



EXPLORING FACTORS THAT CAUSE THE STUDENTS DEMOTIVATION IN LEARNING ENGLISH GRAMMAR AND ENGLISH WRITING STIBA IEC STUDENTS DURING COVID-19 PANDEMIC

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Abstract: This research aims to find out what are the demotivating factors experienced by STIBA IEC students while studying English grammar and English writing during a pandemic. In addition, researcher also finds out what are the main factors that make them demotivated and what suggestions do students want to convey so that online learning can take place well. A qualitative method is used in this research where the researcher interviewed 10 participants who came from semester 2 and semester 4 students from three different shift classes. As a result, there are 2 kinds of influencing factors, namely external factors and internal factors. External and internal factors are divided into several kinds. The implication of this is readers can find out what factors are experienced by students and can get solutions to existing problems.

Keywords : *Demotivation, Grammar, Writing, External Factors, Internal Factors*

INTRODUCTION

The most extensively used language in the world is, as is well known, English. English is utilized in science, aviation, computing, diplomacy, and tourism. Your value will grow if you can speak and write fluently in English, especially if you want to further your education or look for work in such fields. Knowing English improves your chances of landing a fantastic career in a national or international corporation.

English is now taught in many classes and schools both as a first language and as the primary language of instruction. It goes without saying that English teachers in the classroom must be proficient in the language. Writing, speaking, hearing, and reading all need to be excellent for the researcher to comprehend someone with high proficiency. The kids may adopt the language that the instructor uses frequently if the teacher is proficient in it.

Speaking and writing are useful abilities. Because students must produce the language,

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productive skills are often referred to as active skills. To express their ideas in writing or speech, language creation is necessary for learners. Speaking appears to be the most crucial ability needed for communication out of all four macro English skills (Zaremba, 2006). Speaking effectively typically has a variety of advantages for both presenters and business organizations. Effective speaking abilities, for instance, lead to success in job interviews, job training sessions, ceremonial speaking engagements, and many other corporate contexts (Osborn, Osborn, & Osborn, 2008). Of course, speaking abilities are also necessary for effective communication. One of the speaking abilities components to which you should pay attention.

Writing, which consists of words, phrases, clauses, sentences, paragraphs, and discourses, is the process of expressing thoughts or feelings through writing. One must be exact and in tune with their intended message when expressing their opinions to others. In order for others to grasp what is being said, the words should be organized into phrases and sentences. The sentences are also included into the dialogue, giving them their full meaning. It is important to comprehend the rules of English sentence structure in this situation since regular language usage makes it simpler for others to understand the ideas we are trying to convey. Additionally, when creating a top-notch essay, writing talents qualities must be taken into account (Andi, 2004). Wilbers suggests

With time, Indonesia's education system moved away from face-to-face instruction and toward digital platforms that could be accessed from a distance. This is a result of the Corona Virus spreading globally. The Middle East respiratory syndrome (MERS) and the severe acute respiratory syndrome (SARS) are both caused by the corona virus, also known as COVID-19. The fast spread of the virus has caused widespread fear and concern among people of all ages and social groups. In 2020, Stambough et al. The public must practice a variety of preventive measures to support the World Health

Organization's (WHO) plan, including maintaining physical distance, consistently washing hands with soap and running water, boosting immunity by consuming enough vitamin C and E, donning masks, and disinfecting equipment (Sawitri, 2020; Oh et al., 2020). To stop it from spreading

The quality of the online instruction that teachers deliver is significantly impacted by this abrupt change. Numerous studies have found that online learning has many advantages. They have plenty of possibilities to interact with digital learning programs as well as access to rich learning resources at all times and locations (Firman & Rahayu, 2020; Hidayat & Noeraida, 2020; Simamora, 2020). The use of computer technology in the online teaching and learning processes also enhanced participation from both teachers and students, which improved their computer literacy (Dasrun, 2020; Khasanah, Pramudibyanto, & Widuroyeki, 2020). However, there are drawbacks to online learning as well. The students reported that online learning left them feeling exhausted, had given them headaches, and required them to finish too many assignments in a short amount of time.

This is also consistent with Schunk et al.'s (2014) claim that a student's motivation determines how well they learn. The goals we pursue and the amount of effort we put out to achieve them are both influenced by our motivation (Brown, 2001, p. 72). Dörnyei (2001) asserts that motivation can help the majority of language learners master the target language. The opposite of motivation is demotivation. According to Dörnyei and Ushioda (2013), demotivation is the result of outside factors that reduce a learner's motivation for their goal or behavior. Demotivation can have a negative impact (Falout, Elwood, & Hood, 2009), but motivation positively influences student attitudes and behavior (Ng & Ng, 2015). Additionally, Kaivanpan-nah and Ghasemi (2011) asserted that when pupils lack motivation, language acquisition may become more difficult and unappealing.



