

## **ESP Students' Demotivation In Learning English: A Study Of An Islamic Education Study Program**

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### **Abstract**

In learning English, motivation is an important factor that can support the success of the English language learning. This research aims to explore the factors that demotivate students in learning English, involving 37 students of Islamic education. Employing a descriptive design with both quantitative and qualitative data, this study indicated that the factors causing student demotivation in learning English came from both internal and external factors. The internal factors were such as students' lack of motivation to learn English which led to a lack of improvement and practice, difficulty in studying English, and their low self-determination and self-confidence which affected their proficiency. For external factors, this study indicated that teacher-related factors significantly influence student motivation, including ineffective teaching styles and methods and lack of attention to students' personal needs by teachers. Internal factors are also related to the learning environment, where students feel demotivated due to a lack of learning facilities, limited interaction, and boring classmates.

**Keywords:** Demotivation factors, learning English, students of Islamic education

### **Abstrak**

Dalam belajar bahasa Inggris, motivasi merupakan faktor penting yang dapat menunjang keberhasilan pembelajaran bahasa Inggris. Penelitian ini bertujuan untuk mengeksplorasi faktor-faktor yang menurunkan motivasi siswa dalam belajar bahasa Inggris, yang melibatkan 37 siswa pendidikan Islam. Dengan menggunakan desain deskriptif dengan data kuantitatif dan kualitatif, penelitian ini menunjukkan bahwa faktor penyebab demotivasi siswa dalam belajar bahasa Inggris berasal dari faktor internal dan eksternal. Faktor internal seperti kurangnya motivasi siswa dalam belajar bahasa Inggris yang menyebabkan kurangnya perbaikan dan latihan, kesulitan dalam belajar bahasa Inggris, serta rendahnya determinasi diri dan rasa percaya diri yang mempengaruhi kemampuan mereka. Untuk faktor eksternal, penelitian ini menunjukkan bahwa faktor yang berhubungan dengan guru berpengaruh signifikan terhadap motivasi siswa, antara lain gaya dan metode mengajar yang tidak efektif serta kurangnya perhatian guru terhadap kebutuhan pribadi siswa. Faktor internal juga berkaitan dengan lingkungan belajar, dimana siswa merasa kehilangan motivasi karena kurangnya fasilitas belajar, terbatasnya interaksi, dan teman sekelas yang membosankan.

**Kata kunci:** Faktor demotivasi, pembelajaran bahasa inggris, mahasiswa pendidikan agama islam

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## **INTRODUCTION**

In the context of Indonesia, where Islam is the dominant religion with the largest number of adherents, students enrolled in Islamic education programs assume a pivotal role in disseminating Islamic values and fostering the development of Islamic education across diverse settings. As the world continues to evolve and globalization intensifies, these students are tasked with effectively conveying Islamic values to a broader and more global audience. To achieve this, they must possess

proficiency in the English language, which is essential for effective communication and cultural exchange (Djamdjuri et al., 2023; Karimah, 2023). Studying English is important because it is an international language widely used in academic and professional contexts (S. R. Ahmad, 2016; Syah, 2015). Mastery of English enables individuals to engage in meaningful communication, comprehend content such as academic literature, books, and other scholarly articles in English, and participate in global discussion (Rao, 2018). During academic discussions, presentations, and international seminars, they will be able to actively participate in conveying their ideas and knowledge effectively. Mastering English also enables them to easily share their research findings, in a structured manner, and with a broader impact. With the diverse benefits of mastering English, students should have strong motivation to learn it.

Motivation can be categorized into two distinct types: intrinsic and extrinsic. Intrinsic motivation is related to an individual's sense of well-being, identity, goals, and personal factors. It is characterized by how an individual feels about a particular activity, whether it is enjoyable, meaningful, and engaging or not. In contrast, extrinsic motivation refers to external factors such as the environment, facilities, conditions, and social pressures (Nirana et al., 2017). In intrinsic motivation, there is a need for autonomy as part of self-determination theory. Intrinsic motivation has a big impact in the research about motivation and it plays a crucial role in a motivated learning behavior (Busse & Walter, 2013).

