage for the 2018 entry was 4.25%, the 2019 entry was 40.4%, the 2020 entry was 14.8%, the 2021 entry was 25.5%, and the 2022 entry was 14.8%. Thus, it can be concluded that most of the respondents who answered this questionnaire were from the 2019 entry year. And then, when viewed from length of learning English it can be seen that <5 years are 16 people, >5 years are 21 people, and >10 years are 10 people with a percentage of <5 years is 34.0%, >5 years is 44.6%, and >10 years is 21.2%. Finally, when viewed from the age of the respondents, from ages 18 to 22 there were 35 people, while from ages 23 to 27 there were 12 people. Then if averaged, the number of respondents who answered the most was at the age of 22 years.

1) Reliability Test Results

Based on the results of this reliability test, a questionnaire can be assumed to be reliable if the answers to these questions are consistent or stable. Where the reliability test in this study was obtained through the reliability test on SPSS which was measured using the Cronbach Alpha coefficient. Based on the results of the reliability test that has been carried out, the results obtained in section A are 0.93 while those in section B are 0.93. Thus, it can be concluded that the results of the reliability test from part A and part B both get results of 0.93.

2) Descriptive Statistic Test Results

Table 4.2 Interpretation of Mean

Interval Value	Category
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 – 5.00	High

From the table above, it can be seen that the interval values from 1.00 to 2.33 are included in the low category, then the interval values from 2.34 to 3.66 are included in the medium category, while the interval values that reach 3.67 - 5.00 are included in the high category. Where this descriptive statistical analysis is shown to provide an overview of the mean interpretation value itself, or also to provide an overview of the data in terms of the mean and standard deviation. This average interpretation is used to measure respondents' answers by looking at the interval values and their categories. It is easier for researcher to categorize each average that has been obtained from each respondent's answer in both low, medium and high categories.

Table 4.3 Students Opinion on Reasons to Study in College

No.	Statement	N	M	SD	Interpretation
1	Because with only a high-school degree I would not find a high-paying job later on.	47	2.31	1.18	Low
2	Because I experience pleasure and satisfaction while learning new things.	47	2.95	1.10	Medium
3	Because I think that a college education will help me better prepare for the career I have chosen.	47	3.34	1.18	Medium

4	For the intense feelings I experience when I am communicating my own ideas to others.	47	3.02	1.11	Medium
5	Honestly, I don't know; I really feel that I am wasting my time in school.	47	2.17	1.20	Low
6	For the pleasure I experience while surpassing myself in my studies.	47	2.74	1.09	Medium
7	To prove to myself that I am capable of completing my college degree.	47	3.29	1.15	Medium
8	In order to obtain a more prestigious job later on.	47	3.10	1.27	Medium
9	For the pleasure I experience when I discover new things never seen before.	47	3.27	1.13	Medium
10	Because eventually it will enable me to enter the job market in a field that I like.	47	3.19	1.27	Medium
11	For the pleasure that I experience when I read in interesting authors.	47	3.19	1.17	Medium
12	I once had good reasons for going to college; however, now I wonder whether I should continue.	47	2.82	1.22	Medium
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	47	3.21	1.21	Medium
14	Because of the fact that when I succeed in college I feel important.	47	3.27	1.11	Medium
15	Because I want to have "the good life" later on.	47	3.48	1.30	Medium
16	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	47	3.17	1.12	Medium
17	Because this will help me make a better choice regarding my career	47	3.12	1.22	Medium

	orientation.				
18	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	47	3.08	1.15	Medium
19	I can't see why I go to college and frankly, I couldn't care less.	47	2.23	1.33	Low
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	47	3.04	1.16	Medium
21	To show myself that I am an intelligent person.	47	3.21	1.15	Medium
22	In order to have a better salary later on.	47	3.29	1.26	Medium
23	Because my studies allow me to continue to learn about many things that interest me.	47	3.51	1.21	Medium
24	Because I believe that a few additional years of education will improve my competence as a worker.	47	3.38	1.17	Medium
25	For the "high" feeling that I experience while reading about various interesting subjects.	47	3.27	1.15	Medium
26	I don't know; I can't understand what I am doing in school.	47	2.10	1.22	Low
27	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	47	3.27	1.09	Medium
28	Because I want to show myself that I can succeed in my studies.	47	3.51	1.33	Medium

Description: These labels refer to all similar tables (Table 4.4, Table 4.5, Table 4.6, and Table 4.7).

