

**MOTIVATION AND DEMOTIVATION FOR THE STUDENTS OF SMPN 1
MAKALE IN JOINING ENGLISH CLUB**

RACHEL

rsetiakassa@gmail.com

NORMALIA SIRANDE

normaliasirande@ukitoraja.ac.id

MICHAEL LINGGI

(Christian University of Indonesia Toraja, Indonesia)

Abstract : The objective of this research are 1) to find out the factors motivate the students of SMPN 1 Makale in joining English club, and 2) to find out factors demotivate the students of SMPN 1 Makale in joining English Club. This research used qualitative method. The participant of this research was the students of SMPN 1 Makale. The researchers used snowball sampling technique. The researchers took 54 students to interview as participants. The data of this research was collected by interview. The researchers used open ended interview. The obtained data were analyzed in three major phase namely reduction, data display, and conclusion. The result of the research shows revealed 1) some factors that motivate the students of SMPN 1 Makale in joining English club, they are collaboration, communication, creativity, and innovation, and 2) some factors demotivate the students are teacher attitude, lack of facilities, teaching concepts, students did not like learning English. Based on the result above, it can be concluded that the students of SMPN 1 Makale have some factors that motivate and demotivate them in joining English Club.

Key words: Factor, motivation, demotivation, English Club

Introduction

Learning is the process of student interaction with educators and sources learning in a learning environment. Learning is a help given educators so that the process of acquisition of knowledge, mastery of skills can occur and character, and the formation of attitudes and beliefs in students. Learning and teaching activities in schools are supported by several extracurricular activities. Extracurricular activities are non-formal learning activities carried out by students in schools or universities, generally outside the standard curriculum study hours. The main reason for the formation of extracurricular programs is to accommodate or provide space for students to develop their interests and talents. Since it is not a compulsory subject, students have the right to join or not. The point of the establishment of an English club program by schools is to give students the opportunity to improve their English language skills especially their speaking skills and give more space and time in learning English, because students do not have much time in regular classes.

English club is a method of learning English by group that the members use English as a language to communicate each other. In the other hand English club is the groups of people who love English. English club expected can be as a organization where the members can share their knowledge about English and can use English to communicate each other in group. English club uses the method learning by doing and also following by game. English club program is very necessary to improve students' English skills at school. Another aim of English club program is to support students academic achievement and improve students English ability.

Quality learning is very dependent on students' motivation and teacher's creativity. Students who have high motivation are supported by capable instructors facilitating that motivation will lead to the successful achievement of learning targets. Motivation in learning English which tends to be low causes the decreased students' learning outcomes in English lessons. Yulianti (2017) found that intrinsic motivation member English study program is moderately and their intrinsic motivation (confidence) is low because of the factors that are the need of members will be English so that it can assist them in interacting in the environment Mahad Al jami'ah, encouragement or contribution from tutors and friends making it easier in communicating environment Mahad al-jami'ah and in the learning process, the physical condition, seeing in terms of the condition of place and weather during the learning process implemented, and the variation of teaching methods that will attract students' attention and grow their motivation.

On other side, demotivation by students is also influential on student learning outcomes. Demotivation is the antonym of motivation which is the lack of student interest and interested in the learning given and also the lack of student interest in participating in the program to increase student knowledge in school. Dornyei (2001:142) defines demotivation as "specific external forces which decreased behavioral intention or on going action".

English club in SMPN 1 Makale is created to improve the English skill of the students. Based on the results of observations made by the writer on 13 March 2020 at SMPN 1 Makale when students were doing English club activities, researcher saw that students who like learning English are very motivated to participate in this activity but researcher saw there are more students who do not participate in this activity than with students who take part in this activity. Therefore, in this research, the researcher focused on finding the factors that caused students' motivation and demotivation in joining English Club.

Review of Related Literature

1. Motivation

The cognitivists view the term motivation as being more related to the learner's decisions. According to Keller (1983) and Crookes and Schmidt (1991) operationalized motivation into four dimensions:

- a. Intrinsic interest covering the learner's personal needs, values or goals.
- b. Expectancy of success and satisfaction in the outcome of an activity and the associated intrinsic and extrinsic rewards.
- c. Teacher specific motivational components in relation to the teacher's behaviour, and personality and teaching style, and including the affiliative motive to please the teacher, authority type (authoritarian or democratic teaching style) and direct socialization of student motivation (modelling, task presentation, and feedback), and finally.
- d. Group-specific motivational components related to the group dynamics of the learner group including goal-orientedness, the norm and rewards system and classroom goal structure (competitive, cooperative or individualistic).