Concerning learning, motivation is a crucial determinant in learning, particularly in the context of foreign language learning. Students' positive attitude and motivation significantly impact the efficacy of their learning, such as English (Al-Khasawneh, 2017; Nirana et al., 2017). Specifically, highly motivated students tend to be more successful in foreign language learning (Afrough et al., 2014) due to their increased commitment compared to those with lower motivation (Masruddin & Zuljalal Al Hamdany, 2023). In the context of language learning, student motivation is the student's orientation in determining and achieving learning objectives. Learning and motivation are equally important, as the learning provides the cognitive foundation for knowledge, while motivation keeps someone enthusiastic throughout the learning process. Furthermore, the prospect of significant compensation can significantly enhance students' motivation, as they perceive the potential benefits of their efforts. This means that students who have low expectations regarding compensation for their achievements will hinder their performance improvement (Kholid & Supriyadi, 2019; Kim & Kim, 2016). In addition to motivation, there is also demotivation where students experience a lack of motivation in carrying out activities due to various factors. Demotivation refers to a decrease in motivation levels that leads to a lack of learning achievement (Wathoni et al., 2022).

According to Dornyei & Ushioda, demotivation is a specific external force that diminishes underlying motivation of the behavior being carried out. Demotivation is similar to *amotivation*, but they differ in that *amotivation* is related to unrealistic outcome expectations, while demotivation is

related to specific external causes (in Chong et al., 2019). However, further research has expanded the concept of demotivation not only to external factors but also internal ones (Chong et al., 2019). Demotivation in language learning can be caused by several factors. These include but are not limited to, environmental and infrastructural challenges, cultural differences, linguistic difficulties, and psychological conditions such as anxiety, fatigue, depression, and boredom. Furthermore, the physical condition and teaching methods can also be factors that demotivate students (Nirana et al., 2017; Wathoni et al., 2022).

Demotivation in learning has attracted a lot of attention in research (C. V. Ahmad, 2021) found three main causes of student demotivation, namely teachers teaching too much, students finding difficulties in doing classwork, and learning activities not stimulating them to keep paying attention to the lesson. Dornyei in (Sakai & Kikuchi, 2009) puts forward nine causes of demotivation: (1) the personality, commitment, competence, and teaching methods of teachers, (2) inappropriate learning facilities such as large class sizes or teachers who are often shifted, (3) decrease in student confidence due to previous failure experiences, (4) negative attitudes towards language learning, (5) Forced language learning, (6) Interference from the foreign language being learned by the student, (7) Negative attitude towards the foreign language community, (8) Attitude towards group members, (9) Textbooks used in class. Research from (Vakilifard et al., 2020) indicates three factors causing demotivation: learning content, materials, and facilities.

Furthermore, the research conducted by (Adara, 2018) shows that teacher competence and lack of intrinsic motivation are the main factors in language learning demotivation. Teacher competence is an issue frequently discussed as a cause of student demotivation, as mentioned by (Lamb, 2017), where student demotivation is attributed to teacher demotivation, (Sakai & Kikuchi, 2009) mentioned that one of the reasons for demotivation is due to teachers besides to lack of interest and previous student failures. (Kim & Kim, 2016) also identify two main demotivation factors in South Korean language learners: Teacher-related factors and English learning difficulty. Research by (Han et al., 2019) on demotivation factors among learners in Turkey also discusses teacher-related factors as one of the causes of demotivation, along with other factors such as negative attitudes of classmates, personal issues, class characteristics, test anxiety, experiences of failure, and education system. Similarly, (Chong et al., 2019) emphasized the causes of demotivation with two main factors: teacher-related factors and learner-related factors.

### **Teacher-related factors in language learning demotivation**

Molae stated that the teacher factor has a big impact on student's motivation (Molae et al., 2016). In the (Chong et al., 2019) study, several teacher-related factors in language learning demotivation are outlined: (1) Teacher instructional style (2) Teacher's behavior in the classroom (3) Teacher's competencies (Quadir, 2017), (4) Teacher' lack of clear delivery, (5) Impractical English lessons focusing on grammar and unrealistic communicative exchanges (6) Pressure of rote learning

(Kim et al., 2018), (7) over-controlling approach, (8) teacher's lack of understanding and insensitivity towards the individual learner's needs (Lamb, 2017), (9) Negative teaching practice (teacher's poor mastery of the subject content) (Trang & Baldauf Jr, 2007), (10) provision of feedback that was over negative (Busse & Walter, 2013), (11) Lack of variety in classroom tasks (Falou, Elwood & Hood in (Chong et al., 2019)).

