MALE AND FEMALE STUDENTS’ DEMOTIVATION IN EFL TEACHING LEARNING PROCESS: Case Study In Ta’mirul Islam Boarding School Years 2017/2018

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APPROVAL

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Male and Female Students’ Demotivation in EFL Teaching Learning Process: Case Study in Ta’mirul Islam Boarding School.

ABSTRACT

Studies have mainly focused on the factors of students demotivation in the English as a foreign language (EFL) teaching process. The aim of this study is to found the factors of students’ demotivation using qualitative method with interview and questionnaire from 77 of male and female students of Ta’mirul Islam Boarding School Surakarta. The results showed that the factors come from: 1) Environmental and learning facilities 2) Teacher behavior 3) Dormitory 4) Negative attitude to English 5) School’s policy 6) The basic ability of students and 7) Learning materials.

Key word: Demotivation, English Teaching Learning

ABSTRAK


Kata Kunci: Demotivasi, Pembelajaran Bahasa Inggris

1. INTRODUCTION

For the first time established Ta’mirul Islam Islamic Boarding School applied bilingual daily communication for their students. But it is not easy thing applied that both of languages, moreover about the English language, because we know that there are a lot of factor which contribute to succes for language learning, such as age, aptitude, motivation, personality, degree of aculturation, and cognitive style (Fauziati, 2010).

From the researcher observation found any awkwards in the English as foriegn language (EFL) teaching learning process; some of the students looked demotivated. And some of the students have no spirit to studying. So, it’s interesting for the researcher to found the factors made them demotivated.

More, during the time, the investigation about the motivation focused only on the factors on why the students study foreign language and how to keep them always motivated (Asep, 2015). Even though, there is another side of motivation experienced by language learners was known as demotivation.
Kaivanpanah and Ghasemi (2011) identified the demotivating factors are: Learning contents, materials and facilities, attitude towards English speaking community, the teacher behavior, experience of failure, and attitude towards second language learning. Aydin (2012) studied that the demotivating factors are; the teaching profession, curriculum, working conditions, students and parents, colleagues and school administrations, and physical conditions. Sahragard and Ansaripour (2014) revealed demotivating and remotivating factors; The most was economic problems, the principal was future pessimism, the main was professors’ characteristic and the following factors were syllabus design, curriculum decisions, scoring system, administrative decisions, facilities and classroom environment. Vefali and Ayan (2015) studied the students demotivation factors are; The teacher, self-confidence, the attitude of group members, attitude to English, the language course. Aquino, et al (2016) investigated demotivating factors in learning the English language are confidence, fear of committing mistakes, demotivated teachers, and lack resources are few of the many factors students’ demotivation.

In conclusion, some reasons this qualitative case research does in this Islamic boarding school are; Firstly, the current study appears to contribute to the related literature for studies on students demotivation EFL learners. This research tried to find out the factors student demotivated in Ta’mirul Islam Boarding school. Then, this Islamic boarding school is a mua’ddalah that held self final examination, and it is only one of Islamic boarding in Surakarta, so, the researcher curious to know how the EFL teaching learning process is done in this Islamic boarding school. Thirdly, this Islamic boarding school is known applies bilingual daily communication; Arabic and English, so it is interesting for the writer, to dig more, about the demotivation students’ factor in EFL teaching learning in this Islamic boarding school. Finally, this Islamic boarding is accredited from government. The boarding annually graduate the qualified graduations. Most of the graduations continue their study to some various kind of prominent university, domestic university or international university, like Cairo and Al Azhar.

2. RESEARCH METHOD

This study is considered as a qualitative case study; a methodology to research that facilitates exploration of a phenomenon within its context, using a variety of data source and based on the constructivist paradigm that requires a nearby collaboration between the researcher and the subject (Crabtree & Miller in Aydin, 2012), and depends on
participants’ opinion. In addition, this qualitative case study was designed to identify particular factors the students demotivated during the learning process.

