

## **CHAPTER 3**

### **RESEARCH PROCEDURES**

#### **3.1. Method of the Research**

This research is a qualitative descriptive case study. According to Yin (2003) A descriptive case study is usually used to provide researchers with a detailed description of the studied phenomenon. Furthermore, this research examines students' motivation in learning English in the ninth grade of a junior high school in Tasikmalaya.

#### **3.2. The Focus of the Research**

This study aimed to highlight students' demotivation factors when learning English.

#### **3.3 Setting and Participants**

This study was conducted at one of Tasikmalaya's junior high schools. The study's participants are ninth-grade students at a junior high school in Tasikmalaya, West Java, Indonesia. It consisted of one female and two male students still attending one of the junior high schools in Tasikmalaya. The participants were about 15 and 16 years old. Participants were students who had attended lessons for three months in the 2022/2023 school year, when the researcher conducted pre-observation. And had been confirmed with their English teacher during the 2024/2025 academic year.

The researcher selected participants based on two factors: subjective and objective criteria. During the pre-observation, the researcher concluded subjectively that three students were uninterested and passive in learning English. The students who were chosen received scores lower than 75, which were obtained objectively from attendance, daily assignments, attitudes towards learning, mid-semester tests, and final semester tests.

#### **3.4 The Technique of Collecting the Data**

The researcher used semi-structured interviews via Zoom meetings to collect the data. Semi-structured data is used because of its flexibility. It allows interviewees to freely express themselves and highlight specific areas of interest and expertise they believe they have. Its questioning technique comprehensively describes the phenomenon experiences (Dennis 2016).

Data collection was conducted via Zoom with three grade nine students as participants. Furthermore, after the participants agreed to be interviewed, the data collection was continued by starting the interviews with the students. In addition, six indicators of demotivation factors by Hosseini and Jafari (2014) were used as indicators to write the interview guidelines. The interviews were conducted based on the agreement of the day with the participants.

### 3.5 The Technique of Analyzing the Data

This study used thematic analysis. Thematic analysis involves analyzing, managing, representing, and informing themes in a data set (Braun and Clarke 2006). Thematic analysis also allows for more flexibility in data interpretation and makes it easier to collect large data sets by grouping them into topics. There are six phases of thematic analysis:

#### 1) Familiarizing with the data

During this phase, the researcher transcribes the recorded interview so that the participants' responses can be easily identified. The researcher then begins to become acquainted with the data by reading it until they fully recognize and comprehend the data and see the required points that will be coded.

#### 2) Generating code

The researcher then codes each data item and concludes the phase by organizing all the phases and relevant data extracts. The data was coded by highlighting exciting content and providing a code beside the text for further explanation. The code is named based on the situation and potential solutions to research questions.

*Table 3.1 Interview Transcript and Its Initial Codes*

| Data                                                                                                                                                                                                                                                        | Initial Codes                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| P1: Kalo aku lagi nggak aktif di kelas, biasanya mah guru cuma menegur dari depan kelas. Misalnya, guru bilang, “Kamu kenapa diam aja? Apa nggak ngerti?” Awalnya aku mah cuma diam aja karena memang lagi bingung sama pelajarannya pak, tapi udah ditegur | The teacher’s unsupportive feedback |

|                                                                                                                                                                                                                                                                                                                                                                                       |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| kayak gitu, rasanya <i>teh</i> malah makin males buat ngejawab.                                                                                                                                                                                                                                                                                                                       |                             |
| P2: Yang paling bikin males tuh kalo guru suka banding-bandingin nilai aku sama anak lain yang lebih pinter pak. Kayak misal, "Lihat tuh, si A aja bisa, masa kamu enggak?" Kan bikin males banget pak.                                                                                                                                                                               | Negative teacher treatment  |
| P2: Menurut aku <i>mah</i> pak, aku <i>mah</i> paling gak suka kalo disuruh ngapalin grammar yang susah-susah gitu. <i>Asa</i> bikin bosen <i>we</i> . Mending belajar yang langsung dipraktekin buat ngobrol atau nonton film. Nah, kalo di kelas <i>mah</i> , biasanya gurunya cuma nyuruh baca teks yang panjang-panjang, terus disuruh jawab soal. Udah <i>we</i> gitu, gak seru. | Lack of engaging activities |
| P3: Buat aku mah pak, <i>grammar teh</i> yang paling susah. Aku sering bingung kapan harus pakai <i>past tense</i> , <i>present perfect</i> , atau <i>future tense</i> . <i>Rasanya teh</i> kayak harus inget terlalu banyak aturan yang bikin pusing. Udah <i>mah</i> pusing, bosen <i>deuih</i> .                                                                                   | Grammar complexity          |
| P3: Pernah waktu itu aku disuruh maju ke depan kelas buat baca teks bahasa Inggris. Terus aku salah baca kata. Terus ada teman yang ngetawain, dan aku langsung malu banget <i>atuh</i> pak. Guru nya <i>mah</i> gak marah, tapi gurunya juga gak ngebelain aku.                                                                                                                      | Embarrassing experience     |