#### **Learner-related factors in language learning demotivation**

Several learner-related factors are as follows: (1) lack of motivation, meaningful purpose & interest, (2) lack of improvement and success experiences, (3) lack of self-determination/self-esteem/self-confidence (Li & Zhou, 2017; Sakai & Kikuchi, 2009; Shinhye Kim, 2015; Trang & Baldauf Jr, 2007), (4) lack of ability (Wathoni et al., 2022), (5) test factors, (6) lack of intrinsic motivation, (7) anxiety towards foreign language, (8) difficulty in achieving linguistic accuracy, (9) lack of support and resources, (10) negative attitudes towards the learning condition (C. V. Ahmad, 2021; Xaypanya, Ismail, Law in Chong et al., 2019; Nkrumah, 2021; Pretty, 2019). One factor can cause other factors such as low self-confidence may cause students' anxiety and fear about the use of English (Nkrumah, 2021).

#### **Learning Environment/Facilities**

Factors demotivating learners in English learning can be related to the learning environment such as inadequate school facilities/physical building (Meshkat & Hassani, 2012; Shofiya & Mubarak, 2023), lack of opportunities, and overcrowding (Acarol, 2020; Erlina et al., 2020; Nkrumah, 2021). A crowded classroom can influence the students' motivation due to stressfulness, lack of concentration, and destructive attention. It may inhibit students' involvement in foreign language learning, for example when class instructions were given in the classroom setting (Nkrumah, 2021). Concerning the learning environment, it can change students' motivation because the environment affects students' desire to become proficient in the language (Busse & Walter, 2013). Some studies are also in agreement that the learning environment can be a factor to demotivate students' in learning (Çankaya, 2018; Kikuchi & Sakai, 2009; Li & Zhou, 2017; Trang & Baldauf Jr, 2007; Unal & Yanpar Yelken, 2016).

## **METHOD**

Concerning various studies discussing demotivation in English language learning, this research aims to explore the factors leading to demotivation among ESP students, particularly in the Islamic education study program. This study is qualitative descriptive research that utilizes both quantitative and qualitative data. Quantitative data was obtained from a questionnaire adapted from the Foreign Language Demotivation Scale by (Acarol, 2020), consisting of 35 Likert-scale questions. Qualitative data, on the other hand, consists of open-ended responses from participants after completing the Foreign Language Demotivation Scale Questionnaire. The questionnaire was administered to 37

students enrolled in the English language course. The English language program is divided into two semesters, the first and the third. The first semester focuses on fundamental English abilities, with an emphasis on teaching grammar and organization. The emphasis in the third semester changes to English for Specific Purposes. This study employed convenience sampling by administering a questionnaire based on Google Forms through the respective WhatsApp groups of students in the third semester of Arabic language education and Islamic religious education departments during their third semester of study.

The data obtained was then analyzed and interpreted. For quantitative data, the researchers analyzed using Mean and Standard Deviation with interpretation following the sub categories of the questionnaire adapted from (Acarol, 2020). Meanwhile, qualitative data consists of open-ended responses from respondents, which are then coded, categorized, and interpreted according to those categories. The open question is, “*What factor do you think most contributes to your lack of motivation in attending English language classes?*”

## **FINDINGS AND DISCUSSION**

### ***Quantitative Data***

The first part of the findings was quantitative data representing the subcategories elaborated by (Acarol, 2020) and was measured with descriptive statistics, namely the mean and standard deviation. The data are described as follows.

Table 1. Descriptive statistics of Teaching Methods and Teaching Process aspect

<b>Items</b>	<b>N</b>	<b>Mean</b>	<b>Standard Deviation</b>
I cannot find an opportunity to express myself in English lessons.	37	2,08	0,139
There is no emphasis on vocabulary teaching in English lessons	37	1,97	0,149
I think English Exams do not test the actual knowledge	37	1,78	0,166
The English which is taught does not meet my needs.	37	1,92	0,123
The activities in English lessons are very boring.	37	2,08	0,170
I think the teaching methods used in English lessons are not effective.	37	2,22	0,215

Table 1 shows that in terms of teaching methods and teaching process, the first cause of demotivation of students is the ineffective teaching methods applied for English lessons with a mean of 2, 22. Then, the second cause of lack of motivation is the students who could not find an opportunity to express themselves in English lessons, with a mean of 2, 08. And then, the third cause of lack of motivation in students is the activities in the English classes which they thought of as boring ones, with a mean of 2, 08. Based on the first findings, three main factors affecting the lack of motivation in students, namely the ineffective teaching methods, lack of opportunities to express themselves in English lessons, and boring activities in English lessons. These findings are in line with what was found by (Quadir, 2017), especially in teacher-related demotivation cause. The teacher did

not teach effectively and s/he did not give opportunities for the students to express their learning (Lamb, 2017; Quadir, 2017). Whereas, boring class activities are consistent with Falou, Elwood & Hood in (Chong et al., 2019).

