

# **DEMOTIVATING FACTORS ON STUDENTS' SPEAKING OF THE FOURTH-YEAR STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF MUHAMMADIYAH KOTABUMI UNIVERSITY**

**<sup>1</sup>Cahyo Nugroho, <sup>2</sup>Elis Susanti, <sup>3</sup>Dewi Sri Kuning**

**<sup>1</sup>[cahyoibnumanan29@gmail.com](mailto:cahyoibnumanan29@gmail.com), <sup>2</sup>[weasley.ndha@yahoo.com](mailto:weasley.ndha@yahoo.com), <sup>3</sup>[dewisrikuning@gmail.com](mailto:dewisrikuning@gmail.com)**

**Universitas Muhammadiyah Kotabumi**

***Abstract:*** *Students' demotivation is a study which is rarely to be researched. Demotivation is decreasing the basis of motivation. It is caused by students do not motive to do something and to fulfill a specific activity. One of the reasons of students' demotivation in speaking English is teaching speaking. The purpose of this study was to describe the biggest demotivating factors on students' speaking of the fourth-year students of English Education Study Program of Muhammadiyah Kotabumi University. The research method used in this study is descriptive quantitative method. The data from this study were taken from the results of questionnaire. The results of this study is the biggest demotivating factors on students' speaking are lack of self-confidence to speak English in classroom with 100% of students who chose this statement. Secondly, expecting to use (or speak and write) grammatically correct English with 96% of students who chose this statement. Lastly, the lecturer assign to read a great number of textbooks and supplementary readers with 92% of students who chose this statement. It is very important for the lecturer and students to know these demotivating factors due to improve students' speaking English skill.*

**Keywords:** Demotivation, Speaking English, Teaching Speaking

**Abstrak:** Penurunan motivasi pada mahasiswa adalah sebuah studi yang sangat jarang untuk diteliti. Penurunan motivasi adalah menurunnya dasar motivasi. Ini disebabkan oleh mahasiswa tidak termotivasi untuk melakukan sesuatu dan mengisi aktivitas tertentu. Salah satu alasan menurunnya motivasi mahasiswa dalam berbicara bahasa Inggris adalah pembelajaran bahasa. Tujuan dari penelitian ini adalah untuk mendeskripsikan faktor terbesar menurunnya motivasi mahasiswa tahun keempat program studi pendidikan bahasa Inggris. Metode penelitian menggunakan metode deskriptif kuantitatif. Data dari penelitian ini diambil dari hasil kuesioner. Hasil dari penelitian ini adalah faktor terbesar penurunan motivasi adalah kurang percaya diri untuk berbicara bahasa Inggris di kelas dengan 100% mahasiswa telah memilih pernyataan ini. Kedua, ekspektasi untuk berbicara dan menulis dengan tata bahasa yang benar dengan 96% mahasiswa telah memilih pernyataan ini. Terakhir, dosen menugaskan untuk membaca sejumlah besar buku teks dan buku bacaan tambahan dengan 92% mahasiswa telah memilih pernyataan ini. Sangat penting untuk dosen dan mahasiswa mengetahui faktor-faktor penurunan motivasi ini dikarenakan untuk meningkatkan kemampuan berbicara mahasiswa

**Kata kunci :** Penurunan motivasi, berbicara bahasa Inggris, pembelajaran bahasa.

<sup>1)</sup>Mahasiswa Universitas Muhammadiyah Kotabumi

<sup>2,3)</sup>Dosen Universitas Muhammadiyah Kotabumi

## I. INTRODUCTION

There are many different processes that people could do to express the meaning, ideas, and statements. People prefer to convey information using verbal or nonverbal communication. Verbal communication is called speaking. According to Chaney and Burk (as cited in Samad, 2017, p. 99) speaking is the process of dividing and building the meaning of using oral/verbal in sundry contexts. It had many functions in people's communication.

In the process of communication between speaker and listener, it has many problems. One of the problems is using a foreign language. English as a foreign language sometimes make people difficult to convey the information in speaking. Indeed, the university's students who take majoring in English could not convey the information in speaking well. In line with this statement, Rabia (as cited in Pratiwi, 2019, p. 194) state that the character was still as a foreign language and the result still

had not satisfied because a lot of graduating students were capable to communicate well.