N : Total Respondent
 M : Mean
 SD : Standard Deviation

From the table above, it can be seen that statements 1, 5, 19, 26 have an average value of 1.00 – 2.33 which is included in the low category, this means that the respondents “does not agree at all” with some of these statements.

Then in statements 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 27, 28 look the average value shows a value of 2.34 – 3.66 which is included in the moderate category, meaning that respondents “agree moderately” to these statements.

Table 4.4 The Teacher's Influence

No.	Statement	N	M	SD	Interpretation
1	The lecturer gives me the chance to express my thoughts or feelings during the English lesson.	47	3.59	1.15	Medium
2	The lecturer presents the English material.	47	3.53	97.4	Medium
3	The lecturer gives meaningful English material.	47	3.80	96.9	High

From the above data the students' opinions about the teacher's influence in learning English in statements 1, 2 and 3, when viewed from the average score, in statements 1 and 2 show a score or value reaching 2.34 - 3.66 which is included in the category currently. Hence, in this statement students are “neutral” in answering this statement regarding the subject of the teacher's influence in learning English. While statement 3 shows a score or value of 3.67 - 5.00 which is

included in the high category. Thus, in this statement the students "strongly agree" that the teacher's influence is very important in motivating students in learning English.

Table 4.5 Personal Attitude's Influence

No.	Statement	N	M	SD	Interpretation
4	I'm happy learning English in the class.	47	3.74	1.15	High
5	I think English lesson is difficult but I still need to study.	47	3.72	97.1	High
6	I like to speak English with my lecturer and friends in campus.	47	3.51	99.7	Medium

From the table above, it is known that students' opinions about the influence of personal attitudes towards statements 4, 5 and 6 when viewed from the average value in statements 4 and 5 show a value of 3.67 – 5.00 which is included in the high category, where respondents "strongly agree" with the statement. Whereas in statement 6, when viewed from the average value, it shows a value of 2.34 – 3.66 which is included in the medium category, which means the respondent is "neutral" to the statement.

4.6 External Motivation

No.	Statement	N	M	SD	Interpretation
7	I learn English because I want to study abroad.	47	3.91	99.6	High
8	I learn English because I like the language.	47	3.97	1.05	High
9	I learn English to help my career in the future.	47	3.89	1.12	High

10	I enjoy learning English because it can develop my knowledge.	47	3.93	91.8	High
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From the data above students' opinions about external motivation the on statements 7, 8, 9, 10 seen from the average value show a value of 3.67 – 5.00 which is included in the high category. This means the respondent is ‘strongly agree’ to the statement.

Table 4.7 Classroom Condition's Influence

No.	Statement	N	M	SD	Interpretation
11	English class stimulates me to express my thoughts or feelings in English.	47	3.74	1.13	High
12	The clean and tidy class makes me enjoy to learn English.	47	3.61	1.01	Medium
13	The facility in the class is available to help learning English.	47	3.38	1.05	Medium

From the data above students' opinions about the effect of class conditions on statements 11, 12, 13 when viewed from the average value in statements 11 show a value of 3.67 – 5.00 which is included in the high category, where respondents ‘strongly agree’ with the statement. Whereas in statements 12, 13 shows a value of 2.34 – 3.66 which is included in the medium category. This means that the respondents ‘neutral’ that the statement regarding the influence of class conditions motivates them in learning English.

B. Discussion

From the research analysis, the researcher has obtained the results of the questionnaires answers that had been distributed to the respondents. Where in this study researcher got 47 samples taken randomly at the English Department of University of Muhammadiyah Aceh. By distributing questionnaires to respondents, it was easier for researcher to find out the motivating and demotivating factors among students in learning English. In this study, researcher used two parts of the question, namely part A and part B. In part A, these questions were about the reasons students studied English on campus and in part B about the reasons students studied English at University of Muhammadiyah Aceh. After seeing the answers from each respondent, different results were obtained between part A and part B.

