



A mix-method study on students' demotivating factors in learning English in higher education context

Syamsul Bahri✉, (Universitas Islam Negeri Ar-Raniry Banda Aceh)

Siti Khasinah (Universitas Islam Negeri Ar-Raniry Banda Aceh)

Nabila Fajarina (Universitas Islam Negeri Ar-Raniry Banda Aceh)

✉ syamsul.bahri@ar-raniry.ac.id

This study attempts to explore students' demotivating factors in learning English at Department of English Language Education. This research employed a mixed-method research which used questionnaire and interview technique. The participants consisted of 63 students from Department of English Language Education. The finding showed that the students reflected on teaching material, teaching process and teaching content factors, teaching facilities and teaching environment, the relationship between lecturers and students, lecturers' teaching competence and attitude of lecturers, experience of failure and lack of confidence, unclear study goal factor, significance others, the scheduling system and the usage of native language in language learning process as their demotivating factors in learning English. Teaching material, process and content found out to be the major factor that decreases students' interest in learning English. This research is expected to enrich the literature research of demotivation in learning English and to provide an adequate information to the educators to help the students eliminate the demotivating factors

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INTRODUCTION

Motivation concept is substantiated as the main factors and have a great significance in language teaching learning process. There have been many studies discovered that motivation is a critical issue in language learning and has a significant role in a successful and an effective language learning and teaching. As Dornyei (2001:65) stated that motivation is what actuates someone starts to learn a language and make him/her stay in accord with the long process of second language learning. It also becomes a determining factor to succeed in mastering second language (L2). According to Merriam-Webster Dictionary (2017) motivation is "a force or influence that causes someone to do something", whereas Dornyei and Otto (1998:65) defines motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and successfully or unsuccessfully acted out".

"Unlike motivation that increases the action of tendency, demotivation reduces it" (Dornyei, 2001a:142). According to Dornyei (2001a:142) demotivation is "specific external forces which decreased behavioral intention or ongoing action". It is undeniable

that demotivation also has a significant influence on English language learning process. Like motivation, demotivation also has more significant influence in a learning experience. There have been many studies on demotivation conducted by researchers across the globe; from the west (i.e., Chambers, 1993; Dornyei, 2001; Oxford, 1998) and from Asia (i.e., Trang & Baldauf, 2007; Sakai & Kikuchi, 2009; Hu & Cai, 2010; Zhou & Wang, 2012; Bahramy & Araghi, 2013; Al-Khairy, 2013; Ali & Pathan, 2017; Li & Zhou, 2017). Research from Asia started a bit late but developed fast compared to studies on demotivation in the west.

The first research was conducted by Al Khairy (2013) which carried out a study about demotivating factors experienced by undergraduates Saudi university. He concluded that Saudi university undergraduate students felt demotivated because of the factors such as textbooks; insufficient use of modern teaching aids; English faculty behaviors; peer pressure; teaching methods; the difficulty in English vocabulary and grammar, etc.

The second research was conducted by Bahramy and Araghi (2013). Their study attempted to explore the demotivating factors and the major factor of demotivation in learning English on highly motivated students. The result showed that teacher-related factors were found out to be the major factor.

Another relevant research was conducted by Li and Zhou (2017) with the aims to investigate the factors that caused demotivation to learn English among local university students. The result is external factors consist of teaching material, teaching process and teaching content, significant others, teachers' teaching competence and attitude of teachers, the relationship between teachers and students, teaching facilities and teaching environment found to be more influential than the internal factors including lack of intrinsic interest, experience of failure, lack of confidence, and unclear study goal. Their study also concluded that the unclear study goal is an important demotivator in Chinese local university.

Another study was conducted by Ali and Pathan (2017) with the purpose to investigate demotivating and motivating factors among Pakistani College students in learning the English Language. The participants consisted of 150 fresh graduate college students which came from three different disciplines. The result showed that course contents and teaching material emerged as the most important demotivating factors, whereas instrumental motivation emerged as the most influential source of demotivation. Hence, more studies on demotivation in learning English are needed to explore the factors of demotivation in order to deal with it effectively.

The present study attempts to explore demotivating factors in learning English of university students majoring in English language education. Related to the need of mastering English Language, demotivation has become an issue but in Indonesia, there is a few study available related to demotivation in learning English. Meanwhile, many studies on this issue are dominated from overseas. So, there is a need to gather and to add more information related demotivating issue by investigating it among university students to help teachers and educators in improving the quality of English learning experiences of university students.