The setting selected to elaborate this research is Ta’mirul Islam Islamic Boarding School, it is an Islamic educational institutions that offers pre-school, elementary, junior, senior and state education that depends on the Ministry of Religion. It is located in Tegalsari, Surakarta.

This research is done by the writer in the time of teaching learning period. It is mostly done after the first break time until afternoon, but sometime the writer took outside of teaching learning. And it is done on October 2017 in the first semester of the academic years in 2017-2018.

The subjects of this study are male and female students of Ta’mirul Islam Surakarta. We chose 77 (seventy seven) students attending the English language lesson at Ta’mirul Islam boarding school to interview; Semi-structured interviews were conducted individually and face-to-face (see Appendix A, students’ interview questions). We choose 8 (eight) students at random from each Object of the study English to be interviewed 4 (four) students as representative male students and 4 (four) as female representative.

The object of this research is students demotivation factor in EFL Teaching Learning process in Islamic Boarding school of Ta’mirul Islam Surakarta.

3. RESULT
After doing research with various stages of observation, interview and spreading of questionnaire, the researcher found some dominant factor that can eliminate students’ learning spirit, those are;

3.1 Teacher behavior and personality as demotivator

The neutrality of students in expressing attitudes toward teacher behavior and personality as one of the causes of demotivation arises from student interviews. From the analysis of student interviews regarding teacher behavior and personality factors, lack of conformity between the way the teacher teaches and the students’ desires become the dominant factor it is stated by 0,63%. And then the teacher rebukes the students if they are unable to answer question, teachers do not respect the students; they degrade students and treat students differently and teacher biased toward students become the second indicators (0,50) and last indicator is the teacher delivering the material too fast, it stated by 0,38% of students.

A statement indicating that teacher behavior and personality factors can trigger the emergence of demotivation can be observed in the following explanation:
S1: "Saya ingin bisa belajar bahasa Inggris, tapi karena metodenya tidak sesuai dengan kita juga gurukan marah saat kita tidak bisa menjawab pertanyaan pelajaran, itu membuat motivasi belajar saya kurang bagus.” (A1.1)
("I want to be able to learn English, but because of the method do not suitable with us also the teacher will angry when we couldn’t answer the question of lesson, that makes my learning motivation less good").

S6: "Saya tidak terlalu suka bahasa Inggris karena guru bias terhadap beberapa siswa saat menilai; guru hanya memperhatikan siswa yang berbahasa Inggris." (A6.1)
("I do not really like English because the teacher is biased toward some student when scoring; teachers only pay attention to students who speak English.")

Further the studied about Male and female participants, different data are obtained. As many as 34% of male students voted agree, 22% said they disagreed and 20% strongly agreed and 13% said no idea and 11% said they did not agree if teacher behavior and personality could trigger demotivation in English learning.

While the Female response. As many as 36% of students stated disagree, 28% chose the answer agreed and 17% answered no idea, and 14% stated strongly disagree and only 5% who strongly agree if the behavior and personality of teachers become a factor causing their decreased motivation in learning English. From this data it appears that most male students tend to agree in stating that teacher behavior and personality factors trigger their demotivation in learning English. However, female students tend to state other. More clearly we can see from the chart below:

![Figure 1. The Teacher Behavior and Personality](chart.png)
3.2 The environment and learning facilities as the demotivator

Environmental factors and learning facilities play a big role in decreasing the interest and motivation of students in learning a foreign language. Students who study foreign languages require adequate learning environments and facilities to support their language skills upgrading process.

An indicator that often appears in student statements is classmates disruptive behavior make difficult to concentrate in learning, the unlike lesson time or schedule and have the problem with friend each indicator getting a score of 0.75%. Then, no easy access to the internet in the school area and the uncomfortable chair and tables and also poorly fitting arrangement each indicator getting 0.63%, the class is not IT based and the factor of away from the parents, each indicator getting 0.50%. The next indicator are the narrow class and there is no ac or fan, the very crowded class and late pocket money getting score 0.38% and the there is no partner for practicing the language (0.25%). The statements supporting the above findings are as follows:

S4: "Saya tidak suka pelajaran bahasa Inggris karena teman saya selalu mengganggu saya, membuat kebisingan .....” (A4.1)
("I do not like English lessons because my friend always disturb me, make noise.....")

