

DEMOTIVATIONAL FACTORS IN EFL CLASSROOMS: TEACHERS' STRATEGIES & STUDENTS' PERCEPTIONS AMONG NON-ENGLISH MAJOR

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ABSTRAK

Motivasi adalah dorongan internal atau eksternal yang mendorong seseorang untuk melakukan tindakan menuju suatu tujuan, sedangkan demotivasi merujuk pada hilangnya atau kurangnya minat, energi, atau kemauan untuk melanjutkan suatu aktifitas atau mencapai tujuan. Di Indonesia, bahasa Inggris dianggap sebagai bahasa asing, dan banyak siswa kesulitan berbicara dengan lancar karena berbagai faktor, termasuk kurangnya minat. Penelitian ini bertujuan untuk mengeksplorasi proses yang menyebabkan demotivasi dalam kelas bahasa Inggris, serta bagaimana guru menerapkan strategi mereka dalam proses pembelajaran. Penelitian ini menggunakan metode campuran (mixed-method) dengan desain konvergen paralel, menggabungkan data kuantitatif dan kualitatif. Data dikumpulkan melalui kuesioner dan wawancara. Kuesioner memberikan data kuantitatif, sedangkan wawancara memberikan wawasan kualitatif yang lebih mendalam. Subjek penelitian ini adalah mahasiswa semester satu jurusan non-bahasa Inggris di Universitas Islam KH. Ruhiat Cipasung. Hasil penelitian menunjukkan bahwa meskipun banyak mahasiswa awalnya menunjukkan sedikit minat dalam belajar bahasa Inggris karena kemampuan yang kurang, sebagian besar setuju bahwa metode dan strategi pengajaran guru berpengaruh positif terhadap pemahaman mereka terhadap materi. Beberapa siswa menunjukkan peningkatan motivasi, meskipun sebagian dari mereka menunjukkan keterlibatan yang kurang.

Kata Kunci: *Motivasi, Demotivasi, Kelas Bahasa Inggris*

ABSTRACT

Motivation is the internal or external drive that pushes individuals to take action toward a goal, whereas demotivation refers to the loss or lack of interest, energy, or willingness to continue an activity or pursue a goal. In Indonesia, English is considered a foreign language, and many students struggle with speaking fluently due to various factors, including a lack of interest. This study aims to explore the processes that cause demotivation in English classes, as well as how teachers implement their strategies during the learning process. This study employed a mixed-method approach with convergent parallel design, integrating quantitative and qualitative data. The researcher collected the data by using questionnaires and interviews. The questionnaire provided quantitative data, while the interviews offered deeper qualitative insights. This study involved students from first-semester non-English major at the Islamic University of KH. Ruhiat Cipasung. The results indicated that although many students initially lacked interest in learning English due to their limited proficiency, the majority agreed that the teacher's methods and strategies positively influenced their understanding of the material. Several students experienced increased motivation but some still showed minimal engagement.

Keywords: *Motivation, Demotivation, English Classroom*

INTRODUCTION

Motivation refers to a psychological drive that influences individuals to take action in order to achieve a goal or accomplish specific objectives. It plays a crucial role in generating enthusiasm in the pursuit of goals, ideals, and aspirations. According to Hartnett (2016) defines

motivation as a key component in the learning process. Both learning and motivation are essential for success—learning helps acquire new knowledge and skills, while motivation encourages and sustains individuals throughout the learning journey. When motivation arises, individuals tend to take various steps and approaches to reach their goals. Motivation is the driving force behind a conscious effort to influence a person's behaviour, moving them to act in pursuit of specific outcomes. Similar with Vakilifard et al., (2020) described motivation as the main force that inspires human behaviour.

However, it is common for individuals to encounter a phase of demotivation, either during the pursuit of their goals or even from the very beginning. Many factors influence human motivation, and this research aims to identify those factors, especially considering that individuals come from diverse backgrounds. Demotivation can be defined as a state in which someone no longer has the drive to take action. Demotivation is an emotional condition that can affect individuals in both professional and personal contexts (Song & Kim, 2016). It refers to a loss of enthusiasm and the motivation to perform tasks or achieve specific goals. The demotivation cycle describes a recurring pattern in which a person becomes stuck in this state. Feelings of boredom and discomfort often emerge, particularly when tasks become monotonous or repetitive. It is not uncommon for individuals to force themselves to continue engaging in these activities despite reaching a saturation point, eventually leading to a complete loss of interest and motivation. The demotivation cycles are shown in Table 1.