**Table 3.2 Initial Codes and Their Frequency**

| No | Initial Codes                      | Total |
|----|------------------------------------|-------|
| 1  | The teacher's ineffective feedback | 4     |
| 2  | Negative teacher treatment         | 3     |
| 3  | Unequal teacher attention          | 3     |
| 4  | Lack of engaging activities        | 9     |

|    |                                       |    |
|----|---------------------------------------|----|
| 5  | Grammar complexity                    | 3  |
| 6  | Uninteresting reading materials       | 2  |
| 7  | Embarrassing experience               | 3  |
| 8  | Disappointed experience               | 3  |
| 9  | Lack of interest                      | 15 |
| 10 | Parents' biased attitude              | 2  |
| 11 | Unsupported environment               | 4  |
| 12 | Noisy classroom                       | 5  |
| 13 | The teacher's inappropriate behaviour | 5  |
| 14 | Text-heavy books                      | 3  |
| 15 | Lack of multimedia                    | 2  |

### 3) Searching for a theme

In the third phase, the researcher analyzes the code of the data and categorizes the data into themes.

**Table 3.3 Process of Searching for Potential Themes**

| No | Initial Codes                         | Potential Themes                                |
|----|---------------------------------------|-------------------------------------------------|
| 1  | The teacher's ineffective feedback    | Teacher's feedback and treatment                |
| 2  | Negative teacher treatment            |                                                 |
| 3  | Unequal teacher attention             | Unexpected Teacher Behaviour                    |
| 4  | The teacher's inappropriate behaviour |                                                 |
| 5  | Lack of engaging activities           | Tedious Teaching Activities                     |
| 6  | Grammar complexity                    |                                                 |
| 7  | Uninteresting reading materials       |                                                 |
| 8  | Embarrassing experience               | Negative classroom experiences                  |
| 9  | Noisy classroom                       |                                                 |
| 10 | Disappointed experience               |                                                 |
| 11 | Parents' biased attitude              | Lack of external support                        |
| 12 | Unsupported environment               |                                                 |
| 13 | Text-heavy books                      | Deficiency in the Variety of Learning Resources |
| 14 | Lack of multimedia                    |                                                 |
| 15 | Lack of Interest                      | Less Internal Learning Efforts                  |

#### 4) Reviewing for themes: checking the themes for the codes

At this point, all themes were intentionally combined to refine and present the initial themes systematically. Themes must be evaluated for both internal and external heterogeneity.

**Table 3.4 Process of Searching for Themes**

| Potential Themes                                | Themes                                          |
|-------------------------------------------------|-------------------------------------------------|
| Teacher’s Feedback and Treatment                | The Teacher’s Role in Student Demotivation      |
| Unexpected Teacher Behaviour                    |                                                 |
| Tedious Teaching Activities                     | Unengaging Teaching Strategies                  |
| Deficiency in the Variety of Learning Resources |                                                 |
| Less Internal Learning Efforts                  |                                                 |
| Negative Classroom Experiences                  | Surrounding Influence and Classroom Environment |
| Lack of External Support                        |                                                 |

#### 5) Defining and naming the theme

This phase involves refining and defining themes, identifying their essence, and determining which aspects of the data they capture. The author may organize data extracts for each theme to create a coherent and consistent narrative. They should also identify the "story" each theme tells and how it fits into the overall "story" of the research questions.