S7: “......Bermasalah dengan teman, KKM yang sangat tinggi, dan kangen orang tua”. (A7.1)
(".....trouble with friend, high value demand, and miss parents").

From the responses of the studied male and female students on environmental indicators and learning facilities that could decrease the motivation of learning English, it was found that most students expressed a positive response if there are not conducive learning environments and facilities could be the cause of the emergence of demotivation among them.

This is evidenced by the number of students who answers "strongly agree" and "agree" as much as 46%. While 19% chose "No Idea", and only 23% of students said "disagree", even 11% of students said "strongly disagree".

If we study more detail by examining the male and female students who participated in the study, there was little different response between male and female students. Male Students for example, as many as 36% of participant students state agree and 19% strongly agree that the environment and learning facilities become the cause of demotivation in learning English in Ta'mirul Islam. Meanwhile, 18% of the participants
answered "No Idea", 19% answered "disagree" and 9% of participants stated "strongly disagree".

So, the response of female students only 28% stated "agree" and 10 stated "strongly agree" if environment and learning facilities become one of the factors emerged demotivation in learning English. The rest, who voted for "No Idea" are 20%, then the "Disagree" option was chosen by 23% and 14% of participants vote "strongly disagree".

![Figure 2. Response of Environmental Statements And Learning Facilities as Demotivator Factors](image)

3.3 The Material and the Teaching Method

Teaching materials and methods can cause demotivation in a variety of ways. Lack of use of multimedia-based learning media can also be one of the triggers of the emergence of student demotivation in learning English.

The result of Interviews with some of the participants of male and female students that the male students interviewed stated that for them the teaching methods and materials demotivated them. This is in line from what the female students said when interviewed about the methods and learning materials. Among them there is mentioning that the way teachers teach English subjects is sometimes misunderstood.

From the interviews of the male and female students studied in relation to the indicators of teaching methods and lesson materials that can decrease their motivation in learning English, it is found that the number of lessons that must be mastered in the spotlight of the students. And this is illustrated by the following statements:

S8: “banyak beban yang harus dikerjakan oleh siswa, harus mengurus asrama dan juga harus belajar. (A8.1)
("Here the subject is very much, and students are required to be able to master the general Subject and religion subject")
S5: “vocabularinya harus menghafal, buku pelajaran tidak segera dibagikan, tuntutan nilai yang sangat tinggi, terkadang membuat malas belajar. (A5.1) (‘vocabularies should be learn by heart, late distributing material books, make me demotivated)"

Generally, the statements from the questionnaire about ‘not appropriate and update the material and the learning method’, ‘too much material content, and very high value demands make students lost learning motivation. 31% of all respondents agreed with this statement, while those who disagreed with this statement were 27%, 22% said they have no idea, while 11% stated strongly disagree and 10% said they strongly agree with the factors causing student demotivation.

If examined more specifically by male and female students, the response to the assertion that the material factors and teaching methodology as the cause of the decline in motivation produced very different data. As many as 35% of the participating male students voted "agree," 22% stated "no idea" 19% stated "disagree" and 16% stated "strongly agree" and the other 7% chose to "strongly disagree".

Different case with the response answers from female students. 42% of the students chose the answer "disagree" and 22% chose "no idea" attitude and only 18% said "agreed, while the" strongly disagree "was 14% of the total participants, and only 3% strongly agree "that the material and methods of learning as one of the factors causing demotivation in learning English.

![Figure 3. Response of Statements on Materials and Methods of Learning as Demotivation Factor Based on male and female students](image)

3.4 The school's policy as demotivator Factor,

The boarding school of Ta'mirul Islam’s policy is different from other schools, such as the delay of one year diploma for them to perform dedication, different diploma from
other schools, although only a few from respondents agreed with the statement, this policy makes students demotivated.