Based on researchers' experiences and students' experiences in English language learning process and practice, demotivation in learning English could be caused by various reasons. As far as researchers' experience were concerned, demotivation in learning English at Department of English Language Education happened because the schedule set by Department of English Language Education did not fit and one of the lecturers changed the schedule in sudden without any announcement in advance so that the class had to be canceled and must be rescheduled it in the next two semesters. The researcher felt demotivated because of the scheduling system at that time which did not allow the students to switch the unit or classroom. It caused the researchers' period of study longer than anyone else. Other than that, the researcher also conducted a pilot study by doing in-person interview to the students who have experienced demotivation in learning English at Department of English Language Education. As the results, most of the students

mentioned the lecturer teaching style, the method, and the evaluation as the trigger of their demotivation. So, related to the previous problems, it is significant to explore the demotivating factors in learning English at Ar-Raniry State university Islamic University of Banda Aceh.

Thus, in order to explore students' demotivating factors in learning English at Department of English Language Education, two research questions were formulated: What are the factors that demotivate students and What is the major factor that demotivates student of Department of English Language Education in learning English?

METHODS

Research Design

This study took place at Department of English Language Education of Ar-Raniry State Islamic University. This study employed mixed-methodology research with a sequential explanatory design. Creswell (2009) stated that sequential explanatory strategy started with the collection and analysis of quantitative data then follow with the collection and analysis of qualitative one. The researchers decided to combine quantitative and qualitative elements to get the depth and breadth understanding related to the demotivation issue in learning English at Department of English Language Education.

Participants

Participants took part in this study consisted of 42 students of 7th semester, 9 students of 9th semester, 11 students of 11th semester and 1 student of 13th-semester of Department of English Language Education of Education and Teacher Training Faculty, Ar-Raniry State Islamic University of Banda Aceh.

Furthermore, as the researchers wanted to explore in-depth and breadth information about the students' demotivating factors in learning English at Department of English Language Education, a random sampling technique was used to select the students who would fill the questionnaire. After collected the results of the questionnaire, the researchers used purposive sampling to choose the participants who would participate in the interview. The researchers selected five students with criteria of the highest rank of the students who experienced demotivation the most in learning English based on the results of the questionnaire.

Technique of Data Collection

In order to explore students' demotivating factors in learning English at Department of English Language Education, the researcher decided to distribute the questionnaire and to conduct the interview.

The questionnaire has a role to elicit the information required to help the researcher finds answers of the study objectives. Brown (2001:6) defined questionnaire as "a written instrument that presents respondents with series of questions statement where they react by writing out their answer or selecting them among existing answer". The questionnaire which was distributed in this study was the adaptation of Li and Zhou (2017) demotivational questionnaire with the form of five-Likert Scale. The researcher has conducted the pilot study by distributed this questionnaire before conducted the actual study. The researcher decided to use only 44 items out of 45 items since another statement was not too relevant to the research context. The questionnaire was distributed through unit visiting and through social media by using Google Form.

Interview is usually used in collecting data for qualitative research. Semi-structured interviews are used in this present study (Mackey&Gass, 2005:173). In this study, the interview is needed to obtain deeper information about demotivating factors on English Education Department students. There are five questions related to the topic of this study which was the adaptation of Shinhye (2015). The questions were about the students'

interest in learning English, students' experiences in demotivation of learning English and how they overcome those demotivating issue in learning English. The researcher decided to adopt the questions since these questions were suitable to be used in getting students' perspective on their demotivation experiences and also relevant to the research context.

Technique of Data Analysis

In order to explore students' demotivating factors in learning English at Department of English Language Education, the researcher decided to collect the data by using questionnaire and then doing in-person semi-structured interview. First, quantitative data were obtained by distributing the questionnaire in form of five-point Likert-Scale to the participants. Then, from all the participants, five students were chosen to participate in a one-on-one interview. The participants' responses were recorded using phone recorder then the responses were transcribed into the descriptive qualitative analysis.

The questionnaire which is distributed to the students were scored based on the students' choice on each statement in form of five point Likert-Scale (Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5). In analyzing the quantitative data which is accumulated from the questionnaire, the researcher used Statistical Program for Social Science (SPSS) version 16.00 and performed descriptive statistics analysis and frequency analysis in which percentages and mean were calculated to determine demotivating factors in learning English among students at Department of English Language Education.