**Table 3.5 Defining and Naming Themes**

| No | Themes                                     | Definition                                                                                                                                                                                                                                             |
|----|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | The Teacher's Role in Student Demotivation | This theme refers to how teachers' attitudes, teaching methods, and interactions with students can contribute to students' demotivation in learning English. Factors such as lack of individual attention, unsupportive treatment, or lack of positive |

|   |                                                 |                                                                                                                                                                                                                                                                                                                                                                               |
|---|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                 | encouragement can affect students' enthusiasm for learning.                                                                                                                                                                                                                                                                                                                   |
| 2 | Unengaging Teaching Strategies                  | This theme describes teaching methods that students find monotonous, uninteresting, and less interactive, causing boredom and low motivation to learn. Examples include teaching that focuses only on memorization or theory without application in real life, as well as learning media that are lacking in variety.                                                         |
| 3 | Less Internal Learning Efforts                  | This theme refers to students' lack of personal initiative, consistency, and determination when learning English. It focuses on situations in which students do not actively engage in self-study, fail to set personal goals, or give up quickly when faced with difficulties. A lack of internal drive frequently leads to decreased motivation and poor learning outcomes. |
| 4 | Surrounding Influence and Classroom Environment | This theme discusses how the learning environment, both in the classroom as well as social interactions with parents, teachers, and peers, can influence students' motivation. Noisy classes, pressure to learn, and teasing from friends can all affect students' comfort and confidence in learning English.                                                                |

## 6) Writing the report

This phase occurs once the topic collection is complete and includes the final analysis and planning for the report's elaboration. The researcher should be identified as a case study of the problem and should argue about the research question. Following the steps outlined above will allow the researcher to analyze the data obtained during the data collection.

### 3.6 Steps of the Research

In preparing this thesis, several research steps must be carried out systematically so that the research can run well and produce valid findings. The following are the stages in the research:

***Table 3.6 Steps of the Research***

| <b>Steps</b> | <b>Descriptions</b>                                                                                                                       |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1            | Identify current issues                                                                                                                   |
| 2            | Searching and deepening the contents of journals or books that are relevant to the issue to be researched                                 |
| 3            | Determine the research topic to be researched.                                                                                            |
| 4            | Continued to compile the research proposal, starting from making the background of the study, literature review, and research methodology |
| 5            | Collecting data using semi-structured interviews with willing participants                                                                |
| 6            | Transcribe the results of the interview into written form.                                                                                |
| 7            | The results of the transcript were analysed using thematic theory analysis by Braun and Clarke (2006)                                     |
| 8            | Complete the thesis                                                                                                                       |



## **CHAPTER 4**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter reveals the findings in a comprehensive discussion that aims to answer the research question of what factors make grade 9 students in junior high school demotivated in learning English. Data was collected through semi-structured interviews with 3 students 9th grade junior high school in Tasikmalaya, West Java, Indonesia.

The researchers thoroughly examined the data derived from the transcriptions of participant interviews using thematic analysis. Based on the results of the study, researchers found 4 themes: (1) The Teacher's Role in Student Demotivation, which includes: Teacher's Feedback and Treatment, and Unexpected Teacher Behaviour, then (2) Unengaging Teaching Strategies, which includes: Tedious Teaching Activities and Deficiency in the Variety of Learning Resources, then (3) Less Internal Learning Efforts. And finally (4) Surrounding Influence and Classroom Environment, which includes: Negative Classroom Experiences and Lack of External Support. The names of the three students were changed to Participant 1 (P1), Participant 2 (P2), and Participant 3 (P3). The specific interpretation of the four themes will be outlined in the explanation below.

#### **4.1 The Teacher's Role in Student Demotivation**

Teachers make an important contribution to developing students' motivation to learn, especially in English language learning. Based on the interviews with the participants, the teachers' feedback and treatment, and unexpected teachers' behaviour are the reasons why students become demotivated in learning English. For a more specific explanation, the researcher represents the teacher's feedback and treatment, and the unexpected teacher's behaviour as follows.

##### **4.1.1 Teacher's Feedback and Treatment**

Based on the participants' experiences, the feedback and treatment they received from teachers demotivated them to learn English. In this study, participants reported the teacher's ineffective feedback and unexpected teacher treatment. More specific evidence is shown in the italicised quote below.