According to students interviews result, school’s policy factors ranked fourth among students' demotivation after learning environment, teacher behavior and learning materials. The indicator is associated with ‘one-year diploma delay’ (0.38) and then ‘a different certificate of diploma’ about (0.25%). And here were the following students’ statements:

S4: “Pada saat awal masuk belum mengerti kalau ada kebijakan tentang harus mengabdi dulu satu tahun baru bisa dapat ijazah, setelah tau ya bagaimana gitu, tapi ya bagaimana lagi?” (A4.3)  
("At the beginning of entry do not understand if there is a policy about having to serve a year to get the certificate, after know how we should do?").

S7: “Karena saya dari MTs, selain saya harus kelas khusus selama satu tahun, setelah lulus saya harus mengabdi satu tahun lagi jadi lima tahun baru bisa mendapatkan ijazah, kan lama sekali”. (S7.3)  
("Because I come from MTs, besides I have to joint Takhossus class for one year, after graduation I have to serve one year, so, its need five years to get a diploma, and it's very a long time")

If examined more specifically by male and female students, the response to the assertion that the school’s policy as the cause of the decline in motivation produced almost the same data. Only 19% of the participating male students voted "agree," 23% stated "no idea," 29% stated "disagree" and 16% stated "strongly agree" and 13% chose "strongly disagree".

The response answers from female students. 36% of the students chose the answer "disagree" and 21% chose "no idea" and only 19% said "agreed, while the" strongly disagree "was 17% of the total participants, and only 3% strongly agree "that the material and methods of learning as one of the factors causing demotivation in learning English."
3.5 The school dormitory as demotivator factor

Ta'mirul Islam requires all students to stay at boarding school. Sometimes in this boarding there are obligations should be done by the students outside of the lesson, the burden of responsibility that must be resolved is what sometimes makes students become demotivated when they learn in the classroom.

From the results of students’ interviews, there were several statements that contained indicators about the problems faced in the dormitory. Some of these statements are: "Having boarding problems (0.50%), the pressure to stay in dormitory (0.38%), and miss their parents (0.50%). Here are some student statements that indicate that the boarding factor can lead to a decrease in motivation in English learning:

S2: “ada yang setelah mendapat Iqob diasrama, biasanya terus malas belajar, karena kelelahan harus mengerjakan banyak hal dari hukuman tersebut”. (A.2.2)
("After got Iqob (punishment) in boarding, usually, I get lazy to learn, because fatigue must do many things from the punishment")

S3: “Tinggal diasrama itu enaknya banyak temennya, tapi kadang kalau sudah kangen dengan orang tua, dan mereka gak segera dateng, dan terasa hilang motivasi saya dan rasanya pengen segera pulang”. (A3.2)
("the nice thing Stay in the boarding is; there are many friends, but sometimes when I miss the parents, and they do not come soon, I demotivated and I should go home")

S7: “iya, temannya merasa capek karena harus mengurus asrama dan harus belajar dikelas”. (A.7.2)
(Yes, his friend feel tired, he has to manage the boarding and also he must studying).
If further examined by comparing the response of participants of male and female students about boarding factors, then the data obtained almost the same. In male students for example, the majority of students express "agree" as much as 26% and who "strongly agree" (21%) to the factors of boarding as a source of student demotivation. While from female students, obtained score range answers students who expressed disagree (32%) and who agreed 24%. Meanwhile the answer hesitantly selected 16% male and female students. Those who voted strongly agree differed greatly between male and female students, of which 21% of male students who chose attitude strongly agreed and only 12% for female students attitudes strongly disagree, while for strongly disagree, 18% of male students and 13% of female students.

Meanwhile, the most positive indicator of positive response as an element of demotivation in learning English is problematic in discipline, so that students get punishment. While the other statement about the dormitory is there was pressure to stay in the dormitory.

![Figure 5. Response Statement on Dormitory as Demotivation Trigger Based on male and female students](image)

3.6 The basic ability and student experience.

In learning a foreign language, basic language skills are indispensable as an initial foothold in developing language skills. The learning experience of the language that students have in the previous level also has an impact on the students' language skills in boarding school.