Table 1. Demotivation Cycles

Repeated Failures or Obstacles	Experiencing failure or facing obstacles repeatedly can trigger a demotivation cycle. A sense of hopelessness and loss of self-belief may result.
Lack of Clarity of Purpose	If a person does not have clear goals or feels confused about the direction to take, this can lead to demotivation.
Excessive Work Demands	Too high a workload without enough support or recognition can result in burnout and demotivation.
Failure to Achieve Expectations	Unmet or overly high expectations can lead to feelings of disappointment and demotivation.
Personal Dissatisfaction	Feelings of dissatisfaction with oneself or life situations can be a trigger for demotivation.

As previously discussed above, many factors affect demotivation and lead to difficulties in controlling emotion, lack of focus, and reducing concentration. Demotivation can also occur in the educational setting, for example students lose their enthusiasm when they are in the learning process which influenced by various factors. According to Çankaya (2018) demotivation can be described as a decrease or drop in level of motivation, it is a condition where students lose the enthusiasm or desire to learn. The English classroom is one environment where demotivation is frequently observed. Many students struggle with speaking English fluently due to a range of factors, including a lack of interest, limited vocabulary comprehension, and low self-confidence when attempting to speak. A report by EF Education First (EF EPI) in 2022 ranked Indonesia 81st out of 111 countries in terms of English proficiency, with a score of 469 (Erniyati & Putra, 2022). This indicated that the majority of Indonesians, including students, possess limited proficiency in English. There are two main causes of demotivation among EFL learners in speaking English. The first is the inherent difficulty of learning English, especially related to mastering vocabulary, including spelling,

idioms, slang, and the sheer volume of words. The second is the difficulty in understanding learning content and materials, combined with the quality of teacher performance and student past failures in learning English. Moreover, a phenomenon related to second-language learning has been observed. There has been a recent shift toward demotivation, which is considered “the other side of motivation.” This phenomenon may occur when individuals feel that their needs or desires are not being fulfilled. Demotivation may stem various factors, including boring class, unengaging activities, or excessively strict teaching style.

Students need to have clear goals during the learning process in order to stay motivated. Without clear goals, enthusiasm often decreases, as several factors can contribute to learning demotivation. Demotivating factors can be categorized into two main groups: internal and external. Internal factors include reduced self-confidence and negative attitudes among group members, while external factors involve issues related to textbooks, instructional materials, teachers, and classroom dynamics. Internal factors are closely tied to the learner’s personal mindset and emotional state, whereas external factors stem from elements outside the learner, such as teacher behavior, instructional tools, or the learning environment.

Furthermore, on practical classroom experiences, students often encounter barriers that reduce their engagement and effort in learning English. To examine this issue in a more contextualized manner. This study employed a questionnaire-based survey distributed to English class students at the Islamic University of KH. Ruhiat Cipasung. The researcher using questionnaire consisted of 39 statements designed to measure diverse aspects of teaching that may influence student motivation, including teacher encouragement, instructional variety, use of humor, feedback, classroom atmosphere, use of technology, and student involvement.

Based on previous research that only focused on the classroom learning process affecting students' interest and teaching methods, this study focuses on the teacher-student relationship and student engagement in the classroom. It aims to determine whether these factors influence students' interest in learning. The most interesting aspect of this study is that it is conducted with students from non-English majors. This study examines the factors contributing to students' demotivation in learning English, focusing on teacher strategies, teacher-student relationship and student involvement. By combining quantitative data from questionnaires and qualitative insights from student reflections, this research aims to provide a comprehensive understanding of how teachers can identify and reduce demotivational elements in their practice.

Demotivation is a condition in which an individual lacks motivation or enthusiasm to carry out their tasks. This can negatively affect productivity and the overall quality of performance. Two primary contributors to demotivation. The first is internal factors, such as students perceiving assignments as mere obligations without understanding their purpose or relevance. Consequently, they lose enthusiasm and delay completing their tasks. The second is external factors, including physical fatigue caused by extracurricular activities before studying, which reduces focus. Additionally, a lack of social support from teachers or peers can lower students' confidence and willingness to try. Poor school facilities, inappropriate teaching materials and content, as well as the absence of intrinsic motivation, are among the most significant contributors to learner demotivation in English language teaching and learning.

