

ARTICLE

**DEMOTIVATIONAL FACTORS AND STRATEGIES TO MOTIVATE
THE STUDENTS IN LEARNING MARITIME ENGLISH AT BALAI
PENDIDIKAN DAN PELATIHAN ILMU PELAYARAN (BP2IP)
BAROMBONG**

SARTIKA



**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2019**

Demotivational Factors and Strategies to Motivate the Students in Learning Maritime English at Balai Pendidikan Dan Pelatihan Ilmu Pelayaran (BP2IP) Barombong

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ABSTRACT

The objectives of the research were specified to find out (1) the demotivating factors of the learners to learn Maritime English, (2) the strategies employed by the learners to reduce their demotivational factors in learning Maritime English, (3) the strategies employed by instructors to reduce the learners' demotivational factors in learning Maritime English, and (4) the learners' expectation to their instructors to motivate them in learning Maritime English. The researcher used descriptive research in a qualitative approach. It was conducted in Balai Pendidikan dan Pelatihan Ilmu Pelayaran (BP2IP) Barombong. The subjects of this research consisted of the first, second and third-semester learners of Nautical and Technical Department in 2018-2019 academic year and 5 instructors. The total subjects consisted of 23 learners taken by applying a purposive random sampling technique. In collecting the data, the researcher conducted interview and gave questionnaire. The data were analyzed by a qualitative approach based on Miles and Huberman's analysis which consisted of three steps, namely data condensation, data display, and drawing and verifying conclusions. The findings of the research revealed that there were 11 demotivating factors namely difficulty of learning English, learning environment, a lot of learning tasks and activities, teachers' competence and teaching styles, teachers' characteristics, teachers' inactivity attending the class, lack of interest (intrinsic motivation), negative attitude towards English, sense of incompetence, lack of specified purpose to learn English, and reduced self-confidence. In order to reduce the demotivating factors in learning Maritime English, the learners applied cognitive, social, affective, metacognitive, and memory learning strategies. Meanwhile, there were six motivational teaching strategies employed by the instructors, such as 1) developing learners' instrumental motivation, 2) promoting positive and favorable

self-perceptions of competence in learning English, 3) increasing the learners' interest and involvement in learning, 4) using cooperative learning techniques, 5) providing high expectation and using rewards or gifts to learners, and 6) sharing positive learning English related experiences in class. Then, the learners expected that the instructors should: 1) provide various, interesting, creative and attractive activities and learning materials; 2) create a relaxed, attractive and positive learning climate; 3) provide effective and good explanation; 4) always encourage, engage and give motivation to learners; 5) be emphatic, acceptance and patient to learners; and 6) provide more opportunities to practice and use English.

Keywords: *Demotivational, strategies and Maritime English*

INTRODUCTION

Nowadays, it is undeniable that English has firmly established itself as the most important language in the world. Even, English is increasingly used as the global lingua franca and employed in every domain of communication in the wide world over. In the maritime industry, English plays a leading role. It is the most important medium and an indispensable communication tool in international business and global marine industry. As a result, the International Maritime Organization (IMO), in 1995, adopted English as the official or working language for effective communications in the maritime industry (Gani & Adnansyah, 2017). Hence, IMO has formally agreed to use maritime English as the language of maritime industry.

Maritime English is a branch of ESP (English for Specific Purpose) and has its unique characteristics, which combines professional knowledge with English knowledge (Brow, 2016). For example, more professional phrases, and often passive voice used in the text, and more long and complicate sentences used in the context, etc. The course of maritime English aims to provide awareness to trainees of their responsibilities to promote understanding and camaraderie on board vessel and contribute to maritime safety.

In the Indonesian Maritime Education and Training (MET) institutions context, the ideal goals and objectives of the Standard Training Certification for Watch Keeping for Seafarers (STCW) 2010 curriculum have not been optimally achieved (Dirgayasa, 2014). Furthermore, Balai Pendidikan dan Pelatihan Ilmu Pelayaran (BP2IP) Barombong, as a MET institution where this research was conducted, expects that their cadets should become excellent seafarers with high global standards of competency.