Furthermore, the motivation is further classified into two main categories as the following:

- a. *Extrinsic motivation* refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity, such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations

are also grouped under the branch of the extrinsic motivation (Othman, 2013:132). Extrinsic motivation is based on the external outcomes such as rewards and punishment.

- b. *Intrinsic motivation* refers to learning itself having its own reward. It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is *worth* or important for them.

There are four factors that can be dangerous to the learners' motivation (Harmer, 1991:5). They are: a) Physical condition which means the atmosphere in class, b) Method of teaching which refers to the way that students are taught must affect their motivation, c) The teachers as the most powerful variable of motivation and demotivation can become a major part in demotivating the learners, and d) Success refers to the appropriate level of challenge designed by the teachers.

2. Demotivation

Demotivation is contrast with motivation. Dornyei (2001:) defines 'demotivation' as "specific external forces that reduce or diminish the motivational basis of behavioral intention or an ongoing action", whereas Bednarova (2011) as quoted by Mirza et al (2016) defines demotivation as students' psychological condition that shows the students' in highly motivated being confine in their way achieving the goal caused by internal or external factors.

Demotivating factors could reduce the motivation to the lowest level (Dornyei, 2001b:142). He attempts to figure out the demotivation factors among the learners into: a) teachers' attitude and teaching method, b) lack of facilities available at school, c) lack of self-confidence, d) negative attitude towards the foreign language studied, e) foreign language study as a compulsion, f) interference of other foreign languages which the students are studying, g) no positive attitude towards the English spoken communities, h) group attitude, and i) course books which is studied in the class.

3. English Club

English club is a form of extracurricular activities that held by the school to enhance their students' ability in English. According to Kathleen and Smedley (2015:11), English club is a group of people or club members who meet regularly to practice speaking, listening, reading, and writing in English and English club is a series of regularly scheduled meetings where club members practice English and help the community solve problem. In addition, English club is learning method by group to make their members can use language in communication.

Method

The researchers took the data by interviewing the students of SMPN 1 Makale who joining English Club and who not joining with English Club. The selection of the participant is done by snowball technique based on the students' participation in the English Club (those who are join and those who are not join the club). The instrument was in the open-ended interview form. To get the result of this research, the analysis of this study used qualitative method.

FINDING AND DISCUSSION

This chapter consists of findings and discussion. The finding presents the data found along the research. Based on the data, the result analysis obtained from interview. The discussion deals with the interpretation of the findings.

Findings

In this section the writer presentS findings from interview in the students of SMPN 1 Makale. The writer interview 57 students, 25 students who joining English Club and 32 students who are not joining English Club as participants with 22 questions, 11 questions for students who joining English Club and 11 Question for students who are not joining English Club.

1. Factors Motivate the students of SMPN 1 in joining English club.

a. *In my opinion, the impact I felt after joining the English club was .*

After conducting research one of the impacts felt by students after joining the English club were some students said that it can make the students more convidence (S3, S5, S7, S9, S10, S13, S18, S23, S24, S16). And some students said it can Add vocabulary (S1, S2, S14, S22). and there were more students said it can Improve English language skills (S16, S8, S11, S12, S15, S19, S20, S21, S25).

b. *In my opinion, the difference between learning in English club activities and learning in class is*

In English club activities there were some differences that students feel that there were some students said that learning in English club activities was more fun and not boring compared to learn in class (S3, S4, S5, S6, S10, S18, S21, S22, S24, S13). while there were some students who said that learning in English club activities was more fun than learning in class (S8, S9, S14, 15, 17, S18, S25, S11). and there are also some students who think that learning at the English club is fun because it is not only done in the classroom but also outside the classroom and tourist attractions (S12, S19, S20, S23, S2). on the other hand there was one student who said that learning in English Club activities was boring because they were not too familiar with other members (S22). and there was one student who said that learning at the English club emphasized learning English, but in every activity there was a moral message (S1).

c. *I Think the concept of thinking in learning at the English Club activities given by the instructor is a concept*

According to students the concept of thought given by the teacher in teaching English Club activities were thera many students said that concept of thought given by students ware, concept broad and open thinking (S20, S21). the concept of thinking playing while learning (S2, S3, S5, S6, S8, S9, S14, S15, S16, S18, S19). and there are some students saying the concept of thought given in English club activities were creative and imaginative (S4, S17, S25). some students said the concept of thought given was the concept of learning while discussing (S7, S11, S13, S22). and some students said that the concept of thought given was concept sharing (S1, S10, S24). and one student did not give a response.