Therefore, there were some factors that influenced speaking in English. Khamkhien (as cited in Rahmawati, 2017, p. 4) state that native language, age, experience in learning English, phonetic ability, attitude, and motivation were some factors that influenced the students' speaking ability. Those factors underlay some problems that affected students to convey the information in speaking English.

Based on an interview with the lecturer of speaking in the third semester of English Education Study Program at Muhammadiyah Kotabumi University on January, 27<sup>th</sup> 2020, there were two classes that had different backgrounds. Class A had 25% of students who could speak English well. In contrast, there were 75% of students in class B who could speak English well.

Unlike the motivation of students, the demotivation of students had contrary meaning. According to Dornyei (as cited in Meskhat, 2012, p. 745) demotivation as specific external forces that reduced or diminished the motivational basis of a behavioral intention or an ongoing action. It did not properly mean the total loss of students' motivation. It could complete a lack of motivation with positive influenced that made up a motivational basis in students' learning process.

The essential problem that would be described and investigated in this research could be expressed by question, what are the biggest demotivating factors on students' speaking of the fourth-year students of English education study program of Muhammadiyah Kotabumi University? This research was expected to describe the biggest demotivating factors on students' speaking of the fourth year students of English education study program of Muhammadiyah Kotabumi University.

The outcome of this research was provided the advantages to the students who interested in this topic and gave understanding about the demotivating factors on students' speaking. Last, This research hopefully could be beneficial for the lecturers in understanding how demotivating factors on students' speaking in learning speaking English at Muhammadiyah Kotabumi University was so that the lecturers could help students to repair the students' motivation in order to learn speaking English well.

## **II. THEORY REVIEW**

### **2.1. Concept of Demotivation**

One of the problems in learning speaking English is the lack of motivation. It is caused by many factors. Those factors sometimes make students feel decreasing motivation. In the form of motivation, it called demotivation. According to Wlodkowski & Ginsberg (2010, p. 43) states that when students are not motivated to do something, they are not motivated to

accomplish a particular activity. It affects their behavior to be bored, frustrated, distracted and hostile. Those behaviors influence students in the learning section. It implies that they do not always motive in doing something. It points out that the students feel stress in learning.

In odd moments, it can affect other students to do demotivation. This is very dangerous in learning. In line with this statement, Dornyei and Murphrey (as cited in Adara, 2019, p. 213) states that a demotivated student can affect other students as well as reducing the effectiveness and aim of the learning, despite a motivated student can influence other students positively.

Therefore, the demotivated student will bring a bad environment in the class. It can affect a negative force in the class and making class does not effective. Consequently, Ellis (as cited in Soureshjani, 2012, p. 328) states that bad attitudes duly point out can prevent language learning, since the students

regularly get those attitudes when the students are not fascinated or have troubles with the teacher or with other students. The bad attitudes sometimes appear due to students feel bored in the class. They create new something to get rid of the bored and headed in negative form.

Despite this, it does not point out that all of the students who getting demotivation lost all positive motivation. Students' interest in learning is still available, but they just feel decreasing motivation in the class. In line with this statement, Dornyei (as cited in Haryanto, 2018, p. 8) states that some positive motives may still active in a student's learning process due to demotivates serve as a resultant power de-energizing the behavior. It stresses that demotivates just lack of motive to act. They need to restore the lost spirit in learning. Hence, Meshkat and Hassani (as cited in Adara, 2018, p. 4) states that there are some motivational factors that influence the students' interest in foreign language

learning while students' motivation limited by demotivation.

## **2.2. Concept of Motivation**

Teaching speaking is also related to motivation. It can seem from how lecturers/teachers can motivate their students in the class. In line with this statement, Wingo and Morse (as cited in Ihsan, 2016, p. 32) points out that motivation is what encourages students to try to learn, in the conventional language of teacher, "to motivate," implies to get the students to adjust them to the learning at hand. Students who have high motivation will create a good classroom.

Hence, Harmer (as cited in Putri, 2016, p. 15) gives some features of good classroom students, which have: a readiness to listen, a readiness to experiment, a readiness to ask questions, a readiness to think about how to learn, and a readiness to accept correction. Students usually have good behavior in the class when they have high motivation. They will enthusiastic to listen to the lecturer/the teacher in the class.

