DEMOTIVATION TO LEARN ENGLISH AMONG SENIOR HIGH SCHOOL STUDENT AT SEKOLAH MENENGAH KEJURUAN NEGERI 8 SURAKARTA

Submitted as a Formal Fulfillment of the Requirement

For Getting the Bachelor Degree of Education

In English Department

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SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2017
APPROVAL

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PUBLICATION ARTICLE

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ABSTRAK


Kata Kunci: Ketidak motivasian, penelitian kualitatif

ABSTRACT

Demotivating factors are essential factors which negatively influence the learner's attitudes and behaviors and hence lead to undesired learning outcomes. The purpose of this study was to determine the cause of demotivation to learn English among Senior High School Students at Sekolah Menengah Kejuruan Negeri 8 Surakarta. This type of research is a qualitative description research. This study involved five students of Sekolah Menengah KejuruanNegeri 8 Surakarta. The author collects data by interviewing the resource person. The results of this study indicated the demotivation to learn English into three themes and those are; 1) The students of Sekolah Menengah Kejuruan Negeri 8 Surakarta tend to have personal reason to study English. 2) English is relatively difficult material for students. 3) The affected by external factors.

Keywords: Demotivation, Qualitative research

1. INTRODUCTION

Learning English in vocational school is arguably different in nature, from which that in non vocational school. Vocational School is one of the secondary education levels with the specialization of preparing its graduates to be ready to work. Basically, vocational education according to Indrajati Sidi (2003) based on the real needs of the labor market.

Vocational School has the potential unusual situation if compared to non-vocational school or Senior High School where students typically are focused on academic subjects such as science, sosial and others. Sasmito Aripala (2016) posted on his blog that “Senior High School is a form of secondary education unit that is organized to
continue and expand basic education and prepare students to enter continuing education and develop a professional attitude”.

Therefore, it needs to be studied more specific because demanders or descriptive is important to know what exactly makes the students are not interested in English. The researcher interested in investigating the issue about Demotivation to Learn English among Senior High School at Sekolah Menengah Kejuruan Negeri 8 Surakarta.

2. RESEARCH METHOD

The type of this research is qualitative. Qualitative research is applied to observe the demotivation to learn English among Senior High School at Sekolah Menengah Kejuruan Negeri 8 Surakarta. This study is aimed at describing why student demotivate in English.

3. FINDING AND DISCUSSION

In this chapter, the researcher discusses the findings of the research. As mentioned in the previous chapter, the researcher investigates the demotivation to learn English among Senior High School Students at Sekolah Menengah Kejuruan Negeri 8 Surakarta. The purpose of the study is to know why students demotivate to learn English. The researcher recruited five students of Sekolah Menengah Kejuruan Negeri 8 Surakarta in this interview. The researcher asked students to express what they feel or their opinions about English. From the results of the interview, the researcher identified demotivation into three themes in collecting data. And those are; 1) The students of Sekolah Menengah Kejuruan Negeri 8 Surakarta are not interested in learning English. 2) English is relatively difficult material for students. 3) The affected by external factors.

3.1 The students of Sekolah Menengah Kejuruan Negeri 8 Surakarta are not interested in learning English

The English lesson is indeed fun and relaxed but there are some students who do not like English for various reasons. For example, the participants assumed that
English is something awfully unpleasant in everything, whether in terms of translation, pronunciation, material, or in the arranging sentences.

“Susah, gak menyenangkan, spaneng, membosankan, sulit, susah ngomongnya, mengartikan juga susah soalnya gak terbiasa, sebenernya tau maksudnya tapi gabisa mengungkapkan miss tapi wes males hlo miss jenenge wae wong seni hlo mosok harus diajari basa Inggris, basa jawaaja kadang masih gak mudeng miss yang basa jawa kawi itu hlo miss itu kan susah miss”. (Appendix 1, Statement 4)

“Difficult, not fun, tense, boring, difficult, hard talking, interpreting also difficult because not familiar, actually know what it means but can not express it, but already lazy, we are an artist, right! Should we be taught English? Sometimes with Javanese still do not understand miss, Kawi Javanese it's hard to miss ”. (Appendix 1, Statement 4)

Based on the interview above, it can be concluded that students have no reason to like English, because the participants feel that English is not fun, tense and boring. Actually students want English but constrain on difficult to speak and translate. To speak Indonesia or Java well is still difficult, furthermore English which incidentally is not mother language. They also feel English lessons are not extremely important because their school is an art school where the art is free on expression and language.

3.2 English is relatively difficult material for students

For them English lesson is difficult to understand. English learning material is considered too much and has almost the same as the pronunciation whereas it has a different meaning and makes students confused.

They are saturated with all material given by the teacher, as they mentioned in interview;
“Terus kebanyakan materi miss, kata-katanya membosankan semua paling yang sering dibahas ya itu-itu aj miss where, what, verb 1, verb 2, kadang juga suruh nyari biografi sapa gitu, buat kalimat pasif dan aktif.” (Appendix 1, Statement 19)

“Then too many the materials miss, all the words are boring, most often discussed just like where, what, verb 1, verb 2, sometimes also ask for biography of the figure, make passive and active sentences.” (Appendix 1, Statement 19)

As the participants said, while learning in the class, the teacher often delivers material that frequently discussed such as question words (where, what, who), changing verb (verb 1, verb 2, verb 3), searching biography of figures, or making active and passive sentences.

3.3 The affected by external factors

There are four factors that affect students in demotivation to learn English among Senior High School at Sekolah Menengah Kejuruan Negeri 8 Surakarta. First, such factor comes from outside like from the influence of the school environment, friends, teachers and learning materials.

According to the students first of the influences comes from the school environment as the students said in the interview:

“Kalau dari lingkungan sekolah itu miss soalekan Cuma di praktek aja miss jadi banyak latian-latian gitu bukan teori-teori pelajaran, sebenarnya gak cuma di maple bahasa Inggris miss tapi hamper semua maple gitu miss dan tujuan awal datang kesinikan ya Cuma mau focus sama praktek latian miss”. (Appendix 1, Statement 56)

“If it's from the school environment, we'll take karawitan majors, so lots of practice and practice are not on the theories of lessons. Actually not only in English
Based on the interview above, the school environment is influential on the interest in learning English because Sekolah Menengah Kejuruan Negeri 8 Surakarta basically is a performing arts school, thus students are extremely focused on practice for performing not for learning theories. It lowers students’ interest in the classroom lessons such as English lesson.

4. CONCLUSION

The interviewees are students of Sekolah Menengah Kejuruan Negeri 8 Surakarta. The students told about their opinion in study English and why they demotivate to learn English. Based on the interview, there are three themes about Demotivation to Learn English among Senior High School Students at Sekolah Menengah Kejuruan Negeri 8 Surakarta.

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