On the other hand, qualitative data from the interview were analyzed in the descriptive qualitative analysis. First, the data on students' responses towards demotivating factors in learning English which was gathered through interview was transcribed. The data were reduced by selecting the valuable information since much data were available. Then the data were displayed into sentence pattern and rearranged into well-sequence of narrative explanation that represents the answer of each participant (Sugiyono, 2008: 249). Last, the conclusion was drawn from the analysis result and was combined with the results of the questionnaire which depicts students' demotivating factors in learning English.

RESULTS

Result of Questionnaire

The result of questionnaire explains that from 44-statements about students' demotivating factors in learning English, the highest mean score was $r= 3,92$ on the statement that shows most of the students agreed that its boring to only listening to the lecturer in class. Meanwhile, the lowest mean score could be seen from mean score $r=1.52$ which reflected that most of the students of Department of English Language Education admitted that the English language provides a great help in supporting their future careers.

Teaching material, teaching process, and teaching content

Regarding this factor, most of the students agreed with the statements below:

Table 1. 1

Statements	Agree (%)
It is boring to only listen to the lecturer in class	78.70%
It is boring to test students only by exam	62.30%
Exercises are not interesting	85.20%
There are too many new words in our textbooks.	40.20%
It is boring that lecturers only focus on	67.20%

From the results above, it could be seen on the percentages that this factor is the major demotivating factor for the students in learning English at Department of English Language Education.

Significant others

Significant others become demotivator in learning English. The students mostly agreed that they lost their confidence by being compared with other peers. The students chose agreed with this statement for 44.30%.

Teaching competence and attitude of lecturers

Teaching competence and attitude of the lecturer factor became one of the students' demotivating factors; the students agreed that they feel demotivated in learning English when there is a high frequency to change lecturers. They chose agreed with this statement for 38.20%.

The relationship between lecturers and students

The relationship between lecturers and students, the students agreed that they lost their interest in learning English when the lecturer shows preferences to a particular student. They chose to agree with this statement for 44.30%.

Teaching Facilities and Teaching Environment

Regarding this factor, most of the students agreed with the statements below:

Tabel 1. 2

Statements	Agree (%)
The overcrowded classroom made me less interested in learning English	60.70%
I am frustrated when my English scores are posted in public	57.30%
The out of dated facilities in the classes are not good for learning English	62.30%
Multimedia resources are seldom used in our class	60.60%

Lack of Intrinsic Interest

Based on the result of the questionnaire, most of the students disagreed with all the statements related to this factor. So, it can be concluded that this factor is not significant as a demotivating factor for the students at Department of English Language Education.

Experience of Failure and Lack of Confidence

Experience of failure and lack of confidence also became demotivating factors for the students. Most of the students perceived that it was difficult to understand some long and difficult sentences. They agreed with the previous statement for 41%.

Unclear Study Goal

Related to this factor, the students agreed that too many extracurricular activities influenced their English study. The chose agreed with the previous statement for 40.90%.

Result of Interview

Based on the participants' responses in the interview, all of them mention that they start learning English since elementary and start building high interest in learning English since they were young. Most of them said that they really enjoyed learning English since then because their teacher was amazing with their potentials and great skills. It

encourages them to enroll in the department of English language education to learn English language and to be a good teacher one day.

The students' answers to the second question indicated that one of the most difficulties is lack of vocabulary. They told that it is really hard to memorize the vocabulary and it becomes one of their obstacles in mastering English language skills. One of the participants also said that he has a difficulty in pronouncing the word correctly. Three of the participants also add the grammar as their weakness in mastering the English language.

Regarding the third question, it proved that all of the participants have many experiences related demotivation in learning English. The first participant said that she lost interest in learning English when the lecturer gave her a task which she couldn't afford to finish. She even left that class and retake the class for the next semester.