Moreover, students find difficulties when learning English ranging from lack of confidence, difficulty understanding and memorizing vocabulary, difficulty in pronunciation. Some of these difficulties make students afraid to learn and this makes students lazy to learn. Li & Zhou (2017) emphasized that sustaining students' interest in English learning can contribute to their continued effort in mastering the language. When students possess intrinsic motivation or genuine interest in learning English, they are less likely to feel discouraged.

Intrinsic motivation positively affects learners' performance in acquiring a foreign language, particularly when they are driven by personal learning goals.

Teachers must design learning strategies that foster students' interest in classroom activities. They also need to be attentive and responsive when students begin to show signs of disengagement or laziness during the learning process. In recent times, students' interest in learning has been declining; therefore, teachers are expected to anticipate this issue and find ways to re-engage and motivate students so they remain enthusiastic and avoid boredom. Zulfikar et al. (2019) highlighted that sustaining strong motivation is among the most effective approaches to support a smooth and successful language learning journey. Meanwhile, the EF English Proficiency Index (2019) Indonesia categorized as having low level of English proficiency. Melvina et al., (2020) stated that despite receiving English instruction for over a decade, many Indonesian students still struggle to achieve satisfactory outcomes in learning the language. Motivation significantly contributes to the development of language skills. As a key element in foreign language learning, motivation is shaped by various factors. Nevertheless, some EFL educators may overlook its importance when aiming to enhance student participation and persistence in the learning process.

RESEARCH METODOLOGY

This study utilized mix-method approach. Applying a mixed method methodology can explore both quantitative and qualitative dimensions, which involve in-depth investigation and constructive synthesis of data and analysis. The use of mixed methodology for leadership research is that both quantitative and qualitative research methods provide a better analysis and understanding of the research problem than independent research approaches. Kansteiner & König (2020) stated that hat in terms of methodology, this mixed method develops a simple research design into a complex research framework with three paradigms including dialect attitude, critical realism, and pragmatism. The uniqueness of this study lies in its focus on non-English major students, for whom English is not a compulsory subject in their academic program. This study employed a convergent parallel research design, in which quantitative data (such as surveys and experiments) and qualitative data (such as interviews and observations) were collected simultaneously”.

The research process consists of six distinct steps. The first was problem identification, which involved pinpointing the specific issue to be investigated. The second step was conducting a literature review related to the problem, to gain a deeper understanding and insights that would help answer the research questions. The third step was designing the study, which included determining the research methods, types of data to be collected, and procedures for data collection. The fourth step was data collection, carried out through classroom observations and questionnaires to gather students' opinions. The fifth step was data analysis, which involved using appropriate instruments to facilitate understanding and interpretation of the data. Following this, the findings were interpreted in relation to the research problem to derive meaningful conclusions. The final step was to conclude and report the results of the study. This study involved students from first-semester non-English major at the Islamic University of KH. Ruhiat Cipasung.

RESULT AND DISCUSSION

Result

Teacher-student relationship is a key factor in promoting student engagement and academic. There are some factors to build good relationship between student and teacher. The study consists of 13 statements aimed at exploring teacher-student relationship, each

highlighting different elements related to how such relationship can be developed in teaching and learning classroom. The relationship between teacher and students can be seen in Table 2.

Table 2. Teacher-Student Relationship

No.	Statement	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
1	Establish good relationship with students	-	-	-	(72%)	(27,7%)
2	Enable student to become familiar with one another	-	(2,7%)	-	(61%)	(36%)
3	Bring in and encourage humor	-	-	(2,7%)	(19%)	(77,7%)
4	Celebrate students' success	-	(5,5%)	(16,6%)	(36 %)	(41%)
5	Recognize students' effort and achievement	-	-	(2,7%)	(36%)	(61%)
6	Give students direct feedback on how they are progressing.	-	-	(13,6)	(30,5%)	(55,5%)
7	Create a pleasant atmosphere in the classroom	-	-	(2,7%)	(72%)	(25%)
8	Provide students with positive feedback	-	-	(2,7%)	(55,5%)	(33%)
9	Pay attention and listen to each student	-	(2,7%)	(2,7%)	(30,5%)	(61%)
10	Give students opportunities to experience success in their learning	-	-	(2,7%	(41%)	(55,5%)
11	Give feedback in a respectful manner to protect student's dignity.	-	-	(5,5%)	(52%)	(41%)
12	Offer support to students outside of class time.	-	-	(16,6%)	(30,5%)	(52%)
13	Show their enthusiasm for teaching	-	(2,7%)	(13,6)	(13,6)	(69%)