d. *I think the teaching method used by teachers in teaching English club activities is the method.....*

According to students the method used by the teacher in teaching English club activities were, learning while playing (S2, S3, S17, S18, S21, S24, S25). discussion and group (S4, S9, S12, S13, S20). some students say the method used by the teacher was the

method of practice (S1, S10, S11, S19, S15, S23). some students say the method used by the teacher is a fun method (S7, S8, S14, S16, S22,). there are students who say that the method used by teachers in English Club activities is that teachers used two languages namely English and Indonesian (S6). while one student said that the teaching methods given by the teacher were grammar and translation methods, so students could understand sentence structure.

e. *In my opinion during the English Club, I enjoyed many benefits such as....*

Students said that there were some benefits that can be felt after joining the English Club such as, more confident in speaking English (S3, S4, S6, S7, S10, S11, S16, S24). Some students think that they were more able to improve their English language skills (S5, S17, S18). and there were also students who said that by joining English Club they were more familiar with their friends and make new friends (S8, S9, S19, S21, S22, S23). and some students said that they can speak English more fluently (S12, S14, S25). on the other hand there are those who said that by joining English club they can find out more vocabulary in English (S1, S2, S13, S15). and there was a student who has a different opinion that was getting additional lessons apart from school (S20).

f. *I am very interested in English Club activities because of.....*

From the results of research conducted by researchers, researchers found that there were several activities that made students interested in the English Club including, the learning methods used by teachers in English Club activities were very interesting and fun (S7, S8, S9, S12, S14, S17, S20, S21, S25). and there were some students who said that the activities at the English Club were very interesting. because it can improve their English language skills (S3, S5, S6, S11, S16, S19). those who said that the activity was very interesting because it can meet with friends and a new atmosphere because it does not only learn in the classroom but also outside of school (S2, S4, S10, S13, S15, S22, S23, S24). and a student said that what made him interested in English club activities was wanting to understand English (S18).

g. *I think there are some activities at the English Club that train me to perform in the front like..*

According to students there were number of activities at the English Club that train them to perform in the front, that ware, some students said the percentage helps them to be more confident in appearing in front of the teacher and friends (S1, S3, S4, S6, S7, S10, S11, S14, S15, S16, S17, S19, S20, S23, S24, S25). some said that speeches, debates and storytelling help them to appear at English Club activities (S8, S9, S12, S13, S18, S22). and those who say that games at the English Club help them to perform (S2, S5, S21).

h. *I think there are a number of benefits that I felt after joining the English Club such as*

....
After joining the English Club students said that there were a number of benefits they could get, namely students who were more courageous and confident in speaking English (S2, S7, S8, S10, S14, S15, S16, S17, S19, S24). some students said that they gained more knowledge about English (S3, S6, S11, S13, S18, S21, S25). and there were some students who said that after joining the English Club they got new experiences and new insights (S4, S5, S9, S12, S20, S22). and one student said a different thing that after joining the English Club he was increasingly innovative and creative in thinking (S23).

- i. *I think there are several methods used by teachers in English Club activities that train to socialize with new environments such as*

Based on the results of the study there were several methods that there were several methods used by teachers in English club activities that train students in socializing with the new environment, namely students were invited to study at tourist attractions (S4, S6, S9, S10, S13, S15, S17, S18, S20, S24, S25). some students said that the method used was the group method (S1, S5, S7, S14). and some students said the method used was the group method so they got to know each other in groups (S3, S11, S19). and several other students said that the method used was a method of motivating and giving confidence (S2, S16, S21, S23).

- j. *In my opinion the material given at the English Club activities is very interesting because.....*

According to students the material given in English Club activities is interesting because the material given by the teacher is easy to understand and relax (S7, S10, S5, S14, S16, S17, S18, S20, S24, S25,). some of the remnants said that the material provided was interesting because it was adapted to the student's home environment and student's condition (S4, S2, S3, S8, S22, S23). some students said the material provided was interesting because it was directly practiced (S9, S13, S15, S19, S20). and also some students said that the material provided was not only taken from one bucket and could add students' insights about English (S6, S11, S12).

2. Factors Demotivating the Students Of SMPN 1 in Joining English Club

- a. *How strict is your teachers when teaching English in class?*

Some students think that when the teacher teaches the teacher class was very firm (S4, S6, S8, S9, S11, S13, S15, S16, S18, S21, S22, S23, S24, S25, S26, S27, S29, S30, S32). and there were some students who think that the teacher when teaching in class is quite assertive (S1, S2, S3, S5, S7, S10, S14, S17, S19, S28, S31).