And also the lack of confidence factor is also one of the things that can cause the emergence of decreased motivation. In his research Falout et al (2009) found that fluent language learners built their confidence during the process of learning a foreign
language. While the less eloquent language learners tend to criticize themselves when they feel that success in language is one thing that is difficult to achieve.

From the interviews of the students, there were several statements that contained the basic ability indicators and previous students' experience in learning English. Some of these statements are: "always fail to communicate in English (0.38%)," always get low marks in English "(0.50%), "not confident in learning English" (0.38%), "always fails to understand English lessons and lags behind classmates" (0.25%). And hard to get positive correction from the teacher and always failed in answering questions from the teacher as much (0.13%). Here are some student statements that indicate that basic ability factors and previous learning experiences can lead to a decrease in motivation in English learning:

S3: “Saya tidak percaya diri dalam belajar bahasa Inggris, karena susah”. (A3.1) ("I do not have confident in learning English, because it is difficult")

S4: “Saya ingin sekali bisa memahami dan menyukai pelajaran bahasa Inggris dan sangat ingin bisa berbicara lancar menggunakan bahasa Inggris namun menurutnya pelajaran bahasa Inggris terlalu sulit, dan terkadang menjadi minder oleh teman yang sudah pandai dalam pelajaran bahasa Inggris”. (A4.2) ("he really want to be able to understand and love English lessons and really want to be able to speak English fluently but he think English lessons are too difficult, and sometimes become unconfident with the friends who are good in English lessons")

S8: “Belajar bahasa Inggris tidak begitu susah yang susah itu memahaminya. Saya selalu sulit memahami bahasa Inggris karena kurang kepercayaan diri saya dalam pelajaran bahasa Inggris karena jika saya ada kesalahan teman yang ada di kelas selalu menertawakan dan menurut saya penepatan jadwal bahasa Inggris tidak begitu efektif karena tidak ada hiburan untuk menghilangkan rasa ngantuk.” (A8.1) ("Learning English is not so difficult that difficult to understand it. I always find it hard to understand English because I lack confidence in English lessons because if I am mistaken, my friends in the class always laugh at me and in my opinion the timing of the English schedule is not very effective because there is no entertainment to relieve sleepiness")

When analyzed further by comparing the participant responses of male and female students on basic ability factors and previous learning experiences, similar data were obtained. In male students, for example, the majority of students stated "disagree" as much as 34% and who "strongly disagree" (9%) on the basic ability factor of students as a source of their demotivation in learning English. Like female students, scores of student answers that states disagreement (49%) and strongly disagree to reach 21%.
Meanwhile the answer was hesitantly selected 13% male students and 16% by female students. Those who chose to agree differed greatly between male and female students, which 32% of male students voted agree and 12% strongly agree, while in female students only 13% voted agree and only 2% chose strongly agree.

![Bar Chart](image)

**Figure 6. Response Statements on Basic Ability and Learning Experiences as Drivers of Demotivation Based on male and female students**

### 3.7 The Negative Attitudes towards English as demotivator factor.

In 2004, Martin Lamb, as quoted by Asep (2015), this research yields the finding that the positive attitudes of learners toward language and expectations of success are two things that need to be maintained in the learning period, since their attitudes toward formal learning experience tend to be negative. Lamb links the study of cognitive and student developmental perceptions to the concept of formal learning.

In this study, the answers of the Male and female students examined about the negative attitude indicators for English that could decrease their motivation in learning English, found that most students stated that "Forced to learn English, more interest to other speakers than English speakers", "Learn English only to pursue grades in exams".