In part A, the researcher found that most of the respondents answered “quite agree” compared to the other answer choices. Whereas in part B, the researcher saw that in the statement “The Teacher’s Influence” most of the respondents answered with an average value of 3.80 which was included in the “high” category. Then in statement “Personal Attitude’s Influence” most of the respondents answered with an average value of 3.51 which is included in the “medium” category. As for the statement “External Motivation” most of the respondents answered with an average value of 3.93 which is included in the “high” category. Whereas in the statement “Classroom Conditions Influence” most of the respondents answered with an average value of 3.74 which is included in the “high” category.

RS Q1. What are the motivating factors that influence University students in studying English?

From the results obtained, it can be seen that the motivating factors that influence University students in studying English are caused by several factors. First, because the lecturer provides meaningful English material. Second, because they enjoy learning English in class. Third, based on the participant perception that learning English is difficult, but they still need to learn. Fourth, they learn English because they want to study abroad. Fifth, they learn English because they like the language. Sixth, they learn English to help their future careers. Seventh, they enjoy learning English because they can develop their knowledge. And the last, because the English class stimulates them to express their thoughts or feelings in English.

Meanwhile, in the previous research conducted by Urip Widodo and Ade Winarti, the results showed that 13.64% of students had very good motivation, 27.27% of students had good motivation, 40.90% had sufficient motivation and 18.19% of students had lacked motivation.

RS Q2. What are the demotivating factors that influence University students in studying English?

From the results of the research, it can be seen that the demotivating factors that influence University students in studying English are caused by several factors. First, because with only a high-school degree they are unlikely to find high paying jobs later on. Second, they honestly, do not know, they really feel like

they are wasting their time at school. Third, they do not understand why they are in college and frankly, they do not care. The last, they do not know, they do not understand what they are doing at school.

Another finding by Maheen Sher Ali and Zahid Hussain Pathan reveals that students experience demotivation due to 6 factors, namely: Grammar-based teaching, Classroom environment, Effect of low-test scores, Teacher's behaviour, Course contents and teaching materials, and then Lack of self-confidence and interest. However, course content and teaching materials emerged as the most important potential source of demotivation among Quetta students in learning English, then teacher behavior as the second main source of demotivation. And the last because a lack of self-confidence and interest emerged as the least source of demotivation among students.

CHAPTER V

CONCLUSIONS

A. Conclusions

Based on research and analysis conducted by researcher on students majoring in English Department University of Muhammadiyah Aceh, it can be concluded that in part A most of the respondents answered “quite agree” compared to the other answer choices. Whereas in part B, on “teacher influence”, most of the respondents answered with an average score of 3.80 which is included in the “high” category. Then in the statement “personal attitude influence”, most of the respondents answered with an average value of 3.51 which is included in the “medium” category. As for the statement “external motivation”, most of the respondents answered with an average value of 3.93 which is included in the “high” category. And then in the statement “the influence of class conditions”, most of the respondents answered with an average value of 3.74 which is included in the “high” category.

After that, from the results of research and analysis conducted, researcher also found several motivational factors that influence students in learning English in this study, namely: First, because the lecturer provides meaningful English material. Second, because they enjoy learning English in class. Third, based on the participant perception that learning English is difficult, but they still need to learn. Fourth, they learn English because they want to study abroad. Fifth, they learn English because they like the language. Sixth, they learn English to help their future careers. Seventh, they enjoy learning English because they can

develop their knowledge. And the last, because the English class stimulates them to express their thoughts or feelings in English.

While demotivating factors are: First, because with only a high-school degree they are unlikely to find high paying jobs later on. Second, they honestly, do not know, they really feel like they are wasting their time at school. Third, they do not understand why they are in college and frankly, they do not care. The last, they do not know, they do not understand what they are doing at school.

B. Suggestions

After analyzing the data, the researcher suggests that students who have low motivation in learning English should increase their motivation in learning English. This is because it will have a good impact on them when studying English at university. Then, lecturers are expected to always remain enthusiastic and optimistic in providing motivation to all University of Muhammadiyah Aceh students in learning English in class. Researcher also realize that this research is still far from perfect and there are still many shortcomings in both the writing and content of this research. Therefore, it is hoped that future researchers can continue research on student motivation and demotivation factors in learning English at the University of Muhammadiyah Aceh.