The second participants experienced demotivation in learning English because of the lecturers' teaching competence and style of the lecturer. She mentioned that a few lecturers were not well prepared in the teaching process that changed her expectation of the class that would be interesting but instead turns out really boring. She also lost interest in learning English by the lecturer that never gives an opportunity to ask more about the subject. Many of unfamiliar new terms or new words that have a different meaning in a different context also demotivated her. She also said that the inadequate classroom facility affected students' comfort in learning English and it would lead to demotivation. She even experienced lost interest in learning English because of unclear study objective, but she managed to overcome that by resetting her goal and target again. She also states that the class which is scheduled on Monday made her lost interest to attend the class. In addition, the response of the third participant reflected that he lost interest in learning English because the lecturer doesn't give any motivation and a good feedback in learning English process. He also said that the failure in English test made him feel demotivation. On the other hand, the fourth participant experienced demotivation because of less self-confidence in speaking. She felt that her English skills were weak, and she was not brave enough to speak in front of her classmates.

Furthermore, the last participant said that the old-fashioned teaching method still being used in the process of learning English, she said that the lecturers always use regular exercises which made the class feel boring and make her lost interest in learning English. She also implied the class facility isn't adequate to maintain students' comfort in learning English process. When the class was being held at noon, she felt tired, sweaty and lost her focus till didn't get the lecturing points caused by the condition of the classroom which doesn't have adequate facility to maintain students' comfort in learning progress such as the air chiller. She also adds that native language still being used in learning English process made her felt demotivated.

Regarding the last question, the participants' responses showed that they have different ways to overcome lost interest in learning English due to the different demotivating factors they have. The first participants overcome her demotivation by looking back to her first aim and by remembering the support and praise that people give to her because those things make her happy and could help in building her motivation up. The second participant deals with her motivation by using internet facility to improve her English language skills, she also learns from her friends who had already taken the subject and always making a prioritizing of time. For the third participant, he chooses to share about his demotivation problems to his family and friends who could give a good advice and could motivate him back. On the other hand, the fourth participant overcomes her demotivation by doing a practice more often to improve her speaking ability. Furthermore, the last participant improves her interest in learning English by watching motivational videos on Youtube and doing practice more often in speaking English by making her own conversation.

DISCUSSION

This research aims to explore students' demotivating factors in learning English in Department of English Language Education. The researcher came up with two research questions. To answer the first question, "What is the factor that demotivates students of Department of English Language Education in learning English?" The finding result of the questionnaire showed the students mostly agreed with all the statements that demotivate them in learning English in terms of teaching material, teaching process and teaching content factors, teaching facilities and teaching environment. They also agreed that they are demotivated because of the relationship between lecturers and students, lecturers' teaching competence and attitude of lecturers, the experience of failure, and lack of confidence, unclear study goal factor and significant others.

Related to the teaching material, process, and content, the students mostly agreed with the statement that it is boring to only listen to the lecturer in class. It explains that the students often deal with this condition. To overcome this situation, the lecturers could create the solution by using more interesting activity which involves the students to participate actively in the learning process. Instead of only giving the lectures, the lecturers could create casual conversation to make the students engage in the material given, besides it will encourage the students in exchanging ideas to the lecturer. The students also agreed that its boring to test students only by exam and exercises are not interesting. Regarding this response, the lecturers could modify the regular exam or exercises to become more interesting by using games, role play, writing exercises or group project. The lecturer also could take risks by trying new things in evaluating the students so that students' interest to learn English language rise up. Furthermore, the students also agreed that the lecturers only focus on the textbook. This is the factors that demotivate almost of the students. The students would feel boring and lost interest, as well as the condition of the class, would become too rigid if the lecturer only focuses on the textbook. The lecturers should change the habit by using a fun method or innovative learning tools such as the use of technology in the class to make learning English process become more appealing. Furthermore, the students also agreed that many new words in textbook lead them to demotivation in learning English. It caused by the students' lack of capability to memorize new vocabulary since they are used to apply the common words they already knew. It indicates that the students need help to improve their ability to memorize new vocabulary.

Regarding the teaching facilities and teaching environment factors, most of the students agreed with the statement the overcrowded classroom made me less interested in learning English. It indicates that there is a need to consider the classroom size and the number of students in each class to make the learning English process more comfortable to the students. The students also agreed that they were frustrated when their English scores are posted in public. It happened when the students got a low score. It caused them lost their confidence and led them to demotivation in learning English. Furthermore, they also consented that out of dated facilities in the class are not good in learning English. The faculties as the facility provider need to put more attention related to this issue since the class facilities are not adequate in maintaining students' comfort in learning English progress. In addition, the students also agreed that multimedia resources are seldom used in class. It could be concluded that the lecturers should use multimedia resources more often and not only focus on the textbook to enhance students' motivation in learning English.