They will experiment to speak a foreign language such as English. They will ask the lecturer/the teacher when they do not understand the material. They will prepare to think about how to learn to speak English well and they also will accept the correction from the lecturer/the teacher when they made a mistake.

## **2.3. Concept of Speaking**

One of the skills in English is speaking. Speaking is two ways communication between both speaker and listener including the process of producing, receiving, and conveying information in the form of thoughts, ideas, and feelings. In line with this statement, Burkart (as cited in Argawati, 2014, p. 76) states that speaking is an activity which implicates the fields of knowledge, they are the tools such as vocabulary, grammar, and pronunciation; it is the utilize of the rightwords in the right sequence with the right pronunciation. Hence, there are some requirements that must be fulfilled by someone to succeed in speaking.

According to Brown (2001, p. 17) the five components of speaking are vocabulary, grammar, fluency, pronunciation, and comprehension. Those components are the basic foundation for someone before he/she conveys the information. However, there are each of the functions in the language that refers to speaking. In line with this statement, Patel and Jain (as cited in Gani, 2015, p. 17) states that thinking, communication, and self-expression are the main functions of language. Sometimes, students feel difficult to convey the language in speaking particularly in the foreign.

#### **2.4. Concept of Teaching Speaking**

Speaking is one of four skills that must be mastered by students. Therefore, the lecturer/teacher has to teach speaking English well. It can affect students to study speaking English in the best way. In line with this statement, Brown and Yule (as cited in Maulidar, 2019, p. 81) states that the aim of teaching speaking is to provide students with an ability to express

themselves in the target language to cope with basic interactive skills like exchanging greeting, thanks, apologies, to express his needs, and to request information and services.

The lecturer/teacher also determines successful/unsuccessful students in the process of teaching speaking English. He/she can give evaluations to students in practicing speaking English. From those evaluations, the teacher/lecturer can know the students' understanding of speaking English. Hence, Brown (as cited in Widyaningsih, 2018, p. 46) states that teachers can see how the students' understanding in learning language and can benefit from an understanding of what makes learners successful/unsuccessful, and establish in the classroom a milieu for the realization of successful strategies.

#### **2.5. The Reasons of Demotivating on Students' Speaking**

Demotivation in learning speaking English becomes a problem that has to resolve by all of the elements in learning. It can affect not only the students but also all of the elements in learning. To resolve all of the problems, they have to know some reasons for demotivating on students' speaking. In line with this statement, Pratiwi (2019, p. 195) divided it into six aspects. They are: lack of adequate learning contents and teaching materials, lecturers' inadequate competence and teaching methods, inadequate facilities, lack of intrinsic motivation, test score, and unfavorable classroom climate and opportunities.

### **1. Lack of Adequate Learning Contents and Teaching Materials**

One of the important things in the learning process is learning contents and teaching materials. Hence, Kitao (as cited in Rahayuningsih, 2016, p. 25) defines that one of the most important aspects of what goes on in the classroom and the hub of

instruction are materials. Besides, teaching materials also have an important role in learning a language.

### **2. Lecturers' Inadequate Competence, Attitude, and Teaching Method**

Sagala (as cited in Asnani, 2017, p. 624) defines that a mix of mastery, knowledge, attitudes, values, and skills that are reflected in the habit of thinking and acting in carrying out work/task is competence. Lecturers' attitudes can also influence the environment of the class. In line with this statement, Meyer et al (as cited in Demirdag, 2015, p. 78) states that attitudes of the lecturer/teacher towards error may make a positive or negative classroom climate depending on how they understand their mistakes.

### **3. Inadequate facilities**

Facilities are one of the factors that prove the teaching and learning process. Facilities also can improve students' achievement in the college. In line with this

statement, Earthman (as cited in Ramli, 2018, p. 300) states that the shapes of the college or school facilities are very crucial, and it gives an impact on the students' achievement. College facilities can help lecturers and students in their teaching and learning process. If there are good college facilities, it can influence the teaching and learning process well and vice versa.

#### **4. Lack of Intrinsic Motivation**

Sometimes, students lost their interest in the teaching and learning process. Hence, Schiefele (as cited in Rachman, 2018, p. 37) defines interest is believed to be students' preference in doing one job or activity instead of others, and it's showed with accrued attention and emotional engagement of students.