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Appendix III

Survey For Students at University of Muhammadiyah Aceh

Part A. Questions on Reasons to Study in College

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

No	Statement	Scale				
		1	2	3	4	5
1	Because with only a high-school degree I would not find a high-paying job later on.	1	2	3	4	5
2	Because I experience pleasure and satisfaction while learning new things.	1	2	3	4	5
3	Because I think that a college education will help me better prepare for the career I have chosen.	1	2	3	4	5
4	For the intense feelings I experience when I am communicating my own ideas to others.	1	2	3	4	5
5	Honestly, I don't know; I really feel that I am wasting my time in school.	1	2	3	4	5
6	For the pleasure I experience while surpassing myself in my studies.	1	2	3	4	5
7	To prove to myself that I am capable of completing my college degree.	1	2	3	4	5
8	In order to obtain a more prestigious job later on.	1	2	3	4	5
9	For the pleasure I experience when I discover new things never seen before.	1	2	3	4	5
10	Because eventually it will enable me to enter the job market in a field that I	1	2	3	4	5

	like.					
11	For the pleasure that I experience when I read in interesting authors.	1	2	3	4	5
12	I once had good reasons for going to college; however, now I wonder whether I should continue.	1	2	3	4	5
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1	2	3	4	5
14	Because of the fact that when I succeed in college I feel important.	1	2	3	4	5
15	Because I want to have "the good life" later on.	1	2	3	4	5
16	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1	2	3	4	5
17	Because this will help me make a better choice regarding my career orientation.	1	2	3	4	5
18	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	1	2	3	4	5
19	I can't see why I go to college and frankly, I couldn't care less.	1	2	3	4	5
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1	2	3	4	5
21	To show myself that I am an intelligent person.	1	2	3	4	5
22	In order to have a better salary later on.	1	2	3	4	5
23	Because my studies allow me to continue to learn about many things	1	2	3	4	5

	that interest me.					
24	Because I believe that a few additional years of education will improve my competence as a worker.	1	2	3	4	5
25	For the “high” feeling that I experience while reading about various interesting subjects.	1	2	3	4	5
26	I don’t know; I can’t understand what I am doing in school.	1	2	3	4	5
27	Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	1	2	3	4	5
28	Because I want to show myself that I can succeed in my studies.	1	2	3	4	5

Scale description: Does not agree at all (1); Agree a little (2); Agree moderately (3); Agree a lot (4); Agree exactly (5).

Source: Vallerand, R.J., Blais, M.R., Brière, N.M., & Pelletier, L.G. (1989). Construction et validation de l'Échelle de Motivation en Éducation (EME). *Revue canadienne des sciences du comportement*, 21, 323-349.

Part B. Questions on Reasons to Learn English at UNMUHA

No	Statement	Scale				
1	The lecturer gives me the chance to express my thoughts or feelings during the English lesson.	1	2	3	4	5
2	The lecturer presents the English material.	1	2	3	4	5
3	The lecturer gives meaningful English material.	1	2	3	4	5
4	I’m happy learning English in the class.	1	2	3	4	5

5	I think English lesson is difficult but I still need to study.	1	2	3	4	5
6	I like to speak English with my lecturer and friends in campus.	1	2	3	4	5
7	I learn English because I want to study abroad.	1	2	3	4	5
8	I learn English because I like the language.	1	2	3	4	5
9	I learn English to help my career in the future.	1	2	3	4	5
10	I enjoy learning English because it can develop my knowledge.	1	2	3	4	5
11	English class stimulates me to express my thoughts or feelings in English.	1	2	3	4	5
12	The clean and tidy class makes me enjoy to learn English.	1	2	3	4	5
13	The facility in the class is available to help learning English.	1	2	3	4	5

Scale description: Strongly disagree (1); Disagree (2); Neutral (3); Agree (4); Strongly agree (5).

Source: Batubara, M. F., Derin, T., Putri, S. N., & Yudar, S. R. (2020). Five factors influencing the students' motivation to learn English as a foreign language: A closer look into Montessori classroom environment. *Journal of Research and Innovation in Language*, 76-82.

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