To advance in their English language studies, students must have a positive outlook. As a result, motivation is a significant component that must be taken into account when conducting online learning and is essential for online students. Investigating the motivation and demotivation of online students is essential for evaluating the efficacy of STIBA IEC's online learning program. The study's goals are to: (1) identify the variables that affect STIBA IEC students' demotivation when studying English Grammar and Writing; (2) identify the variables that have the greatest negative effects on STIBA IEC students' motivation; and (3) take into account suggestions made by STIBA IEC students to help them feel less demotivated.

LITERATURE REVIEW

According to Bachman (1990), language proficiency is the "knowledge competence or skill in the use of a language." Furthermore language proficiency relates to one's ability to use language for a number of communicative purposes. (Renandya et al., 2018). It's the same vein where that English Proficiency is the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their program of study. (*English Language Proficiency English Language Proficiency Is the Ability of Students to Use the English Language to Make and 3 Definition Information*, 2016).

Whether or not a teacher is a native English speaker, their level of proficiency in the language is very important because it is one of the most important qualities of outstanding foreign language teachers (Shin, 2008), and language proficiency will always represent the core of non-native teachers' professional confidence (Murdoch 1994). The subject expertise of the teachers has a direct impact on what happens in the classroom. It is essential for the instructor to oversee a number of vital components of classroom practice in addition to being a substantial determinant in how successfully students learn foreign languages (Gibbs and Holt 2003: 27).

Teachers' inadequate English language proficiency is likely to have an impact on a variety of aspects of their teaching practice, as according Farrell and Richards (2007: 57). Teachers who lack English Proficiency will have a tendency to be more prescriptive and follow more strictly to the text book, as according Tsui (2003). She continued by saying that teachers with little subject expertise sometimes "emphasis seat work assignments and routinized student input," which prevents real conversation using the TL. Teachers' access to resources in the target language is one important area. Teachers must have subject-matter expertise in order to effectively adapt or supplement the course text, assess the value of the resources, and employ authentic materials (Farrell and Richards 2007: 57) that will motivate and prepare students to use language outside of the classroom (Lightbown and Spada 1999).

Reading, writing, speaking, and listening are the four core English learning skills. These are broken down into two primary categories in terms of English proficiency: (1) receptive skills, which include the subcategories of listening and reading, and (2) productive skills, which include the subgroups of speaking and writing (Zahroh, 2020). Or, to put it another way, English language proficiency refers to a thorough command of language talents in speaking and writing as well as listening and reading, which are typically referred to as productive skills.

Receptive Skills

Receptive skills are the ways through which people extract meaning from what they see or hear in dialogue (Mignon et al., 2017). Passive knowledge, such as listening and reading, serves as a springboard to active implementation of grammar structures, passive vocabulary lists, and heard and repeated foreign language sounds (Golkova & Hubackova, 2014). When learning a foreign language, receptive skills are usually developed first, followed by the actual application of productive ones. If one of these is missing from a

learning process, the end result will be incomplete. Foreign language students typically begin their path to language mastery by observing, reading, and collecting language experience. The ability to use passive language does not need students to actively produce something. They acquire the knowledge passively, and later they begin to generate their own dialogues, monologues, and other "spoken results."

Productive Skills

Productive skills refer to the abilities that allowed students to produce written or spoken words. The distinction between speaking and writing is that speaking is an oral technique for producing language, but writing is a productive skill in a text form. According to McDonough and Shaw (2003), speaking entails conveying thoughts and opinions, expressing a desire or wish to accomplish something, negotiating or solving problems, or creating and maintaining social relationships. It includes a variety of components, including grammar, strategy, sociolinguistics, and discourse, according to Chastain (1998). Unlike speaking, writing is the process of conveying ideas, information, knowledge, or experience and comprehending the writing in order to share and acquire knowledge or information (White, 1986) and it includes five main elements of writing: content, form (how the content is organized), grammar, style (the selection of lexical and structural elements to give the writing a specific tone or flavor), and mechanics (Haris, 1974).