Table 4.1 Teacher's Feedback and Treatment

| Quotes                                                              | Transcript of Interview Data                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1                                                                  | <i>If I am not active in class, <b>the teacher usually just scolds me from the front of the class</b>. For example, the teacher would say, "Why are you silent? Don't you understand?" At first, I was silent because I was confused about the lesson, but after being scolded like that, I became too lazy to answer.</i>                                                   |
| P1                                                                  | <i>I think <b>teachers who compare me to my smarter friends make me feel very embarrassed</b>. For example, a teacher will respond, "You can't do this?" immediately if I give the incorrect response, or "Look at him, he's capable, aren't you?"</i>                                                                                                                       |
| (Interview transcript, December 13, 2024. Translated by the author) |                                                                                                                                                                                                                                                                                                                                                                              |
| P2                                                                  | <i>But sometimes, sir, the teacher would come over to my desk and ask, "<b>Why are you silent? Do you have something to ask?</b>" but I'm also confused about what to ask.</i>                                                                                                                                                                                               |
| P2                                                                  | <i><b>The most annoying thing is when teachers like to compare my grades with other children who are smarter</b>. Like, for example, "Look at that, he can do it, why can't you do it?" It makes me lazy, sir.</i>                                                                                                                                                           |
| (Interview transcript, December 14, 2024. Translated by the author) |                                                                                                                                                                                                                                                                                                                                                                              |
| P3                                                                  | <i><b>I don't like it when teachers compare me to my smarter friends too often</b>. It's like, "Geez, I'm not as smart as them, why should I be compared?" Then, if I answer wrong and the teacher exhales and makes it looks upset to me, it makes me even more afraid to try again. If the teacher is too strict, I'm too scared to ask questions or answer questions.</i> |
| (Interview transcript, December 15, 2024. Translated by the author) |                                                                                                                                                                                                                                                                                                                                                                              |

Based on Table 4.1, P1, P2, and P3 stated inefficient feedback and inappropriate teacher treatment. P1, P2, and P3 stated that they were scolded by the teacher in front of the class, which made students uninterested in responding. P1 then mentioned that the teacher compared him to a friend who was smarter than him, as well as P2 and P3, who got the same experience. When teachers scold students in front of the class or compare them to their peers, students may feel embarrassed, lose self-esteem, and become unable to actively participate in the learning process. Jenkins (2024) found that students consider public reprimands to be the least acceptable method of dealing with problem behaviour

because they can damage teacher-student relationships and create an unsupportive learning environment.

Furthermore, P1 and P2 received less efficient feedback from their teachers. Teacher feedback is an important component of effective learning. However, when it is delivered inefficiently, such as being too general, unspecific, or focusing only on mistakes without providing remedial guidance, students may feel confused, unappreciated, and eventually lose motivation to learn. Guo & Zhou (2021) Found that critical feedback without constructive support can reduce students' intrinsic motivation. Furthermore, feedback that focuses just on the result rather than the learning process can make students feel unappreciated, lowering their engagement in learning. Therefore, teachers need to provide specific, constructive, and supportive feedback to increase students' motivation and engagement in the learning process.

#### 4.1.2 Unexpected Teacher Behaviour

Aside from the teacher feedback and treatment, according to students, they also perceive unexpected teacher behaviour from their teachers, especially unequal teachers' attention and teachers' inappropriate behaviour. More specific evidence is shown in the italicised quote below.

*Table 4.2 Unexpected Teacher Behaviour*

| Quotes | Transcript of Interview Data                                                                                                                                                                                                                            |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1     | <i>Then, if <b>the teacher only focuses on students who can already do it and rarely gives opportunities to those who are still struggling, like me, for example</b>, I feel like I'm not considered. I think, "It's useless, I still can't do it."</i> |
| P1     | <i>The teacher just <b>gets angry without giving a solution</b>, so that the class can be calmer.</i>                                                                                                                                                   |
|        | (Interview transcript, December 13, 2024. Translated by the author)                                                                                                                                                                                     |
| P2     | <i>Then, especially if <b>the teacher is strict</b>, I'm even afraid of being wrong, so I don't even dare to do anything.</i>                                                                                                                           |
| P2     | <i>If, for example, <b>the teacher tells me to hurry up with the work</b>, sir. Especially if it's counted down. I'm lazy, sir.</i>                                                                                                                     |
|        | (Interview transcript, December 14, 2024. Translated by the author)                                                                                                                                                                                     |

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**P3**     *Some teachers only focus on children who are already good at English, so if I'm not active, I feel like I'm not considered.*

**P3**     *If the teacher is too strict, I'm too scared to ask questions or answer questions.*

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(Interview transcript, December 15, 2024. Translated by the author)

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Based on Table 4.2, P1, P2, and P3 received inappropriate behaviour and unequal attention from the teacher. P1 and P3 stated that their teachers only focus on students who can or who are active, compared to those who do not understand the material being taught. This unfairness makes students feel unappreciated and reduces their motivation to try. Lee & Chiu (2023) Found that unequal attention from teachers can reinforce students' feelings of helplessness and worsen their perceptions of learning. While in P2, he receives sufficient attention from the teacher; however, he receives an inappropriate attitude from the teacher, specifically the teacher's nature, which is fierce and, in a hurry to complete a task, he feels that such behaviour makes him lazy to learn. Such experiences align with the findings of Bolkan et al. (2022), who showed that teacher misbehaviour, including antagonism, can reduce students' sustained attention and motivation to learn. When students perceive their teachers as unhelpful or hostile, they are more likely to disengage from the learning process, resulting in poor performance in school.