Table 2 shows that most of student agreed with student-teacher relationship, it showed that more than 50% percentages. In other hand, a small percentage of students expressed disagreement with certain statements. For example, 2.7% disagreed with the statement " Enable student to become familiar with one another ", 5.5% with "Celebrate students' success", 2.7% with "Pay attention and listen to each student", and another 2.7% with "Show their enthusiasm for teaching". The data also reveal a notable proportion of neutral responses. Specifically, 16.6% of students responded neutrally to "Celebrate students' success", 13.6% to " Give students direct feedback on how they are progressing." 16.6% for " Offer support to students outside of class time" and 13.6% to "Show their enthusiasm for teaching". These neutral responses may indicate that some students are uncertain about the consistency or visibility of these teacher behaviors, suggesting areas for potential improvement in classroom engagement and support.

Teaching strategies are essential tools used by educators to enhance student in learning process, there are various strategies used by teachers in the learning process, creating comfortable classroom atmosphere to making students feel enthusiastic about being in the class. There were 20 items used by the researcher to examined student's responses – whether they agree or disagreed with strategies implemented by the teacher during learning process. The following is the percentage of student responses to the teacher's strategy which can be seen in Table 3.

Table 3. Teacher's Strategies

No.	Statement	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
1	Encourage students to try harder	-	-	(11%)	(41,6%)	(47%)
2	Clearly communicate the goals of each lesson	-	(2,7%)	(13,6)	(13,6)	(69%)
3	Make the learning experience more dynamic by changing the presentation style	(2,7%)	(2,7%)	(16,6%)	(16,6%)	(61%)

4	Make the topic relevant to students by trying it to their everyday experiences.	-	(6%)	(22%)	(22%)	(47%)
5	Present tasks in a motivated way	-	-	(5,5%)	(36%)	(58%)
6	Help students understand how individual activities align with their learning goals.	-	-	(2,7%)	(52,7)	(16,6%)
7	Enable learners to take part in choosing their learning methods	-	(2,7%)	(11%)	(33%)	(52%)
8	Teach self-motivating strategies	(2,7%)	(2,7%)	(2,7%)	(50%)	(41%)
9	Make use of digital tools such as computers to enhance the learning experience	-	(11%)	(13,6)	(33%)	(38,8%)
10	Reduce students' language anxiety when they are speaking in English	-	-	-	(55,5%)	(44%)
11	Show their enthusiasm for teaching English	-	-	(2,7%)	(55,5%)	(33%)
12	Build a classroom culture that supports and inspires students to take academic risks.	(5,5%)	-	(33%)	(16,6%)	(44%)
13	Encourage the students to assess themselves	-	(5,5%)	(6%)	(36%)	(50%)
14	Initiate the class with a quick task designed to relax students and sharpen their focus.	-	(2,7%)	(2,7%)	(47%)	(47%)
15	Communicate to students that success in learning depends on the effort they put in.	-	(2,7%)	(2,7%)	(36%)	(55,5%)
16	Encourage the students to teach each other	(2,7%)	-	(5,5%)	(44%)	(47%)
17	Make tasks attractive by using games and competitions	-	-	(16,6%)	(36%)	(47%)
18	Help students understand that mistakes contribute to deeper leaning and improvement.	-	-	(6%)	(47%)	(44%)
19	Make clear to students that communicating meaning effectively is more important than being grammatically correct	-	-	(13,6)	(41%)	(44%)
20	Present the class goals visually on the wall and go over them on a regular basis.	-	-	(19%)	(25%)	(55,5%)

Regarding the teacher's strategy, it shows several diverse findings. In each statement the agreed presentation dominates with more than 50% of students agreeing with the strategies carried out by the teacher in class but there are also several statements that get a percentage of disagreement such as "Clearly communicate the goals of each lesson" 2.7% continued with "Make the learning experience more dynamic by changing the presentation style" 2,7 % for strongly disagree and disagree, then "Make the topic relevant to students by trying it to their everyday experiences." got 6%, next is "Enable learners to take part in choosing their learning methods" 2,7% disagree, it continued with "teach self-motivating strategies" 2,7 % strongly disagree and disagree, 22% for "Make use of digital tools such as computers to enhance the learning experience", 5,5% strongly disagree for "Build a classroom culture that supports and inspires students to take academic risks" then "Encourage the students to assess themselves was 5,5% disagree, "Initiate the class with a quick task designed to relax students and sharpen their focus" 2,7% disagreed, next is "Communicate to students that success in learning depends on the effort they put in" got 2,7% and the last is "Encourage the students to teach each other" 2,7% strongly disagree.