#### **5. Test Scores**

Test scores are one of the indicators in the form of teaching and learning process. Hence, Khamkien in Bailey (as cited in Khamkien, 2010, p. 186) states that

in this regard, test formats are focused as teaching can have an influence on learning and testing or washback. There are three problems that faced by students in the form of test scores. They are do not do as well on tests and getting low scores.

#### **6. Unfavorable Classroom Climate and Opportunities**

Brophy and Good (as cited in Babu, 2013, p.58) point out that understanding on classroom communication generated from these studies suggested for teachers, trainers and researchers ways to improve their practice and look at it from different perspectives. It means that to improve their practice in English, the students have to have many chances to interact and speak in English inside the class.

#### **2.6 The Previous Findings of Demotivating Factors on Students' Speaking**

Garham and Chistophel (as cited in Al-Khairy, 2013, p. 369) conducted a study on demotivation implicating both

qualitative and quantitative tools. They developed a Likert-Scale questionnaire to recognize the participants' responses towards various demotivational factors.

The first five elements as follows:

1. The lecturer/teacher being unorganized, unprepared, and bored.
2. Dissatisfaction with grades and assignments.
3. The inadequate organization of the teaching materials.
4. The teacher being unfriendly, unfair, insulting, patronizing, and selfish.
5. Lack of interest in the subject area.

### **III. RESEARCH METHOD**

This research is quantitative research. The researcher used descriptive quantitative method because the data is presented in numerical and descriptive form. According to Sugiyono (2012, p.13) descriptive research, namely, research conducted to determine the value of independent variables, either one or more (independent) variables without making

comparisons, or connecting with other variables.

This research was conducted at the fourth-year students of English education study program University of Muhammadiyah Kotabumi, located at Hasan Kepala Ratu Street No. 1052, Sindang Sari Kotabumi North Lampung. The respondents of the research is class A of the fourth-year students of English Education Study Program of Muhammadiyah Kotabumi University.

This research used the researcher, closed-ended questionnaire as the instrument of the research. The researcher spreaded the questionnaire in the class of class A. To check the validity of the data, the researcher used expert judgement. Miles and Huberman is the technique to analysis data in this research.

### **VI. RESEARCH RESULT**

This research was started by spreading the questionnaire first followed

by 25 students. After that, the researcher would interview the 5 respondents via zoom application.

Note:

\*\*\*\*\* response (ever) from > 90% of respondents

\*\*\*\* response (ever) from > 75% of respondents

\*\*\* response (ever) from > 50% of respondents

\*\* response (ever) from > 25% of respondents

\* response (ever) from < 25% of respondents

### **1. Lack of Adequate Learning Contents and Teaching Materials**

Most of the learning materials of speaking English subject focused	The topics taught was not relevant with the major of my discipline. **	The lecturer assign to read a great number of textbooks and supplementary readers. *****
--	--	--

on the grammars and it is boring. ****		
English sentences dealt with in the lessons were difficult to interpret or understand.	I was expected to use (or speak and write) grammatically correct English ****	Old topics and text used in the lessons.*

From the table above could be seen that the percentage of demotivating factors on students' speaking in lack of adequate learning contents and teaching materials was shown that there were two statements responded "ever" more than 90% for each item of demotivational factors being asked.

There were 80% of students chose “ever” in the item of questionnaire number 1. There were 84% of students chose “ever” in the item of questionnaire number 2. There were 36% of students chose “ever” in the item of questionnaire number 3. There were 96% of students chose “ever” in the item of questionnaire number 4. There were 92% of students chose “ever” in the item of questionnaire number 5. There were 16% of students chose “ever” in the item of questionnaire number 6.

## **2. Lecturers’ inadequate competence, attitude, and teaching methods**

Lecturers’ explanation were not easy to understand. ****	Lecturers’ pronunciation of English was poor. *	Lecturers ’ shouted and got angry. *
Lecturers’ uninteresting teaching method. ***	Lecturers’ ridiculed students’ mistake. ***	Lecturers , inadequate English abilities.