One of the primary causes of a decrease in motivation to learn English is the teacher's harsh and inappropriate attitude toward students in class. Based on the interviews, participants felt that the teacher's harsh words in front of the class embarrassed and weakened students' confidence. When students do not understand the lesson, teachers should demonstrate sympathy rather than judgment or anger. According to Hiver et al. (2020) Negative emotional interactions from teachers, such as being insensitive to students' feelings or using pressure, may worsen academic anxiety and lead to demotivation when learning a foreign language. An emotionally stressful learning environment causes students to feel insecure and withdraw from the learning process.

Furthermore, unequal teacher attention, which focuses primarily on high-achieving students, can cause feelings of neglect among those who require additional support. The interview revealed that the student was discouraged and thought, "there's no point in trying," due to the teacher's lack of acknowledgement. Pishghadam et al. (2021) supported

this phenomenon, stating that disproportionate teacher attention can foster helplessness and reinforce students' negative self-perceptions. As a result, teachers must establish inclusive interactions with all students to maintain learning motivation and increase learners' confidence.

## 4.2 Unengaging Teaching Strategies

One of the contributing factors to student demotivation is the use of unengaging teaching strategies, which are identified by a lack of variety and creativity in both instructional approaches and learning resources. According to the interview, students expressed boredom and frustration when English lessons were limited to repetitive activities like repetitive grammar exercises and textbook-based assignments that lacked interactive elements such as games, discussions, or multimedia tools. For a more specific explanation, the researcher represents the tedious teaching activities and deficiency in the variety of learning resources as follows.

### 4.2.1 Tedious Teaching Activities

Teaching activities play a vital role in maintaining or diminishing students' motivation in learning English. In this study, students reported feeling disengaged due to the lack of interesting and interactive teaching activities. More specific evidence is shown in the italicised quote below.

**Table 4.3 Tedious Teaching Activities**

| Quotes | Transcript of Interview Data                                                                                                                                                                                                                                                                                                             |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1     | <i>I don't like it when learning is <b>just memorising grammar or answering questions in a book without any interesting activities</b>. Like, for example, if the assignment is just "find the meaning of the following word, then write it in the book," if like that, it gets boring quickly, sir, and then it's hard to remember.</i> |
| P1     | <i>I think the <b>grammar part is the hardest</b>. There are many rules to memorise, like when to use "has" or "have," and how to make passive sentences.</i>                                                                                                                                                                            |
| P1     | <i>In addition, I also don't like <b>reading long texts in textbooks</b> because the language is too formal, and <b>the topics are not interesting</b>.</i>                                                                                                                                                                              |
|        | (Interview transcript, December 13, 2024. Translated by the author)                                                                                                                                                                                                                                                                      |
| P2     | <i>Then, the teacher said that English is very important for the future, but <b>he taught in a monotonous way</b> that made me sleepy. So, it</i>                                                                                                                                                                                        |

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|    |                                                                                                                                                                                                                        |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <i>doesn't seem to match what he said.</i>                                                                                                                                                                             |
| P2 | <i><b>Grammar makes me dizzy.</b> Sir, the tenses are particularly difficult to understand. The reading text can also be long and hard to understand. The words are also difficult to comprehend.</i>                  |
|    | (Interview transcript, December 14, 2024. Translated by the author)                                                                                                                                                    |
| P3 | <i>It feels like I have to remember too many rules, which makes me dizzy, and then <b>I become lazy to learning.</b></i>                                                                                               |
| P3 | <i>Also, I dislike reading comprehension material when <b>the text is long and the topic is uninteresting.</b> Sometimes the text is too formal or boring, making it difficult for me to understand what it means.</i> |
|    | (Interview transcript, December 15, 2024. Translated by the author)                                                                                                                                                    |

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Based on Table 4.3. P1, P2, and P3 were all bored with the teaching activities used. P1 stated that he received an assignment named "find the meaning of the sentence," which made him bored quickly and was ineffective for learning. P2 stated that grammar is the most difficult subject; some tenses confuse him, and the text is long and hard to comprehend. P3 had the same experience; she stated that grammar is a difficult subject that makes her lazy to learn, and that material such as "reading comprehension" with long sentences that are too formal makes her bored quickly and makes it more difficult to understand.