Table 4. Student's Involvement

No.	Statement	Strongly disagree	Disagree	Neutral	Strongly agree	Agree
1	Involve students in designing and running the English course	(2,7%)	(2,7%)	(16,6%)	(25%)	(52,7%)
2	Motivate students to visualize using English in their professional lives.	-	-	(11%)	(27,7%)	(61%)

3	Facilitate a session where senior students recount their experiences learning English.	-	(6%)	(44%)	(25%)	(22%)
4	Highlight her students' strength and capabilities in learning English.	-	-	(11%)	(33%)	(55,5%)
5	Encourage students to set English learning goals	(2,7%)	-	(11%)	(13,6%)	(72%)
6	Provide students with the opportunity to communicate in English	-	(2,7%)	(6%)	(22%)	(66,6%)
7	Help students develop realistic beliefs about English learning	-	-	(5,5%)	(36%)	(58%)

Table 4 shows a dominant percentage of students agreeing on their involvement in classroom learning, from the statements in the questionnaire it is concluded that students know that they are part of the learning process as well as making them part of designing classroom activities, encouraging students to speak and show English language skills. Student involvement refers to the active engagement of learners in their educational journey including emotional, behavioral, and cognitive participation in classroom activities, interactions with peers, and relationships with the teacher. This active participation is crucial as it fosters a positive learning environment and builds confidence in using the language.

In the interview section, the researcher posed six questions, each exploring students' experiences, perceptions, and opinions regarding English lessons, the teacher, and the teaching methods used in the classroom. The interview process was conducted with four students, including Student 1 (S1), Student 2 (S2), Student 3 (S3), and Student 4 (S4). Based on the interview results, S1 had a neutral response regarding his feelings about learning English. He stated that the difficulty in learning English lies in grammar. S1 admitted to feeling scared and forced when given a task to speak in English. However, he felt that the English teacher provided a comfortable learning environment and did not need to make any further improvements. He found the methods the teacher used to be quite helpful, even though he had difficulty at the beginning because he did not understand the basic material. S1 said that the teacher had involved him in class discussions. Overall, S1 felt content with the classroom learning and did not yet have the intention to study English more deeply.

The next interview was with S2. He stated that he disliked learning English because he felt incapable and found all the material to be difficult. S2 felt scared and lacked confidence when given tasks to speak in English. He thought the teacher's teaching style was quite engaging, even though he disliked the subject itself. Some of the teacher's methods included using humor during lessons and incorporating engaging media. He felt that the teacher involved him in the classroom lessons. Despite this, S2 still had no motivation to learn English more deeply, even with the pleasant learning atmosphere.

The next interview was with S3. She stated that she felt neutral about learning English because she didn't understand it very well. According to her, the most difficult task was speaking in English, and she felt scared when given such a task. S3 also explained that the teacher's teaching style was fun and pleasant, which made her feel comfortable during the lessons. She found the methods the teacher used to be very helpful because the explanations were clear. She said that she was involved in the lessons and was motivated to study English more deeply because she understood its importance.

The final interview was with S4. He stated that he liked learning English. However, he felt that the most difficult material in English was grammar because it was complicated. S4 explained that he was not yet proficient in speaking English, but he remained enthusiastic about the task. He felt the teacher's teaching style was good because it was not rigid and the teacher's voice was clear. He felt helped by these methods and also felt involved in the lessons by the

teacher. He was also interested in studying English more deeply. This was also supported by the teacher providing tips and video tutorials on how to learn English. These results show that most students are not yet motivated to learn English.