		*
Lecturers made one-way explanation s too often. ****	The pace of the lessons was not appropriate. ****	

From the table above could be seen that the percentage of demotivating factors on students’ speaking in lecturers’ inadequate competence, attitude, and teaching methods was shown no students responded “ever” more than 90% for each item of demotivational factors being asked. There were 80% of students chose “ever” in the item of questionnaire number 7. There were 60% of students chose “ever” in the item of questionnaire number 8. There were 8% of students chose “ever” in the item of questionnaire number 9. There were 64% of students chose “ever” in the item of questionnaire number 10. There were 8% of students chose “ever” in the item of questionnaire number 11. There were 12% of students chose “ever” in the item of

questionnaire number 12. There were 80% of students chose “ever” in the item of questionnaire number 13. There were 80% of students chose “ever” in the item of questionnaire number 14.

### 3. Inadequate facilities

No or little use of computers or laptops. ****	No or little use of visual aids or audio devices such as videos, tape recorder and DVDs. ****	No or little use of the internet. ***
There is no language laboratory. **	Ignore or minimize the function of library. **	

From the table above could be seen

that the percentage of demotivating factors

on students’ speaking in inadequate facilities was shown no students responded “ever” more than 90% for each item of demotivational factors being asked. There were 80% of students chose “ever” in the item of questionnaire number 15. There were 48% of students chose “ever” in the item of questionnaire number 16. There were 84% of students chose “ever” in the item of questionnaire number 17. There were 56% of students chose “ever” in the item of questionnaire number 18. There were 64% of students chose “ever” in the item of questionnaire number 19.

### 4. Lack of Intrinsic Motivation

I lost my interest in English. ***	I lost my understanding of the purpose of studying English. ****	English was only a compulsory subject. ****
Lack of self-		

confidence to speak English in classroom *****		
--	--	--

From the table above could be seen that the percentage of demotivating factors on students' speaking in lack of intrinsic motivation was shown one statement responded "ever" more than 90% for each item of demotivational factors being asked. There were 72% of students chose "ever" in the item of questionnaire number 20. There were 84% of students chose "ever" in the item of questionnaire number 21. There were 76% of students chose "ever" in the item of questionnaire number 22. There were 100% of students chose "ever" in the item of questionnaire number 23.

as well on tests ) as my friend s *****	as mid-term and final examination ****	for scores, not to communication ****
---	--	---------------------------------------

From the table above could be seen that the percentage of demotivating factors on students' speaking in test scores was shown no students responded "ever" more than 90% for each item of demotivational factors being asked. There were 80% of students chose "ever" in the item of questionnaire number 24. There were 84% of students chose "ever" in the item of questionnaire number 25. There were 84% of students chose "ever" in the item of questionnaire number 26.

## 5. Test Scores

I could not do	I got low scores on tests (such	Doing speaking activities just
----------------	---------------------------------	--------------------------------

## 6. Unfavorable classroom climate and Opportunities

Little chance of communicati	Not doing speakin	Little chance to communica
------------------------------	-------------------	----------------------------

ng in English inside the class ****	g English activitie s because of short class time ***	te in English outside the class ***
Feeling anxious while speaking English because of classmates' laughter and lecturers' inappropriate reactions ***		

From the table above could be seen that the percentage of demotivating factors on students' speaking in unfavorable classroom climate and opportunities was shown no students responded "ever" more

than 90% for each item of demotivational factors being asked. There were 76% of students chose "ever" in the item of questionnaire number 27. There were 60% of students chose "ever" in the item of questionnaire number 28. There were 68% of students chose "ever" in the item of questionnaire number 29. There were 68% of students chose "ever" in the item of questionnaire number 30. Therefore, there were 100% of students in class A chose lack of self-confidence to speak English in classroom as a demotivating factors on students' speaking. It was the most widely of students who chose "ever" in closed-ended questionnaire. Consequently, there were relation between the questionnaire that had to spread with the interview with five students. They agreed that self-confidence was really influenced in speaking activity.

In line with the statement above, there were 72% of students in class A chose losing interest in English as a demotivating factors on students' speaking. It pointed out

that more than half students lost their interest in studying English especially in speaking. It is also represented by one of the five interviewees who chose this statement.