Based on the findings above, participants were demotivated when learn English because of tedious teaching activities. Mohammed & Al-hassan (2023) claim that using creative and varied teaching activities can significantly increase students' interest and participation in English learning. The teaching activities used by the teacher have a significant impact on students' motivation and engagement in learning English. In this study, several students expressed that monotonous teaching activities, such as routine grammar drills, textbook reading, and excessive writing tasks, tend to make them feel bored and disconnected from the learning process. They prefer more interactive and engaging activities, such as games, group discussions, role-plays, and multimedia-based lessons. According to Naviantara et al. (2024), who emphasise that activities adapted to students' learning preferences and needs can result in a more dynamic and enjoyable learning experience.

Based on the findings and discussion above, it is possible to conclude that participants had boring learning experiences due to a lack of varied activities. In this case, it made participants demotivated in learning.

#### 4.2.2 Deficiency in the Variety of Learning Resources

One of the most significant factors influencing students' motivation to learn English is a deficiency in the variety of learning resources. According to the interview results, some students feel that the books used in class are too text-heavy, lack illustrations, and use language that is too formal and irrelevant to everyday life. More specific evidence is shown in the italicized quote below.

*Table 4.4 Deficiency in the Variety of Learning Resources*

| Quotes | Transcript of Interview Data                                                                                                                                        |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1     | <i>Books with too much text and no animation usually make me bored quickly.</i>                                                                                     |
| P1     | <i>Then, if the teacher only uses the whiteboard instead of videos, songs, games, or even PPT, I get bored quickly.</i>                                             |
|        | (Interview transcript, December 13, 2024. Translated by the author)                                                                                                 |
| P2     | <i>I don't like learning just from books or worksheets. I started to get bored then.</i>                                                                            |
|        | (Interview transcript, December 14, 2024. Translated by the author)                                                                                                 |
| P3     | <i>I dislike learning only from textbooks that are filled with text and lack pictures or other interesting elements.</i>                                            |
| P3     | <i>If the material is only written on the whiteboard with no videos, I become bored quickly. Then, if the media is too complicated, I become too lazy to learn.</i> |
|        | (Interview transcript, December 15, 2024. Translated by the author)                                                                                                 |

Based on Table 4.4, P1, P2, and P3 were bored because the teacher didn't offer a variety of teaching materials or use multimedia. P1 stated that books with lots of text and no animation bores him quickly. Similarly, P2 stated that he disliked learning that depended only on books or worksheets, as he became bored quickly. Not only that, P3 stated that if the material used was only written on the blackboard and didn't include videos, she would become bored quickly, and if the learning media used was too complicated, she would become lazy.

According to the interview findings, some students complained that the textbooks used in class were too text-heavy, lacked illustrations, and the language used was too formal and irrelevant to their daily lives. This is in line with the findings of Marzuki et al., (2023), who concluded that a lack of contextual and multimodal teaching materials can reduce students' active participation in English classes. Meanwhile, Sugianto et al., (2023) Believes that junior high school students urgently require teaching materials that are not only informative, but also visual and interactive, to support their various learning styles. A deficiency in the Variety of Learning Resources can hinder students' ability to comprehend the material properly, causing them to quickly lose interest in learning. (Livumbaze & Achoka, 2017).

Based on the findings and discussion above, it is possible to conclude that participants had a boring learning experience as a result of a lack of learning media and varied multimedia. In this case, of course, participants may become demotivated to learn.

### 4.3 Less Internal Learning Efforts

One of the main causes for low English language learning achievement is a lack of internal learning effort. In this study, some students revealed that they have trouble motivating themselves to study, especially when there is no external motivation, such as assignments or exams. More specific evidence is shown in the italicized quote below.

**Table 4.5 Less Internal Learning Efforts**

| <b>Quotes</b> | <b>Transcript of Interview Data</b>                                                                                                                                                                                                   |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>P1</b>     | <i>But from there, I became too lazy to speak English in front of the class, <b>afraid of being bullied again.</b></i>                                                                                                                |
| <b>P1</b>     | <i>I've tried learning through applications on my cell phone, like Duolingo, but only for a while <b>because I get bored quickly.</b></i>                                                                                             |
| <b>P1</b>     | <i>To be honest, sir, <b>I'm not particularly interested in learning English</b> because I find it difficult and frequently fail to understand the material.</i>                                                                      |
|               | (Interview transcript, December 13, 2024. Translated by the author)                                                                                                                                                                   |
| <b>P2</b>     | <i>At school, learning grammar, at tutoring is also the same, it's better if the learning activity is different, this is just the same. So, I didn't study for long at the tutoring place <b>because I became even more lazy.</b></i> |