Writing

There are two areas of productive skills, namely writing and speaking. Writing is the process of communicating thoughts and ideas through symbols (letters of the alphabet, punctuation, and spaces). According to Langan, 2010 (p17-31), to reach the goal of effective writing, commonly writers need to work on in a step of time. Writing a paper is a process that can be divided into several steps, such as prewriting, writing the first draft, revising, editing and proofreading. Prewriting helps writer to think about and develop a topic and get words on

paper by using some techniques, for instance freewriting, questioning to generate ideas and details by asking as many questions as writers think of about the topic, making a list or brainstorming by creating a list of ideas and details relate to the topic or the subject, clustering or also known as *diagramming or mapping* for people who like to think in a visual way using lines, boxes, arrows and circles to show relationship among the ideas and details, and preparing a scratch outline. Then, after completing the prewriting, the writer needs to write the first draft to state writers' main idea clearly and develop the content of writers' paragraph with plenty of specific details. Writers don't need to worry about the grammar yet, punctuation, or spelling in here. The next process is revising. Revising means that writers rewrite a paragraph or paper, building upon what has already been done in order to make it stronger. There are two stages to revision process, they are revising content and revising sentences. The last major stage in the writing process is editing and proofreading. This stage is a process that checking a paper for mistakes in grammar, punctuation, usage and spelling carefully. By eliminating sentence-skills mistakes, it will improve an average paper and help ensure a strong grade on a good paper.

The written language is a thoughtful and intentional process that is boring and time-consuming (Kumar Sharma, 2015). That's why sometimes students don't like writing. There are some frequent issues with student writing. Bahri and Sugeng (2009) list some common problems that students encounter when writing review texts, such as grammatical problems in which students cannot use tenses correctly, the problem related to organizing idea in which students cannot organize the idea well, the problem in paragraph organization in which students become confused when writing orientation and interpretative recount, and the problem in vocabulary in which students use inappropriate words. Therefore students should recognize the importance of developing a big vocabulary in order to become competent writers,



and that reading widely is one of the greatest methods to do so. Additionally, they must write phrases that are grammatically correct (Hernández Herrero, 2011). This calls for the accurate, appropriate, and meaningful use of grammar structures. Since authentic readings offer examples of what native speakers say, they aid students in learning how to employ grammar structures appropriately. It is crucial for teachers to remember that their teaching methods and the practice exercises they use in class will have a direct impact on how successfully students can apply their knowledge to practical circumstances.

Grammar

Productive skill, here writing will always be connected with language components, one of them is grammar. Grammar is a set of rules that specify how words (or word parts) are joined or modified to create acceptable units of meaning within a known language. (Penny, 2000). A study of grammar (syntax and morphology) reveals a structure and regularity which lies at the basis of language and enables us to grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context appropriate use (pragmatics) (Celce,2001, p.252). For teachers, teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately (Celce,2001, p.256).

Through grammar, we can specify the way in which words can be systematically modified through such alterations and additions. These modifications are part of morphology and they help students to convey fundamental concept like time, number and gender. Furthermore, grammar consists of two fundamental ingredients such as syntax and morphology to identify grammatical forms which serve to enhance and sharpen the expression of meaning. By using accurate grammar in writing, it helps writers develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully and appropriately to intended readers (Celce,2001, p.233).

Harmer (1987) notes that without an understanding of grammar, learners would be limited to expressing different items of language for separate functions, since the usage of the language's grammar is necessary for the articulation of functional language. Second language acquisition (SLA) researchers Doughty and Williams (1998) report that years of research on classroom immersion and naturalistic acquisition studied state that when instruction is meaning focused only, learners do not develop many linguistic features at target like levels. So therefore, the researcher thinks teachers/lecturers are expected to teach grammar well in order their students understand and can apply it in writing process.

Motivation

Humans basically have a desire to learn when they have an interest in exploring their curiosity and have relevance to the needs and goals of students. (Kusumaningrini & Sudibjo, 2021). Learning will be more meaningful and fun if it arises from the desire of the student. The desire that encourages students to learn can be said as learning motivation (Khoe, 2015). In psychology, motivation is a force that gets people going and guides them toward a goal (Paul Eggen & Don Kauchak, 1994). In the same vein, Elliot and Covington (2001) claim that motivation explains why people behave, desire, and have needs. Motivation moves a person in the same way that force moves an object. If people were machines, motivation would serve as the very engine that drives and regulates behavior.

Language-learning motivation, according to Gardner (1985), is a combination of effort, a desire to attain the aim of language learning, as well as positive attitudes toward learning the language. Motivation is not only an intense desire to learn and acquire English information, but also an inner force that pushes pupils forward in their English studies with enthusiasm and passion (Kong, 2009). It is similar to an automobile's motor and steering wheel in that it can transform students' boredom into enthusiasm. It is an inner strength that motivates and

perseveres English learners. Students with significant learning motivation have a good attitude toward study, put great effort to master English with a clear aim and desire, and, as a result, achieve a higher grade than students who lack motivation and who typically view English learning as a boring work.