Besides, there were 80% of students in class A chose lecturers' explanation were not easy to understand as a demotivating factors on students' speaking. It pointed out that more than half students had problems in understanding the speaking explanation in the classroom. It is also represented by one of the five interviewees who chose this statement.

Lastly, there were 68% of students in class A chose feeling anxious while speaking English because of classmates' laughter and lecturers' inappropriate reactions as a demotivating factors on students' speaking. It pointed out that more than half students had problems in anxious while they spoke inside the class. It is also represented by one of the five interviewees who chose this statement. But, the interviewee just mentioned the students as

a classmates' laughter not lecturers' inappropriate reactions.

In fact, there were several demotivating factors apart from 30 statements in closed-ended questionnaire. They were: lack of vocabulary mastery, family support and pressure from them, fear of making a mistake while speaking and students' pronunciation. In the condition of learning speaking English environment, there were two groups of students in interview field. Group 1 feel that the learning environment was passable. Group 2 feel that the learning environment was ineffective. It caused by covid-19 pandemic and lack of motivation.

## **CONCLUSION**

Based on the research finding that have been uttered in previous chapter, it could be concluded that the fourth-year students of English education study program had demotivated on speaking English. In fact, there were more than half from 30 statements that students chose

“ever” in closed-ended questionnaire. Lack of self-confidence to speak English in classroom was the most statement that have been chosen by students. It is also supported by the result of interview from five students who chose the statement number 23 as the most influential demotivating factors on students’ speaking.

Based on the interview with the five students, there were several demotivating factors apart from 30 statements in closed-ended questionnaire. They were: lack of vocabulary mastery, family support and pressure from them, fear of making a

mistake while speaking and students’ pronunciation.

It is suggested that the lecturers know the factors affect students motivation and what are demotivating factors on students’ speaking in order to they can be better in teaching English especially in speaking. The students should communicate with the lecturer related to demotivating factors that they feel and always remember what are the purposes in studying English especially in speaking.

## REFERENCES

- Adara, Nuryadi, dan Nasution. (2019). Investigating the Difference in Demotivation Factors: A Case Study of Two Groups of Indonesian EFL Learners. *Journal of English Language Studies*, 4(2), 212—225. [jurnal.untirta.ac.id/index.php/JELS/article/download/6228/4425](http://jurnal.untirta.ac.id/index.php/JELS/article/download/6228/4425)
- Al-Khairy, Muhammad H. (2013). English as a Foreign Language Learning Demotivational Factors as Perceived by Saudi Undergraduates. *European Scientific Journal*, 9(1), 365—382. [ejournal.org/index.php/ejs/article/download/2035/1947](http://ejournal.org/index.php/ejs/article/download/2035/1947)
- Argawati, Ningtyas Orilina. (2014). Improving Students’ Speaking Skill Using Group Discussion (Experimental Study on the First Grade Students of Senior High School). *ELTIN Journal*, 2(2), 74—81. [e-journal.stkipsliliwangi.ac.id](http://e-journal.stkipsliliwangi.ac.id)
- Asnani dan Nurismilida. (2017). The Influence of Lecturer Competences on Students Learning Achievement of Faculty of Literature Islamic University of North Sumatera. *Proceedings of The 7th Annual International Conference (AIC) Syiah Kuala University*, 1(1), 624—630. [jurnal.unsyiah.ac.id/AICS-Social/article/view/10886/8546](http://jurnal.unsyiah.ac.id/AICS-Social/article/view/10886/8546)

Babu dan Mim. (2013). Inside an English Language Classroom: The Communication Perspective. *Bangladesh Education Journal*, 1(1), 57—72. [https://www.researchgate.net/publication/302929281\\_Inside\\_an\\_English\\_Language\\_Classroom\\_The\\_Communication\\_Perspective/link/57337b1b08ae9ace84073b94/download](https://www.researchgate.net/publication/302929281_Inside_an_English_Language_Classroom_The_Communication_Perspective/link/57337b1b08ae9ace84073b94/download)

Brown, H. D. (2001). *Assessing Speaking (Oral Proficiency Scoring Categories)*. California: Edits publishers.