Table 2. Descriptive statistics of Teaching materials, teaching environment, and teaching facilities aspect

Items	N	Mean	Standard Deviation
We cannot use technology very effectively in English lessons.	37	1,81	0,469
I think teaching facilities and materials provided to us are insufficient.	37	1,73	0,481
Classrooms are too crowded.	37	1,41	0,488
We do not have an opportunity to study abroad.	37	2,03	0,496
Materials that are used in English classes are far from being modern.	37	1,73	0,499
I think course books used in English lessons are not effective.	37	1,76	0,508
I do not have the opportunity to practice in the environment I live in.	37	3,08	0,531
I am not able to be exposed to the English language in the environment I live in.	37	2,92	0,459
Indonesian is spoken frequently in English lessons.	37	1,92	0,358
Grammar is constantly being taught in English lesson	37	2,51	0,358
Enough importance is not given to speaking activities in English lessons.	37	2,00	0,285
We are learning the same subject every year.	37	1,97	0,289
There is no emphasis on educational activities in English lessons.	37	2,32	0,293

Table 2 indicates that regarding teaching materials, teaching environment, and teaching facilities, the first cause of demotivation in students learning English is the lack of opportunity to practice English in the environment they live in with a mean of 3,08. The second highest cause for the lack of motivation is the lack of exposure of English in their environment, with a mean of 2, 92. The third highest cause of demotivation in learning is the constant teaching of grammar in English lessons, with a mean of 2, 52. These results are related to learning facilities and environment, which also contributed to the demotivation of students in learning English. The results are in line with (Acarol, 2020; Erlina et al., 2020; Nkrumah, 2021) in relation to opportunities given to the students. In (Quadir, 2017) study, these factors of demotivation gave a negative impact on university performance level.

Table 3. Descriptive statistics of teacher competence and teacher attitudes aspect

Items	N	Mean	Standard Deviation
I cannot get along well with English teachers.	37	1,35	0,212
I think English lessons should not be taught by Indonesian lecturers	37	1,92	0,195
I do not think English teachers make enough preparations before lessons.	37	1,62	0,181
English teachers' attitudes towards students are rather negative.	37	1,49	0,198
I think English teachers are incompetent.	37	1,46	0,205

I think English teachers are not good at teaching a foreign language.	37	1,49	0,187
I do not think English teachers know the students individual needs in learning English.	37	1,92	0,054
I think English teachers always give negative feedback to the students' performance.	37	1,84	0,230

Based on Table 3, in terms of teacher competence and attitudes, the students thought that the English lessons should not be taught by Indonesian lecturers, with a mean of 1, 92. The second cause of lack of motivation in this category is that they do not think that English teachers know the students' individual needs in learning English, with a mean of 1, 92. The third cause of the lack of motivation is the fear of negative feedback given by the teacher, with a mean of 1, 84. Teacher's competence on teaching, recognizing learner's needs, and giving feedback also became one of the strongest demotivation cause in this study. This is consistent with (Busse & Walter, 2013; Lamb, 2017; Quadir, 2017).

Table 4. Descriptive statistics of failure experiences and lack of self-confidence aspect

Items	N	Mean	Standard Deviation
I always get low marks from English exams.	37	1,97	0,307
I haven't learned English since I started learning English.	37	2,38	0,332
We cannot even learn and speak our own language properly yet.	37	2,38	0,295
I think I will never be able to speak English.	37	1,49	0,155
I feel embarrassed while I am speaking English in the classroom.	37	1,78	0,080
I am afraid of being ridiculed while speaking English.	37	1,92	0,189
I do not want to speak English because I consider myself incompetent.	37	1,73	0,189

Table 4 shows that the highest cause of students' lack of motivation in learning English is that they did not feel like learning any English since they started learning it, with a mean of 2,38. Then, the second cause of demotivation is that they did not think they even learned and spoke their first language properly, with a mean of 2, 38. Then, the third highest cause of demotivation of learning English is that the students always got low marks on English exams, with a mean of 1,97. Language learning needs input to produce meaningful outputs. However, learner experiences are also important to be accounted for. The learner-related factors results are consistent with what was found by (C. V. Ahmad, 2021; Li & Zhou, 2017; Nkrumah, 2021; Pretty, 2019; Sakai & Kikuchi, 2009; Shinye Kim, 2015; Trang & Baldauf Jr, 2007; Wathoni et al., 2022) Getting low marks experience was in line with (Quadir, 2017) result.