A study by Lens & Decruyenaere (1991) that looked at 1824 students in three different secondary education settings to determine the differences between motivated and demotivated students can be used to demonstrate this. Scores on traditional motivational predictors measures with a strong foundation in cognitive theories of motivation, such as achievement motivation, anxiety test, intrinsic versus extrinsic orientation, causal attributions of success and failures, and expectancy value theories, are used to identify participants in this study. The findings demonstrate that the group of motivated students can be identified by their higher scores compared to unmotivated students.

Additionally, they are highly motivated to attain a variety of goals and have a high level of self-confidence. Students that are motivated have a greater interest in the subjects, a desire for challenge and self-mastery, and are less constrained by fear of failure. Students who are motivated to learn will put in a lot of effort because they understand how significant it will be for their future, in general, and for their careers in particular.

There are two kinds of motivation: those that come from inside (intrinsic) and those that come from the outside (extrinsic). Brown (2000) indicates that it is simple to identify intrinsic and extrinsic factors in foreign language classes, regardless of differences in cultural beliefs and teacher and student attitudes. The learner's internal needs, such as curiosity, the need to know more, and feelings of competence or progress, are fulfilled by intrinsic motivation (Paul Eggen & Don Kauchak, 1994).

It exists when someone works with the intention of successfully completing a task, regardless of whether the task has any external value (Cheryl L.

Spaulding, 1992). In other words, students are eager to study new and intriguing information in order to satisfy their curiosity, need to know, and sense of competence and growth, all of which contribute to intrinsic motivation. Similarly, Noels et al. (2001) notes that the most self-determined type of motivation is intrinsic motivation, which occurs when someone is driven by the natural joy in learning a second language. These positive emotions are thought to result from the fact that participation is voluntary (i.e., not forced upon the learner by a third party) and that the activity tests the learner's skills, promoting a sense of L2 competence. The intrinsic motivation in learning is related to: (1) motivation to learn and gain new knowledge, such as happiness in learning new things; (2) motivation to experience the encouragement and physical joy, such as enjoyment in learning interesting learning materials; and (3) motivation to undertake challenging learning activities, such as completing challenging assignments. These motivational factors are reflected in Deci and Ryan's Self-Determination Theory from 1985. Interest, aspiration, awareness, competence, and physical and psychological factors all have an impact on intrinsic motivation (Gustiani, 2020)

Contrary to intrinsic motivation, the source of extrinsic motivation is external to the individual. Learners are extrinsically motivated when learning is done for benefits such as grades or praise that are not intrinsically related with the learning itself, — in other words, when learning or performing well is required to gain such rewards (Ng & Ng, 2015). This is in line with Spaulding (1992) that it occurs when individuals are driven by an outcome that is external or functionally unrelated to the activity in question. Extrinsic motivation is associated with (1) motivation to get rewarded or avoid punishment such as getting a good grade on a difficult assignment; (2) motivation to avoid bad situations or being guilty, such as proving its capability in performing difficult tasks; and (3) motivation to gain benefit and necessity after completing a



learning activity (Erten, 2014). Extrinsic motivation is influenced by academic circumstance, social circumstance, family circumstance, and supporting resources (Gustiani, 2020).

Demotivation

The opposite of motivation is demotivation. According to Dörnyei & Ushioda (2011), demotivation can be defined as external forces that weaken learners' motivation for their intentions or actions. Students who lose motivation in the early stages of learning a second language may experience long-term negative consequences such as failure, loss of self-confidence, self-blaming, and unnecessary effort to regain motivation during the learning process (Falout & Falout, 2005; Ushioda, 2001). Kaivanpanah and Ghasemi (2011) also argues that demotivating factors on the part of learners may be the primary cause of any failure to learn a second language. They also claimed that when students are unmotivated, language learning becomes more difficult and boring. It affects learners' attitudes and behaviour negatively.

Therefore, it's important to investigate the demotivation and causes since it will provide knowledge on how to overcome learner demotivation. Several research have been conducted in an attempt to discover demotivational factors. Dörnyei claims (1998) that there are nine factors that demotivated learners such as (i) teachers' attitudes and teaching methods, (ii) lack of school facilities, (iii) lack of self-confidence, (iv) negative attitude towards the foreign language studied, (v) foreign language study as a compulsion, (vi) interference of other foreign languages which the students are studying, (vii) no positive attitude towards English-speaking communities, (viii) group attitude, and (ix) course book studied in class. Bekleyen (2011) found that insufficient use of technological types of equipment, coursebooks, teaching methods and teachers themselves are major factors that demotivate students who are learning English as a foreign language.