Discussion

This study explains the results of the data processing, which consists of teacher-student relationship, teacher's strategies, students' involvement and interview. Regarding the teacher-student relationship indicated that over 50% of them agreed on how this relationship develops during class. They emphasized the importance of fostering a comfortable and enjoyable atmosphere, including incorporating humor into teaching. Additionally, when teachers acknowledge and appreciate student's efforts, a positive teacher-students relationship can be formed, contributing to a conducive classroom environment. Similar with Mason et al., (2017) highlighted that positive teacher-student relationships, marked by closeness, are associated with improved student academic skills. They emphasized aspects of the student-teacher relationship, humor, acknowledgment, and attentiveness within these relationships are vital in creating a supportive and effective learning atmosphere. This result aligns with Ayeni & Amanekwe (2018) explained positive teacher-student interactions and supportive classroom behaviours are essential for fostering higher student motivation and positive attitudes. Efendy et al., (2023) teacher-student relationships and peer relationships play a positive role in enhancing achievement motivation, and collectivist culture serves as an important moderator in this relationship.

Regarding the teacher's strategy, it shows several diverse findings. In each statement the agreed presentation dominates with more than 50% of students agreeing with the strategies carried out by the teacher in class. These findings suggest that while most students positively perceive the motivational strategies used by the teacher, a small proportion of them may not fully resonate with or benefit from certain approaches. This highlights the need for reflective teaching practices that consider diverse student needs and preferences in the learning process, this aligns with the results of the study conducted by Gudu & Jesse (2023) defined that lecturers to strive to determine their learner's needs and specific learning styles in order to adopt the correct teaching methods and strategies that motivate them to learn English language.

The majority of students agreed that they were actively involved in classroom learning. Some researchers explained the importance of student's involvement student who are actively involved in learning tend to have better understanding and higher learning outcomes. This research revealed that students are aware of their role in the learning process, including being involved in designing classroom activities, being encouraged to speak, and demonstrating their English language skills. This is similar with Christianty & Cendana (2021) indicated that student engagement is proportional to student interest in learning. When students have an interest in learning, this is reflected in their active involvement in learning.

Based on the results of interviews with 4 students, two students said they felt normal when learning English, one student was not interested because English was difficult to understand and another student said he liked learning English. The students said that grammar were the hardest part to learn in English followed by speaking. Rahman et al., (2018) reported similar result, some weak learners already have a fear of English, if they are instructed in English, they will entirely miss the purpose of study and get bored. Due to the numerous barriers along the way, learning is challenging for rural pupils (Listia & Febriyanti, 2020). Some of students were afraid to speak in English on learning process because they did not know how to pronounce of word but they were willing to speak, then there was a feeling of nervous to start speaking in English but there were also students who like it even though they are not proficient.

All students said that the way their teacher teaches was fun and it made them comfortable, students also said their opinion on what their teacher should improve and the answer was that the way their teacher teaches was quite good. The method used by the teacher in teaching the class was enough to help students understand English lessons. All students agree that they were involved in the learning process and while most were motivated to learn English, a few stated otherwise, citing a lack of motivation, resources, or support.

CONCLUSION

Drawing from the results previously stated, it may be concluded that students acknowledge the importance of establishing a positive relationship with their teacher in fostering a pleasant classroom atmosphere. Mutual trust between teachers and students in the teaching and learning process is perceived by the students as the most essential aspect of the classroom environment. The teacher's strategy in delivering the lessons was generally helpful in enabling students to understand the material. Although some students disagreed with certain aspects of the teacher's methods, the majority found them effective.

Furthermore, students felt actively involved in the learning process- a view that was further reinforced by interview findings from selected participants. The data also reveal that while many students initially expressed a lack of interest in learning English due to low proficiency, the majority agreed that the teacher's methods contributed positively to their comprehension. As a result, some students reported increased motivation, although a few remained less engaged. The findings underscore the significant role of teacher-student relationships and pedagogical approaches in influencing students' motivation and engagement within the context of English language learning. These results are anticipated to guide the implementation of more student-centered and responsive strategies in English language instruction within Indonesia's education system. This study is expected to provide insights to English teachers in non-English major classes that building a positive relationship with students can foster their interest in classroom learning activities.

The limitation of this research, which involved non-English major students as participants and the data showed that their interest and motivation in learning English tend to vary and were generally lower than those of English major students. As a result, the findings might not fully reflect the characteristics of the wider population of English language learners. Additionally, factors such as diverse academic backgrounds, limited exposure to English, and the perception that English is not a primary priority may also affect the validity and generalizability of the research outcomes. In light of the aforementioned limitations, this study may serve as a reference point for future researchers to identify areas that require deeper investigation in studies related to this topic.

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