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|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| (Interview transcript, December 14, 2024. Translated by the author) |                                                                                                                                |
| <b>P3</b>                                                           | <i>That's what makes me even more lazy to learn again, I'm <b>already lazy</b>, plus I'm often compared to other students.</i> |
| <b>P3</b>                                                           | <i>I've <b>always been a lazy person</b>; my parents often encourage me at home, but I am not always motivated to study.</i>   |

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(Interview transcript, December 15, 2024. Translated by the author)

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Based on Table 4.5, P1, P2, and P3 agreed on the lack of internal learning efforts to learn English. P1 stated that he was not interested in learning English because he found it difficult and frequently failed to understand the material. Similarly, P2 stated that he sometimes lost focus while learning; when the teacher approached him and asked why he was silent, he had no idea what to say because he was not focused on learning. While P3, she stated that she was a typical person who was not interested to learn. When she got encouragement from her parents, she was not motivated to study diligently.

Lack of internal learning effort is a significant factor leading to poor English language learning results. In this study, some students stated that they lose focus while learning and struggle to motivate themselves while learning, particularly when there is no external push, such as assignments or exams. They tend to procrastinate studying and only do it when there is external pressure. This phenomenon is indicative of low intrinsic motivation and a lack of self-regulation in the learning process. According to Li (2024), mastery goals and task grades are significant indicators of self-regulation when learning English as a foreign language. In addition, a study by Alotumi (2021) emphasizes the importance of self-regulation in maintaining motivation to learn, especially when learning English at the tertiary level. Lack of internal learning effort has an impact not only on academic outcomes, but it can also reduce students' confidence and interest in learning English. As a result, teachers must help students develop self-regulation strategies and increase their intrinsic motivation by using supportive and motivating learning approaches.

#### 4.4 Surrounding Influence and Classroom Environment

Negative classroom experiences and a lack of external support significantly reduce students' motivation to learn English. When students encounter embarrassment, unfair

treatment, or neglect in class, it creates a hostile learning environment that promotes anxiety and withdrawal rather than engagement. For a more specific explanation, the researcher represents the negative classroom experiences and a lack of external support as follows.

#### 4.4.1 Negative Classroom Experience

Negative classroom experiences are one of the main causes that students lose motivation to learn English as a foreign language (EFL). Based on the interview results, some students felt uncomfortable, depressed, and even embarrassed during the learning process. More specific evidence is shown in the italicized quote below.

*Table 4.6 Negative Classroom Experience*

| Quotes | Transcript of Interview Data                                                                                                                                                                             |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1     | <i>In eighth grade, I was given the task of reading a text in front of my class. <b>My friends laughed at me after I mispronounced a few words.</b></i>                                                  |
| P1     | <i>I was <b>disappointed</b> when I got a very low grade on an English test.</i>                                                                                                                         |
| P1     | <i>The <b>noisy classroom environment bothered me.</b> One time, the class was noisy, and I had no idea where to start studying.</i>                                                                     |
|        | (Interview transcript, December 13, 2024. Translated by the author)                                                                                                                                      |
| P2     | <i>I once mispronounced a word, and my friends laughed at me. I <b>felt embarrassed.</b> From there, I became afraid to speak English. So, it's like a trauma, sir.</i>                                  |
| P2     | <i>If I get a bad grade, <b>I'm sad, and it makes me lazy to study.</b> I feel stupid. But still, sir, there is a sense of disappointment. Moreover, my mother already knows that my grades are bad.</i> |
| P2     | <i>If the class is <b>noisy, it's hard to focus.</b></i>                                                                                                                                                 |
|        | (Interview transcript, December 14, 2024. Translated by the author)                                                                                                                                      |
| P3     | <i>Then some friends laughed <b>at me</b>, which made me very <b>embarrassed.</b> The teacher does not become angry, but he also doesn't defend me.</i>                                                  |
| P3     | <i>However, if the classroom is <b>too noisy</b> and many friends are chatting to themselves, I find it <b>difficult to concentrate.</b></i>                                                             |
|        | (Interview transcript, December 15, 2024. Translated by the author)                                                                                                                                      |

Based on Table 4.6, P1, P2, and P3 had negative experiences when learning English, such as noisy classes, embarrassing experiences, and disappointing experiences. P1, P2, and P3 stated that they were laughed at in front of their class because they mispronounced a few words. They also feel disappointed if they receive poor grades. They also agree that noisy classrooms make learning ineffective.