A 35-item self-developed questionnaire used in a quantitative study by Kikuchi and Sakai (2009)

with the goal of finding factors that demotivate students in Japan. They outlined the following five primary categories of demotivating factors: (1) learning materials and content; (2) teaching methods; (3) insufficient school facilities; (4) a lack of intrinsic desire; and (5) test results. The findings showed that, for many Japanese high school students, particularly for less motivated students, factors such as Learning Contents and Materials and Test Scores ranked as the highest demotivating factors. On the other hand, Zhang (2007) conducted more research in China, Germany, Japan, and the United States, and the results indicate that teachers' incompetence is the most demotivating aspect of their English language learning. Similarly, according to Gorham and Christopel (1992) study, the most demotivating factors for students were teacher behaviors.

However, some researchers conducted studies on internal causes including a lack of self-confidence and a negative attitude with learners themselves, in contrast to what academics thought that demotivation is primarily external (Ikeno, 2002; Tsuchiya, 2004). For instance, Ikeno (2002), who conducted research on the internal sources of demotivation, discovered that both internal factors, such as a lack of control over what one is learning and feelings of inferiority regarding one's English ability, and external ones, such as teachers' incompetence and exam-oriented classes, were the primary demotivating factors. In addition, Tsuchiya (2004) discovered that the following nine demotivators have a negative effect on unsuccessful learners: teachers, classes, the compulsory nature of English study, a negative attitude toward the English community, a negative attitude toward English itself, decreased self-confidence, a negative group attitude, the lack of positive English speaking models and learning strategies, and the absence of positive English speaking models.

As a result, it is essential to investigate factors in order to prevent or minimize learners' demotivation. By understanding the negative consequences of demotivation, the analysis of demotivation may

assist teachers in dealing with demotivated students (Ghadirzadeh *et al*, 2012). For instance, Al Kaboody (2013) mentions that language teachers can assist their pupils in increasing their self-motivation by capturing their attention, providing incentives, dealing with procrastination and boredom, and removing distractions.

METHOD

Researcher conducts research through private interviews or one by one STIBA IEC students conducted using zoom meetings and face to face directly on campus. Before collecting data, the researcher took a sample of students at STIBA IEC to determine whether there were students who felt demotivated and what the factors were. The sample taken by the researcher was 3 students with cluster sampling technique taken in the 4th semester weekend class of STIBA IEC. Then after the sample was collected, the researcher carried out the data collection process.

The total participants who took part in this interview were 10 consisting of 6 semester 2 students from morning class, 1 student in semester 2 from evening class, 2 students in semester 4 from morning class, and 1 student in semester 4 from weekend classes. Researchers get participant data by asking for student names by lecturers who teach grammar and writing and requesting telephone number data from campus administration.

In this study, qualitative research is used. Lune & Berg (2017) state that qualitative research appropriately seeks answers by analysing various

social environments and the people or groups that occupy these settings. It refers to things' meanings, conceptions, definitions, traits, metaphors, symbols, and descriptions. Understanding human experiences through a humanistic, interpretive perspective is the main goal of qualitative research (Jackson et al., 2007). The research method that researcher used is a case study, where a case study is defined as an intensive study about a person, a group of individuals, or a unit that generalizes over multiple units at once (Gustafsson, 2017). An intensive, systematic investigation of a single person, group, community, or other unit in which the researcher looks at in-depth data relating to multiple factors has also been defined as a case study (Woods, 1980). This research is presented in descriptive form to explain, describe, or express students' opinions about the demotivation they feel when learning English grammar or English writing.

FINDINGS AND DISCUSSION

Findings

The results of research related to student demotivation towards online learning English Writing and Grammar during the pandemic will be described in this section.

In interviews conducted by the researcher with 10 participants who used zoom and face to face, the researcher found out what internal and external demotivating factors faced by STIBA IEC students. Some of the factors found can be seen in the following table.