Concerning the relationship between lecturers and students, the students agreed that they lost their interest in learning English when the lecturer shows preferences to a particular student. It depicted that the lecturer should give their attention to the students equally and moderately to avoid students demotivate in the progress of learning. Related to the teaching competence and attitude of the lecturer factor, the students agreed that they feel demotivated in learning English when there is a high frequency to change

lecturers. It caused them difficult to cope with the learning process since they have to get acclimated to their new lecturers' attitude and methods. They would feel uncomfortable and it could affect them in a negative way which led to demotivation in learning English.

Experience of failure and lack of confidence also become demotivating factors for the students. The students agreed that it is difficult to understand some long difficult sentence. It still related to the students' weakness in mastering vocabulary. So there is a need for the students to overcome this by memorize more vocabulary and getting help from the lecturer. Understanding the meaning of many words could help the students in comprehending the long-difficult sentence.

Furthermore, related to unclear study goal, the students agreed that many extracurricular activities influenced their English study. It indicates that the students need to make a prioritization of their study and extracurricular activity. The lecturers also should guide and motivate the students in setting their clear goal and build up their interest in learning English. Last, significant others become a demotivating factor in learning English. The students mostly agreed that they lost their confidence by being compared with other peers. Each student has different characteristics and different capabilities in comprehending the material given so that the lecturer needs to take an account and treats the students equally and also consider which method is the best to increase students' interest in learning English.

To answer the second questions, "What is the major factor that demotivates students of Department of English Language Education in learning English?" Based on descriptive statistics results, the majority of students agreed with five statements related to teaching material, teaching process, and teaching content factors. So, it could be concluded that the major factor of students' demotivation in learning English is teaching material, teaching process, and teaching content.

The results of questionnaire support the finding by Li and Zhou (2017). The demotivating factors in this study are similar to their results such as teaching material, teaching process and teaching content, significance others, teachers' teaching competence and attitude of teachers, the relationship between teachers and students, and teaching facility and teaching environment as demotivators in terms of extrinsic motivation. But the finding which related to intrinsic motivation was different with the finding result of Li and Zhou (2017) because the students of Department of English Language Education did not have an issue related to lack of intrinsic interest. The students only agree with experience of failure and lack of confidence and unclear study goal as their demotivators in learning English. The finding of this study also supports the result of Al-Khairy (2013) which also found demotivators in learning English related to teaching material, teaching process and teaching content and teaching facilities and environment. Regarding to the previous study of Bahramy and Araghi (2013), the result of this study is also inline with their result that found teacher-related factors as the highest demotivator. Last, the finding of this study also supports the previous study by Ali and Pathan (2017) which found that teaching materials and content are also stated as demotivators in learning English.

For the interview result, it can be interpreted that the students' responses were almost the same as the result of the questionnaire which indicated that they have experienced demotivation in learning English. In regard to the interview result, the researcher noticed that the teaching material, process, and content still take a major part as demotivating factors in learning English. From this interview, the students also add the other factors that demotivate them in learning English like the usage of native language and the class scheduling system as demotivating factors.

From both the result of questionnaire and interview, it could be depicted that students' demotivating factors in learning English are dominated by external factors than intrinsic one but still, intrinsic factors such as unclear study goal and experience of failure and lack of confidence should be considered as the crucial one. The intrinsic motivation make the students enjoy the learning process for their own sake. They also need a guide in

setting a clear target of their study and need to increase their confidence to make them able to build up their motivation.

CONCLUSION

The result of this study revealed that students' demotivating factors in learning English at Department of English Language Education consisted of teaching material, teaching process and teaching content factors, teaching facilities and teaching environment, the relationship between lecturers and students, lecturers' teaching competence and attitude of lecturers, experience of failure and lack of confidence, unclear study goal factor and significance others. From the interview, the students also add other factors which are the usage of Indonesian language in the class and the class scheduling system. On the other hand, the major demotivating factors in learning English is teaching material, teaching process and teaching content which was being chosen by a significant number of students.

Therefore, it could be concluded that the external factors are dominating as demotivating factors in learning English. In spite of it, the intrinsic factors such as unclear study goal still need to be considered as the important factors since the students need to have a clear goal and target in their study. The lecturers and Department of English language Education should consider these factors to help students increase their interest in learning English. The students also need coaching and motivation on the campus to improve their motivation in learning English.

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