Table 5. Descriptive statistics of negative attitudes towards the target language aspect

Items	N	Mean	Standard Deviation
The fact that English is from a different language family makes learning very difficult	37	2,19	0,254
Being in environments where English is spoken makes me	37	1,92	0,310

uncomfortable			
The fact that English is a language that is not pronounced as it is written makes learning difficult	37	2,54	0,000

Based on Table 5, the highest cause of demotivation in learning English is the fact that English is a language that is not pronounced as it is written which makes it difficult, with a mean of 2,54. This result is in line with (Nkrumah, 2021) in terms of student's anxiety and fear about the use of English.

***Qualitative Data***

The researchers categorized qualitative data into three factors: teacher-related, learner-related, and learning environment

***Teacher-related factor***

The researchers identified three main factors of student demotivation related to teachers: teacher instructional style, teacher's lack of clear delivery, and teacher's lack of understanding and insensitivity towards the individual learner's needs. The students stated that the teacher did not provide a straightforward explanation of the materials, and the use of English in the classroom did not facilitate students' comprehension of the materials. Additionally, the instructor employed ineffective and inadequate methods, delivered the materials in a disorganized manner, and failed to comprehend the challenges that students encountered.

*“The thing that makes me less motivated in learning English is the teaching method (in the classroom)” (R1)*

*“The teacher's method in teaching (makes me feel unmotivated)” (R16)*

*“One of (demotivating factors) is the material that is difficult to understand, especially when the teacher explains it in English, which makes it harder for me to grasp ...” (R22)*

*“Sometimes the material taught is not coherent and in line with the abilities and the material acquired in the previous meeting...” (R26)*

*“...It's difficult when I've already received advanced lessons. Therefore, the teacher should understand each student's needs, and then determine the appropriate material and teaching materials for that student.” (R30)*

That teacher's instructional style and lack of clear delivery can demotivate students in learning English is in line with (Chong et al., 2019; Kim et al., 2018). Moreover, According to (Lamb, 2017), teachers need to be aware that students may have different capacities related to language learning, so a lack of understanding by the teacher toward individual learner's needs can demotivate the students from learn English. The results showed that the teacher factor had a big impact on the students' motivation (Molae et al., 2016).



***Learner-related factor***

There were six learner-related demotivating factors for students namely lack of intrinsic motivation, lack of self-determination/low self-confidence, learner proficiency levels, difficulty in achieving linguistic accuracy, lack of improvement, and lack of support and resources.

Due to a lack of intrinsic motivation, many students felt lazy to learn English. They lacked enthusiasm, had no drive to study, were uninterested, bored, and uncomfortable on how other friends studied, not serious about learning English, and not interested in studying English because English is not the main language to learn.

*"Actually, I like English but because I don't really understand the basic concepts and lack grammar, it makes me less enthusiastic due to my lack of knowledge and vocabulary" (R4)*

*"Internal factors greatly influence my motivation in taking action. When I have no interest, it will be difficult to follow the learning process. Therefore, I think the factor that makes me lack enthusiasm in English language classes comes from myself" (R15)*

*"I haven't started from the basics seriously before, so it's difficult now that I've received advanced lessons" (R30)*

*"I want to focus my education on Arabic language learning because my main goal is to learn Arabic." (R35)*

That the students lacked motivation and were less interested in learning the language can demotivate the students in learning English. Related to the fact that Islamic education students were more familiar with learning Arabic caused them to put English as an unimportant language to learn then they were less motivated to learn English (Kim & Kim, 2016; Shinye Kim, 2015; Wathoni et al., 2022).

The factor of lack of self-determination/low self-confidence is that students were embarrassed to communicate using English.

*"I feel embarrassed to communicate (using English)" (R5)*

*"Internal factor (of demotivation in learning English) is being embarrassed to practice (English)" (R34)*

Students felt that they were embarrassed in speaking English which resonated what (Kikuchi & Sakai, 2009; Kim & Kim, 2016; Li & Zhou, 2017; Trang & Baldauf Jr, 2007; Wathoni et al., 2022) showed that speaking embarrassment and self-confidence in using English influence students' motivation in learning English.