- b. *How clear is your English teacher explaining the material in class?*

Some students said that when the teacher explained the teacher explained the material very clearly (S1, S2, S3, S5, S7, S8, S9, S10, S13, S14, S15, S16, S17, S18, S19, S19, S22, S24, S25, S26, S27, S29, S30, S32). and some students said that when the teacher taught in class the teacher gave quite clear material (S4, S6, S20, S23, S28, S31).

- c. *How do the textbooks that you use in your class are still good or have they been damaged?*

There were several opinions of students about the conditions of learning facilities used by students in learning that were, some students said that the books used were still good (S1, S2, S3, S4, S5, S6, S7, S9, S10, S11, S12, S13, S14 , S15, S18, S19, S20, S21, S22, S24, S25, S27, S28, S29, S30, S31, S32). and there were some students who think that the book facilities used were quite good (S8, S23). and some students think that some of the books used were partially damaged (S16, S17, S26).

- d. *What is the condition of the classroom you are studying?*

Some students said that the classrooms students occupy to learn were clean and comfortable to study, (S2, S3, S4, S7, S9, S10, S12, S13, S15, S17, S17, S18, S19, S20, S22, S27 , S29, S32). Somo students said that the classroom students occupy to learn

was pretty good (S1, S8, S14, S16, S21, S24, S25, S23, S26, S28, S30, S31). and several more students said that the classrooms occupied were dirty (S5, S6).

- e. *How often do you use communication media such as computers and other media when studying ...?*

Based on the results of research conducted there were some opinions of students about the used of media in learning that some students said that they very rarely used communication media while learning (S1, S4, S6, S7, S9, S11, S14, S16, S17, S19, S20, S24, S25, S26, S27, S29, S31). some students said that they sometimes used communication media (S2, S3, S5, S10, S15, S28). and some students said that they only used communication media during certain lessons (S30, S32). and some students said they often used communication media (S12, S13, S21) and some students said that they used communication media quite often when learning (S8, S22, S23).

- f. *Do you feel comfortable when learning English? if yes how comfortable are you and if not why?*

Some students think that they are comfortable and very comfortable when learning English, (S1, S4, S5, S6, S7, S8, S10, S11, S12, S13, S14, S15, S16, S17, S17, S18, S20, S19 , S23, S24, S25, S26, S27, S29, S31, S32) and some students said that they were quite comfortable when learning English (S2, S3, S21, S28). one student said he was uncomfortable when learning English because he did not like English (S30).

- g. *Are you proud to be able to learn English? If yes how proud are you? and if not why.....?*

On the research results some students said that they were very proud to be able to learn English (S1, S4, S5, S7, S8, S9, S11, S13, S14, S15, S16, S17, S18, S19, S20, S20, S24, S24 , S26, S27, S28, S29, S31, S32).and some students feel quite proud to be able to learn English (S2, S3, S6, S21, S22, S25). and some students were not proud to learn English because according to them learning English was very difficult (S10, S30).

- h. *Apakah anda merasa terpaksa saat belajar bahasa inggris ? jika ya kenapa? Dan jika tidak kenapa.....?*

According to students they were not forced to learn English because they do like English (S2, S3, S4, S5, S7, S8, S10, S11, S13, S14, S14, S16, S16, S17, S18, S19, S20, S21 , S22, S23, S24, S26, S27, S28, S29, S31, S32). and some students said that they were forced but because learning was compulsory they had to study (S1, S9, S30).

Discussions

In this section, the writer discuss and describe the factors motivate and Demotivate the Students of SMPN 1 Makale in Joining English Club based on what has been displayed in the data display section.

1. Factors motivate students of SMPN 1 Makale in joining English Club

- a. Based on the researcher's findings, the researcher saw that one of the factors that motivate students to join an English club is collaboration where students feel a wider impact, i.e. they appear to be more confident, can improve students' vocabulary and can also help students improve their English language abilities language. In addition, students also feel the difference in learning in English Club activities compared to learning in class, where learning in English Club activities is more fun than learning in

class. Based on the above findings, the researcher sees that this is directly proportional to the Collaboration theory. Enroll, (2015: 16-17) collaboration is a joint effort of several individuals or working groups to complete a task or project, the characteristics of good collaboration are, Wider Impact, Administrative, Diversity, Flexibility, Understanding, Understanding, Initiation. This is possible because in English clubs, participants must communicate with each other in groups and with participants from other groups. So based on the findings and theories above, the authors see that collaboration is one of the factors that encourage students to join the English Language Club.