Table 1. Demotivating Factor

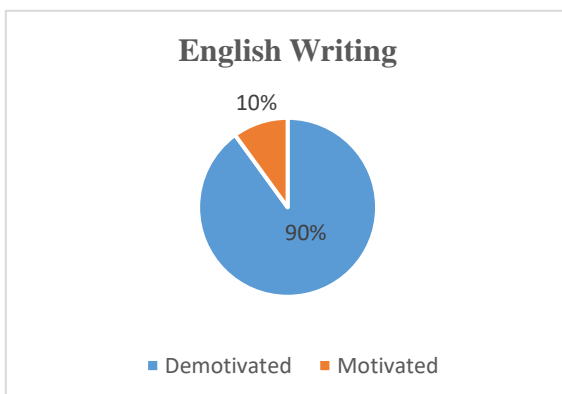
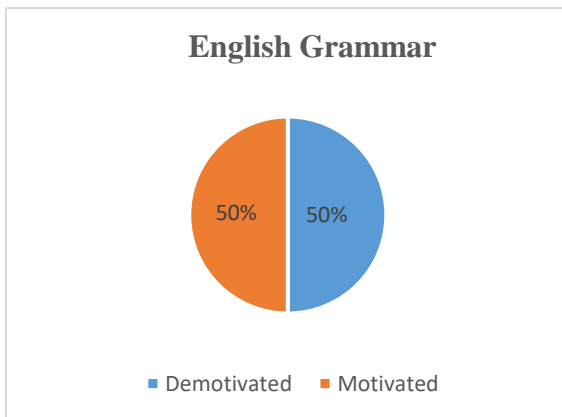
No	Demotivating Factors	
	External	Internal
1.	Lecturer's inability in teaching material	The need for adaptation because the new material is more difficult than the previous semester
2.	The learning method used by the lecturer	Lack of motivation in the form of a desire to learn
3.	Loss of signal	Inadequate basic English / Lack of basic English skill
4.	Class atmosphere	Hard to concentrate

5. Distractions in the surrounding Lack of confidence environment

The researcher also found that the demotivation felt by students when learning English Writing was higher than the demotivation felt by students when learning English Grammar. This can be seen in the diagram below where 90% of participants feel demotivated when learning English Writing, while only 50% of participants feel demotivated when learning English Writing. This happened for several reasons in each of the subjects taught online during a pandemic.

1. The most demotivating factors

The Percentage of Students Who Demotivate Between English can be seen from the following graphics.



Graphic 1. Grammar and Writing demotivation

The main factor that most influences why students learn English Grammar is lower than English Writing is caused by external factors, precisely because of the influence and inability of the lecturers who teach them. One example that can be seen is when second semester students are taught by Lecturer X¹. Based on the data obtained by researchers, students feel that what is taught by Lecturer X¹ is fun and the material provided by the lecturer is easy to understand. Ms. YF who is a morning class 2nd semester student said, *“Lecturers who teach grammar are fun, as well as lots of examples. Before being given an exercise, he also explained how to do it like this and this, so it was easy.”* The same is felt by Ms. KA who came from the second semester of the morning class, she also said that, *“The lecturer is very good, I enjoy learning English Grammar. He (Mr.X¹) has an easy going and understanding personality, so if we have some vocabulary and grammar usage that we don't understand, the lecturer will help us to explain in Indonesian because not all students have sufficient basic in English. The lecturer also makes sure that all the students understand the lesson at the end of the usual teaching session. So it was really fun.”* In addition, Ms. AAO who is also a second semester student also feels that the teaching given by the lecturer is easy to understand and fun. She felt that the lecturer was trying to make his students understand what was being taught. *“I think he (Mr.X¹) always wants his students to be able to understand his teaching. So he takes his time critically to make sure that we understand what he wants to say and he makes sure we are able to understand him.”*

It is different with English Grammar, most students actually feel demotivated when learning English Writing because the lecturers teach them. As Ms. WAB that, *"I think when the writing lecturer(Mrs. Y¹) taught us, she taught us too fast, unclear. She liked to give us quiz. The teaching method was monotonous too."* Ms SA also felt the same way even though she was from a different semester where she said, *"The presentation of the material was too fast, while I couldn't understand the material quickly, so I didn't catch the material. Then for this interaction he teaches more in one direction, so there is less interaction with his students. I understand grammar lessons better than writing. Then the atmosphere of the class is less lively"*. Ms WAB also added that, *"I think she (Mrs. Y¹) only taught it in theory. Then even though we were given a writing assignment and graded, we were not told which mistake that we made and how to make it right, so it was difficult for us to improve our writing because we didn't know the point of our mistakes."* Ms. AAO who is from the same class as Ms WAB also said that, *"Uhm it was definitely just one way interaction learning. The class was monotonous. The lecturer didn't try to know more about students situation and ability too."* However, even though Ms. WAB and Ms. AAO taught by lecturer Mrs, Y¹ English Writing made them demotivated, but Ms. BGS who taught by lecturer Mr.Y³ felt the opposite. She felt excited because the lecturer encouraged him and his friends to be more confident in writing. *"The class was fun because the lecturer always gave us writing assignments after class to write about whatever topic we wanted. We are encouraged to be more confident in writing. Here, too, we are not too stressed to pay attention to grammar but more like expressing our ideas. It motivates us to write."*