Regarding learners' proficiency levels, the factors that made students demotivated in learning English were their limited vocabulary knowledge, limited grammar, lack of experience, and feeling that there was no significant increase in vocabulary.

*"What demotivates me in English is that I only know a few words..." (R2)*

*"Actually, I like English But because I don't really understand the basic concepts and lack grammar, it makes me less enthusiastic due to my lack of knowledge and vocabulary." (R4)*

*"My lack of experience makes me less motivated (in learning English)" (R6)*

*"My limited vocabulary makes me struggle in mastering the English materials" (R25)*

The lack of English ability, specifically vocabulary, affects students' motivation to learn English. It is in line with (Wathoni et al., 2022). Due to the lack of vocabulary, the students then found it difficult to master English. It can demotivate the students in learning English.

For the next factor, the difficulty factor in achieving linguistic accuracy also demotivated students in learning English because the students encountered difficulties comprehending the materials and textbooks, battled with syntax, and perceived an overwhelming amount of content to comprehend.

*"I (have difficulty understanding) the material." (R1)*

*"I (have difficulty understanding) the material and textbooks" (R3)*

*"I'm having some difficulty understanding grammar." (R7)*

The students' difficulty in achieving linguistic accuracy demotivated students in language learning. It resonated with some studies (Acarol, 2020; C. V. Ahmad, 2021; Chong et al., 2019; Pretty, 2019).

Regarding the factors of lack of improvement and lack of support and resources, the students expressed a sense of inadequacy in their English language practice, and a lack of consistent practice.

*"The internal motivation factor is that there is no English module, and the external factor is not practicing enough and not consistently using English for daily conversations." (R8)*

The respondents' answers that lack of practice as part of improvement and support influenced their motivation are supporting (Xapanya, Ismail, Low in Chong et al., 2019; Sakai & Kikuchi, 2009).

### ***Learning Environment***

Another factor that can demotivate students' motivation to learn English is the learning environment. The students perceived that the classroom environment was unsuitable for learning the English language, as evidenced by their boring classmates, a dull class, and a lack of interaction among peers during English lessons, and a shortage of facilities such as English books and learning materials. All of this demotivated the students in their English learning.

*"The facilities are insufficient (in the form of books)" (R7)*

*"The internal motivation factor is that there is no English module, and the external factor is not practicing enough and not consistently using English for daily conversations." (R8)*

*"The factor that makes me not enthusiastic about learning English is that the English class is not lively during the learning process" (R12)*

*"It depends on the class atmosphere. If the class is fun, then the English learning will be fun too" (R13)*

*"Lack of interaction in class and I haven't memorized any new vocabulary..." (R19)*

*"The environment is not very supportive for practicing speaking in English." (R24)*

The results are in accordance with (Nkrumah) that the learning environment impacts students' motivation including overcrowding (Erlina et al., 2020) which may cause destructive attention and lack of concentration as well as poor facilities and classroom interaction (Shofiya & Mubarak, 2023).

## **CONCLUSIONS**

The success of learning English is determined not only by internal factors but also by external factors of the students themselves. For the students of the Islamic education program, several factors influence motivation to learn English. The research findings indicated that there were several demotivating factors for students coming from internal and external factors including the students themselves, teacher-related factors, and the environment. Regarding the teacher factor, although quantitative data did not show a significant mean, it can be observed that students felt that teachers did not provide effective teaching methods, resulting in limited opportunities for them to practice English. The interview results also indicated that unclear explanations and the use of English by teachers in the classroom also affected students' demotivation in learning English; teachers were also perceived to pay insufficient attention to each student's individual needs. The students' demotivation is that they lack enthusiasm for learning English, which results in them not practicing English properly. Students also found difficulties in learning English, partly because English is different in written and spoken forms. Additionally, there is a lack of self-confidence, leading to embarrassment when practicing English.

Furthermore, factors demotivating students were also related to the learning environment. The limited learning facilities, classroom conditions, and a lack of interaction within the class demotivated them to learn English. Therefore, it can be concluded that the demotivation of students in the Islamic education program can be caused by various factors, both internal and external factors. With the existence of demotivating factors in learning English, it is expected that in the future, teachers can adjust both style, methods, and the learning environment in the classroom to minimize low motivation in learning English. The teacher is also expected to pay attention to the language needs of each student, their confidence and proficiency levels, as well as their opportunities to practice English.

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