Haryanto, dkk. (2018). The Demotivating Factors of English Language Learning Among Madrasah Tsanawiah Students: The Case of One Madrasah in Jambi City. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 5(1), 6—21. <http://jurnal-radenfatah.ac.id/index.php/edukasi>

Ihsan, Mas Darul. (2016). Students' Motivation in Speaking English. *Journal of English Educators Society*, 1(1), 31—48. [ojs.umsida.ac.id/index.php/jees/article/view/147/162](https://ojs.umsida.ac.id/index.php/jees/article/view/147/162)

Khamkien, Attapol. (2017) Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. *English Language Teaching*, 3(1), 184—190. <https://files.eric.ed.gov/fulltext/EJ1081501.pdf>

Maulidar, Gani, dan Samad. (2019). Teacher's Strategies in Teaching Speaking for Cadets. *English Education Journal*, 10(1), 80—94. [jurnal.unsyiah.ac.id/EEJ/article/download/13258/10128](https://jurnal.unsyiah.ac.id/EEJ/article/download/13258/10128)

Meshkat, Maryam dan Hassani. (2012). Demotivating Factors in Learning English: The Case of Iran. *Procedia-Social and Behavioral Sciences*, 3(1), 745—749. [core.ac.uk/download/pdf/82087321.pdf](https://core.ac.uk/download/pdf/82087321.pdf)

Pratiwi, Widya Rizky. (2019). Demotivational Factors of Non-English Major Students in Learning English. *ELS Journal on Interdisciplinary Studies on Humaniora*, 2(2), 193—205. <http://journal.unhas.ac.id/index.php/jish>

Putri, Aulia. (2016). Low Motivation in Learning Speaking. *Journal Anglo-Saxon*, 7(1), 14—20. <https://www.journal.umrika.ac.id/index.php/jurnalanglosaxon/article/download/491/360>

Rachman, Dzul. (2018). Students' Interest in Learning English and Reading Understanding Ability Using Story Text. *Journal of English Language and Education*, 4(1), 37—42. [ejournal.mercubuana-yoga.ac.id/index.php/jele/article/view/428/418](https://ejournal.mercubuana-yoga.ac.id/index.php/jele/article/view/428/418)

Rahayuningsih, Dian. (2016). Student Teachers' Challenges in Developing Teaching Materials During Teaching Practicum in Vocational School. *Journal of English and Education*, 4(2), 24—34. [media.neliti.com/media/publications/193293-EN-none.pdf](https://media.neliti.com/media/publications/193293-EN-none.pdf)

- Ramli, Ainon dan Zain, Rosmaizura. (2018). The Impact of Facilities on Student's Academic Achievement. *CODEN-SINTE* 8, 30(2), 299—311. [researchgate.net/publication/377590619\\_THE\\_IMPACT\\_OF\\_FACILITIES\\_ON\\_STUDENT'S\\_ACADEMIC\\_ACHIEVEMENT](https://researchgate.net/publication/377590619_THE_IMPACT_OF_FACILITIES_ON_STUDENT'S_ACADEMIC_ACHIEVEMENT)
- Samad, Bustari, dan Ahmad. (2017). The Use of Podcast in Improving Students' Speaking Skill. *Journal of English Language and Education*, 3(2), 97—111. <https://ejurnal.mercubuana-yogya.ac.id/index.php/jele/article/view/256/312>
- Sugiyono. (2008). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta
- Soureshjani, Kamal Heidari dan Riahipour, Parisa. (2012). Demotivating Factors on English Speaking Skill: A Study of EFL Language Learners and Teachers' Attitudes. *World Applied Sciences Journal*, 17(3), 327—339. [http://www.idosi.org/wasj/wasj17\(3\)12/10.pdf](http://www.idosi.org/wasj/wasj17(3)12/10.pdf)
- Widyaningsih, Devi, dan Robiasih. (2018). Teacher's Strategies in Teaching Speaking Skill for Eleventh Grade Students at SMA BOPKRI 2 Yogyakarta. *Journal of English Language and Language Teaching*, 2(1), 46—58. [jurnal.ustjogja.ac.id/index.php/JELLT/article/download/2714/1549](http://jurnal.ustjogja.ac.id/index.php/JELLT/article/download/2714/1549)
- Wlodkowski, R. J., & Ginsberg, M. B. (2010). *Teaching intensive and accelerated courses: Instruction that motivates learning*. New York: John Wiley and Sons Inc.