When compared with research conducted by Yulianti (2017), she said that self-confidence is one of the factors that motivates someone to learn English, and the results of research conducted by the author are the same as Yulianti's opinion that one of the factors that drives someone to continue learning is self-confidence

b. Besides collaboration, there are other factors that motivate students to join the English Club is communication where students are taught to always think broadly and openly and always think positively and give empathy to others. Enroll, (2015: 16-17) communication is the act of conveying meanings from one entity or group to another through the use of mutually understood signs, symbols, and semiotic rules, Qualities of a person with good communication Skills are, active listener, empathy for others, open-minded, positive thinkers. So based on the findings and theories above the researcher saw that communication is one of the factors that motivates students to join English Club activities. When compared with research conducted by Yulianti 2017 there are similarities with this research which is to teach to think openly.

c. As for other factors that motivate students to join the English Club is creativity, where students feel more flexibility and have strong motivation and determination and have the courage to use their English even though it is not perfect. Enroll, (2015: 16-17) Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterised by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. there are five Characteristics of Creativity, Flexibility, Strong curiosity, Positive attitude, Strong motivation and determination, Courage. From the findings above and based on the theory, the researcher sees that one of the things that encourages students to join the English Club is creativity.

When compared with research conducted by Yulianti (2017) there are some similarities namely where the role of tutors in providing encouragement and contribution in learning is very important.

d. The fourth factor that drives students to join the English Club is Innovation. where students in the English club activities can appear confident and students also gain new experiences from exploring the environment while in the midst of activities outside of school and students can also be more creative and innovative in thinking. Enroll, (2015: 16-17) Innovation is not just represented by introducing or implementing new ideas or methods. The definition of innovation can be defined as a process that involves multiple activities to uncover new ways to do things. there are some of the characteristics of innovative people, *Curious, Self-motivated, Visionary, Self-*

accepting, Flexible/adaptive, Committed to learning, Persevering. On the results of research conducted by Yulianti (2017) he concluded that the confidence of students is lacking so that they are not motivated to learn English, but in this study the researchers found that the English club increased students' self confidence in learning English.

2. Factors Demotivate Students of SMPN 1 Makale in Joining English Club.

Based on the results of research conducted by researchers, researchers saw that there were several internal factors that cause students not to take part in English Club activities, namely:

- a. One of the factors that influence students not to join an English club is the teacher's attitude. According to students, the teacher when teaching a class is very strict and sometimes there are teachers who explain unclearly and verbally. this is one of the internal factors why students do not take part in English Club activities. Dornyei (1998 : 98) attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person. there are some attitudes that teachers dislike students are, homely, Assertive, Fierce, Select section, not explain well.
- b. Besides teacher attitude, there are other factors that demotivate students to join the English Club is the lack of facilities available at school which is where there were several learning facilities namely damaged books and classrooms that are less comfortable and dirty for students. Dornyei (1998 : 98) School facilities are important for teaching and learning activities in schools. The number of facilities in schools that are inadequate will hamper the teaching and learning process in schools. The advanced generation needs facilities that are use to advance student development such as for the modern era as now technology is very important in teaching and learning activities but many schools do not teach ICT learning because computer facilities are not yet available in schools. the characteristics of lack of facilities available at school are, broken bench, the school roof is leaking, absence of electronic facilities.
- c. The third factor that causes students not to want to study more or take part in the English Club is the concept of teaching. where the teaching and learning activities, activities do not used communication media such as computers and mobile phones. There are some teaching method students dislike are, does not make students feel comfortable in class, non-varied teaching, lack of utilization of Information Technology, learning is only done in class, teachers who are quick to emotion and do not give rewards.
- d. The last factor that causes students not to take part in English clubs was because students do not like learning English they think that foreign language study as a compulsion.

Conclusion

1. Learning English for the students at the English Club at SMPN 1 Makale was joyful and fun. It can be said that they were motivated in learning. There were some factors that motivate students to take part in English Club activities are: collaboration, communication, creativity and innovation.
2. On other side, we cannot deny that some students did not enjoy learning at the English Club. There were some factors that demotivate students joining English Club activities, namely:

teacher attitudes, lack of facilities, teaching concepts, the students did not like learning English which they considered learning foreign languages as compulsory.

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