2. External factors in learning English Grammar and Writing that demotivate students

There are several factors that also affect students so that they can feel demotivated when learning in addition to the ability of lecturers when teaching. One of them is that the learning method used by the

lecturer is also something that affects students so that they feel demotivated. Ms LN is an example of a student who feels that what Lecturer Mrs. Y² teaches during the writing class is a one-way and monotonous method of communication. *"I think the learning is one way learning, where she only presents what is being taught. Then the learning is also very monotonous. Sometimes I wonder if the lecturer is really teaching or talking to herself because she rarely interacts with his students"*. In line with Ms LN, Ms AOO also feels the same way, *"Uhm it was definitely just one way interaction learning. The class was monotonous. The lecturer didn't try to know more about students situation and ability too."*

The second thing that is a demotivating factor for students when learning English Grammar is the classroom atmosphere. This was felt by Ms VT who came from the 4th semester of the Weekend Class, *"The external factor that makes me feel demotivated is the atmosphere of the class, because this weekend's class has a few people so it's quiet and bored. The class is not active too"*. Ms. SA who comes from the morning class in semester 4 also feels the same where the atmosphere of the class affects her demotivation when studying. *"There are things like, for example, friends who are less active, so I'm the one who keeps getting called. Then they often make excuses where they say that the internet connection doesn't work when it's their turn to answer, so it's like avoiding the question being asked."* Because of this, Ms. SA is sometimes forced to keep answering the lecturer's questions and makes her feel unfair if she keeps asking questions, even though her friends sometimes just make excuses. Apart from the factor of the teaching method used by the lecturer, the signal during the learning process also affects the learning process and of course it is also one of the factors that demotivate students. With signal loss, students are left behind. Some students stated this. It was proven where Ms. WAB states that *"Due to the intermittent signal, sometimes I accidentally step out of the zoom right away. That causes me to miss a little bit of his*



lesson.”. Likewise Ms. WAB said, *“Because I occasionally lose signal”*.

Finally, external factors that influence students so that they feel demotivated are due to distractions caused by the surrounding environment. For example when Ms. L studies online, because he studies at home, people at home sometimes call her. *“I sometimes get distracted because someone at home calls me during class”*. She also sometimes feels the place taught by the lecturer to teach is a little noisy *“The atmosphere of the lecturer's environment when the lecturer taught was a little noisy, sometimes there was the sound of people hammering or the sound of birds around the house. So I'm a little annoyed.”*.

2. Internal factors in learning English Grammar and Writing that demotivate students

In addition to external factors, there are several internal factors that also affect them in the learning process. First, they lack of motivation in the form of desire in learning. This is actually related to one other factor, namely inadequate basic English / Lack of Basic English Skills. Grammar requires the ability to understand the rules in the use of sentences, while writing requires several skills, including sufficient vocabulary and good grammar so that the paragraphs formed can be easily understood by the reader. One's ideas and creativity are also needed in forming interesting stories for readers. But because they lack the basics of it, so the lesson feels more difficult and makes them feel demotivated. This can be seen from what Ms. SA. *“My basic English was inadequate at the beginning, so when I learned grammar it was a bit difficult”* Ms. NPR also felt the same way where she stated that, *“Yes, there are internal factors that affect learning, for example, I don't have basic English so I often have to review the previous material”*

In addition, the internal factor that causes students to be demotivated when studying is when they lack of confidence when doing the assignments given by the lecturer. Some of them are afraid of using the wrong grammar or vocab. There are also

those who say that he lacks confidence because he feels inferior or insecure when his friends are smarter or more capable than him. This was stated by Mr. A is *“I usually don't feel confident because I feel inferior to other people whose knowledge is above mine. I'm insecure because I see people who understand more o, so sometimes there are thoughts like even if I study as well, I will not be able to exceed him/her.”* Ms. VT also has the same opinion where she also stated, *“I feel demotivated because I feel left behind compared to my friends. I also feel that because my basic English is lacking, it's really difficult when studying and I don't have confidence in myself either.”*