Based on the findings of the interviews, some students frequently feel uncomfortable, depressed, and even embarrassed during the learning process. One of the most common triggers is when they make mistakes, whether in pronunciation or answers, but do not receive a supportive response from the teacher. Instead, when their classmates laugh at them, they feel ignored, openly reprimanded, or even abandoned, making them feel inferior and unwilling to participate again. This is in line with Zheng et al. (2018) State that a non-conducive classroom environment and negative emotions such as anxiety, fear of evaluation, and feeling unappreciated can inhibit students' active engagement and reduce their readiness to learn.

In addition to the teacher's treatment, a noisy, unstructured, and uncontrolled classroom environment contributes to reduced student concentration. Participants stated that when the classroom environment is chaotic and the teacher scolds without providing solutions, they become even more confused and lose direction in understanding the material. Solhi (2024) reinforces this by stating that a stressful classroom environment without any empathy has a direct impact on students' lack of desire to speak and interact with English. When students are emotionally anxious, it affects not only their academic performance but also their negative perceptions of the subject in general.

Furthermore, negative past classroom experiences, such as being laughed at when reading a text in front of the class or being ignored when answering incorrectly, leave a lasting psychological impact. This impact can be seen in students' tendency to remain silent and avoid taking risks in the learning process, despite their desire to learn. As a result, teachers must be more sensitive to their students' emotional responses and build supportive relationships. Teachers must create an inclusive, open, and respectful classroom environment in which students feel safe to participate without fear of being judged. According to Hiver et al., (2020)An emotionally supportive classroom

environment helps students develop positive motivation and resilience when faced with the challenges of learning a foreign language.

#### 4.4.2 Lack of External Supports

Lack of external support, whether from teachers, parents, family, or the surrounding environment, is a significant factor in students' low motivation to learn English. During the interviews, some students revealed that they did not receive extra support or attention from their families when they faced difficulties in English classes. More specific evidence is shown in the italicized quote below.

**Table 4.7 Lack of External Supports**

| Quotes                                                              | Transcript of Interview Data                                                                                                                                                     |
|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P1                                                                  | <i>My teacher at that time said nothing and <b>moved on to other students without responding to me</b>, so I felt ignored.</i>                                                   |
| P1                                                                  | <i>Furthermore, if my parents knew about my poor grades, <b>they would compare me to my smarter friends</b>.</i>                                                                 |
| P1                                                                  | <i>Some people like to help me when I don't understand something, but that's a small percentage; <b>most people don't care and laugh at me</b>, as I previously stated, sir.</i> |
| (Interview transcript, December 13, 2024. Translated by the author) |                                                                                                                                                                                  |
| P2                                                                  | <i>If it's support from friends, <b>some like to tease me if I say the wrong thing</b>, like I said earlier, sir.</i>                                                            |
| (Interview transcript, December 14, 2024. Translated by the author) |                                                                                                                                                                                  |

Based on Table 4.8. P1 and P2 receive less support from teachers, parents, and classmates. P1 stated that he felt ignored by his teacher when he asked, but the teacher's response was to move on to another friend. Aside from that, his parents did not support him when he received a poor grade. Aside from that, P2 stated that he received a variety of support from his friends, with some supporting him when he struggled to understand a material and others mocking him when he mispronounced certain words. While P3, she stated that she had enough support from her teachers, parents, and friends. Many teachers and friends encouraged her, and many people paid attention to her, including her parents. P3 stated that her parents had always helped and supported her, but that the reason she was demotivated to learn English was due to her internal factors rather than the support of those closest to her.

Lack of external support, whether from parents, family, or the surrounding environment, is a significant factor in students' low motivation to learn English. During the interviews, some students revealed that they did not receive special assistance or attention from their families when they encountered difficulties in English classes. Some even stated that their parents lacked knowledge and skills in the language, so they were unable to assist when asked to accompany them to study at home. This is consistent with Azar (2024), who state that parental involvement in children's learning processes, including emotional, academic, and motivational support, has a significant impact on students' learning success, particularly in foreign language learning.

Furthermore, the social environment has a significant influence. In some cases, students feel separated from their peers, often feeling embarrassed or afraid of ridicule when trying to speak English. The lack of learning communities or spaces that encourage the practical use of English, both at school and in wider society, makes students feel as if their efforts to learn are futile. Sampelan & Sengkey (2022) explain that social support from friends and teachers, as well as the existence of an environment that promotes natural use of the target language, can boost students' self-esteem and motivation. When there is no such support, students are more likely to become demoralized and believe that the learning process is irrelevant to real life. As a result, efforts to increase external support, whether through family, school, or society, are critical to helping students maintain their learning motivation.