The statements obtained from the participants were the same between being forced to learn English and more interested in other speakers of English. This indicates that the students viewed negative English lessons and they did not need the lesson. The findings in the questionnaire were reinforced with student interview results. The following are students’ statements:

S3: “Saya sangat ingin memahami pelajaran ini meskipun saya sangat tidak suka. Mungkin ada beberapa alasan kenapa saya menjadi tidak suka yaitu karena pelajarannya sulit untuk dipahami bahkan itu membuat nilai
bahasa Inggris saya kadang tidak terpenuhi, hingga itu menambah ketidaksukaan saya.” (A3.1)

(“I really want to understand this lesson even though I really do not like it. There may be several reasons why I do not like that because the lessons are difficult to understand even that makes my English score sometimes unfulfilled, so that adds to my dislike”)

S8: “Ada yang bilang sebenarnya sangat ingin bisa dalam pelajaran Inggris tetapi karena dia kurang tertarik dengan pelajaran bahasa Inggris membuat dia sulit memahami pelajaran tersebut. Dan dia tidak tahu apa yang dapat membuat dia tertarik dalam mepelajari pelajaran ini. walaupun ada yang membuat dia ingin bisa dalam bahasa Inggris, tetapi ini kurang membuat dia tertarik.” (A8.1)

(“he really want to be in English lessons but because he less interested in English lessons makes it difficult to understand the lesson. And he does not know what can make him interested in learning this lesson, although some make me want to be in English, but this does not interest him”.)

If we analyze it further by comparing the participants' responses from male and female students on negative attitude toward English, different data are obtained. In male students for example, most students stated "agree" (35%) and "strongly agree" (16%) to negative attitude toward English as a source of their demotivation in learning English. While in female students, score range answers students who expressed ‘disagree’ are 30% and who ‘agree’ only 28%.

Meanwhile the answer was hesitantly selected 19% by male students and 23% by female students. Only 10% of male students chose strongly disagree, while in female students (17%) who answer strongly disagreed and only (1%) voted strongly agree.

Clearly we could see from the figure below:

Figure 7. Response of Statement on Negative Attitudes to English as Demotivation Factors Based on Male and Female students
4. CONCLUSION
The dominant factors results obtained from this study was that there are seven factors demotivation during the EFL teaching process; 1) Environmental factors and learning facilities, 2) Teacher Behavior, 3) dormitory factors scored, 4) Negative Attitude to English, 5) The school’s policy, 6) Students’ basic abilities and 7) Learning materials.

After the data is processed descriptively based on the percentage of student answers, we can know the dominant factors that cause student demotivation in learning English. Are; 1) Environmental factors and learning facilities (60%), 2) Teacher Behavior 57%, 3) dormitory factors scored (54%), 4) Negative Attitude to English (53%), 5) The school’s policy (40%), 6) Students’ basic abilities (37%) and 7) Learning materials (36.4%).

Chart 1. Total Response of Statement on the factors of Male and Female Students Demotivation

This finding is similar to that of Dörnyei (2006). Dörnyei found that teachers became the main external factor in the emergence of demotivation in foreign language learning. Another dominant external factor is the environment and learning facilities that support the learning process of foreign languages. While the difference in this research is the main factor that makes students demotivated is the environment and learning facilities, while teacher behavior factors are on the second.

And also this finding is almost same with Hasegawa (2004) attempted to determine the factors which would make their Japanese motivations to study English in classes. She identified some of the factors in the category of the classroom activities; the teacher's attitude, personality, teaching method and the relationship with students; negative attitude towards English learning; anxiety from being called on by teachers in front of classmates; taking exams and getting bad grades; and the classroom atmosphere. The difference, Hasegawa in his findings, classroom atmosphere is in the last sequence,
and there is a personality factor, whereas in this research, classroom atmosphere ranks first and there is no personal factor.

This finding also differs from Gardner in Xuezheng Ji and Wei (2014) which identifies the course content and teaching materials as the most salient demotivating factor. On the other hand, instrumental motivation emerged as the most influential source of motivation among students.

The research Aquino A.C et al. (2016), the research about demotivating factors of students in learning the language of the Filipino students is happening at the present time because of the different prevailing reasons; Confidence, fear of committing mistakes, demotivated teachers, and lack resources.

It can be conclude that difference from the all previous studies is the factor of dormitory, where in previous studies have not found the factor of dormitory becomes the demotivated factor of the students. This is because subjects in previous studies are students in general, whereas in this study the subject is students who live in the dormitory or boarding school.

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