Another factor that also affects demotivation is the frequent loss of concentration while studying and the laziness of the students. *“I have difficulty concentrating, so I find it difficult to answer questions from the lecturer”*(Ms. KA, 2nd Semester Morning Class) In addition, they also need to adapt to the new material because the new material is more difficult than the material in the previous semester. *“I once felt difficulties because maybe new material, new semester, so we have to adapt to new material which is more difficult than the previous semester.”* (Ms LN, Weekdays Class,2022)

Discussions

Based on the data from interviews, the researcher will give further information and discussion as follow :

Factors affecting demotivation of STIBA IEC students

According to the data that has been shown in the findings, it is evident that the main cause of students' lack of motivation is the lecturer's proficiency with the teaching materials. According to Zhang (2007), who performed additional research in China, Germany, Japan, and the United States, the results show that students' inability to learn English from incompetent professors is the most demotivating factor. The same study by Gorham and Christopel

(1992) found that instructor behaviors were the biggest demotivators for students.

Although the lecturer's aptitude for imparting knowledge is the primary cause of student demotivation, other elements also play a role, such as the lecturer's preferred learning style, signal loss, the classroom setting, and outside distractions. Internal issues include the need for adaptation since the new subject is harder than the material from the previous semester, a lack of willingness to learn, poor basic English or a lack of basic English proficiency, difficulty focusing, and lack of confidence. This is in line with the findings of Ikeno's (2002) investigation into the internal causes of demotivation. Ikeno found that both internal issues, such as a loss of control over what one is doing,

These factors actually relate to one another. For instance, when the instructor instructs the class. Students will feel driven to learn if the teacher teaches them in a clear, engaging, and non-boring manner. They are more eager to delve deeper into what they are learning in order to get more knowledge. They may also feel more comfortable expressing questions they don't fully grasp and responding to the lecturer's questions. In contrast, external circumstances have less of an impact on students who have great internal drive and are clear about what they want to study.

Suggestions from students in Online Learning

There are some suggestions that given by students with the hope that it can increase their motivation while studying and make online classes more enjoyable just like when they study face-to-face. Ms. R said that, *"I think that the lecturers must have a way to make the class unique by finding what kind of students do they have, such as "I have to understand what my students are like, what do they need." Keep looking for ways."* By knowing the uniqueness of the class being taught, the lecturer becomes more aware of what the needs of each class are because of course every class need and how to treat it is different, especially at STIBA IEC we

have 3 types of classes where there are morning classes, evening classes and weekend classes. For morning classes, the characters are usually students who have just graduated from school and are usually young and not yet mature. While the evening class, most students work together like a weekend class. Their ages vary and many of them are older than the morning class. So it is clear that there needs to be a slightly different treatment. Then Ms R also reminded us as students we must also have a clear motivation why we need to know our motivation to learn. In addition, he also added that it is important for us to maintain our mental health because if our mental condition is not good, then it will have an impact on our learning process.

Ms. LN also has different suggestions where lecturers need to make teaching more creative so that learning is not monotonous and not boring. He also hopes that lecturers can really make sure their students understand. *"My suggestion is that lecturers can teach in a more creative way, not monotonous. I also hope that the lecturers can make sure that all students understand what they have been taught"* Creativity can be done with the example that Ms. YF convey by adding pictures in power point and adding some videos *"What's in the PPT don't be monotonous, make the material more interesting, try adding videos, make quiz that has some questions that relate with what we learn, don't keep writing all the contents in PowerPoint."*

CONCLUSION

A contagious illness brought on by the SARS-CoV-2 virus is COVID-19, sometimes referred to as Corona Virus Disease 2019. The corona virus is transmitted from one person to another by respiratory droplets, which are frequently released when coughing or sneezing. Because COVID-19 is spreading so quickly, the authorities advises against traveling and engaging in public activities to lower the risk of contracting the disease from others and ourselves. This also results in a temporary suspension of activities outside the home. Schools that were once held in person are now delivered



online. However, distant learning is challenging since both students and teachers or lecturers must adjust. Many of the pupils experience study-related demotivation. Last but not least, the researcher attempted to investigate how demotivated STIBA IEC students become while taking online lessons where they taught English Grammar and English Writing. According to the study, STIBA IEC students' lack of motivation was caused by both internal and external causes. The capacity of the lecturer to deliver the content, the lecturer's learning style, signal loss, the classroom environment, and outside distractions are examples of external influences that demotivate pupils. While internal factors such as the need for adaptation because the new material is harder than the previous semester's material, a lack of motivation in the form of a desire to learn, inadequate basic English or a lack of basic skills, difficulty focusing, and lack of confidence can make students feel demotivated.

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