In conducting Maritime English (ME) course at BP2IP Barombong, it can be denied that there are some influential factors contributing to achievement and the success of learners or cadets and instructors in teaching and learning process. Based on the preliminary observation and interview conducted by the researcher, it was

found that the crucial issue and one of the influential factors is learners' motivation. In general, some learners were not interested to be involved in the teaching and learning process. They did not pay attention and lose their focus to the teaching and learning. Even, there were some students feel bored and they showed misbehavior, such as sleeping when the teaching and learning process was running. Of course, this case can impede their participation actively in learning ME. On the other hand, unfortunately, no matter how hard the instructors try to encourage and motivate the learners by applying some teaching methods and learning media, they may find learners who are demotivated and discouraged in their classroom.

In line with the issue, it can be regarded as the concept of demotivation. Demotivation can be regarded as the negative counterpart of motivation. Likewise, demotives can be considered as the negative counterparts of motives. Researchers regard demotivation as "another side of motivation" (e.g. Dörnyei & Ushioda, 2011; Falout, Elwood, & Hood, 2009; Falout & Maruyama, 2004; Kikuchi, 2009; Sakai & Kikuchi, 2009). Moreover, a demotivated learner is someone who has lost his interest for some reasons.

The loss of interest can originate from different sources of demotivation. For instance, an unprepared teacher or an uninteresting textbook can act as a demotive for a learner. Weda (2016) stated that students become demotivated and lost their motivation to study because many influencing factors, such as, the teacher, lecturer, and the educational policy maker do not design interesting and motivational teaching practices in the classroom setting. The teacher is usually not well prepared, he or she teaches in monotonous teaching method, he or she cannot explain the material clearly, he or she is not moderate, he or she is boring, and he or she does not have sense of humor. The topic is also monotone and it does not arouse students' attention to take role in the teaching and learning process. The classroom management also contributes to the low of learning outcome. This is because the classroom is too large and students do not concentrate to follow the lesson.

Through analysis of the situation of Maritime English teaching and learning in BP2IP Barombong, this research is aimed at finding out factors that demotivate learners to learn Maritime English as well as finding out their expectation and their strategies as well as the instructors' strategies in order to reduce the learners' demotivational factors in learning Maritime English. Therefore, it hopes that the result of this research can help the instructors in developing and providing the appropriate strategy instructions in order to help the learners in learning Maritime English and to reduce the demotivational factors as well as to increase the learners' motivation.

In relation to the explanation above, the researcher was interested in conducting a research entitled "Analyzing Demotivational Factors and Strategies for Reducing Demotivation in Learning Maritime English of the Learners at Balai Pendidikan dan Pelatihan Ilmu Pelayaran (BP2IP) Barombong".

LITERATURE RIVEW

A. Definition of Motivation

Motivation can be considered as one of the most important factors determining success of second and foreign language learning in general, and in classroom language learning in particular. Motivation has been differently defined from various perspectives of psychology, sociology and linguistics. Therefore, in this section, the researcher presents the definition of motivation in term of psychology and in language learning.

1) In term of psychology

In psychology, motivation is a force that energizes and directs behavior toward a goal (Eggen & Kauchak, 1994). Just as a force moves an object, motivation moves a person. Therefore, more visualized, if individuals are machines, motivation is as the very engine that powers and directs individuals' behavior. Motives serve three important functions, namely 1) energizing someone (i.e., turning the key and starting the motivational engine), 2) directing someone (i.e., pointing someone in a particular direction), and 3) helping us to select the behavior most appropriate for achieving someone's goals (Hamachek in Kong, 2009:145). In other word, motivation is an inner state that arouses individual's desire for a goal and maintains their efforts in a certain direction and time.

2) In language learning

There are many different definitions of motivation, especially in language learning. Harmer (1991: 3) explains the meaning of motivation as the "internal drive" that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called "the action driven by motivation".

Gardner (1985), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and the drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner's emotional reactions related to language study.

Referring to these definitions above, the researcher concludes that the term of "motivation" refers to the inner desire to push or encourage someone to do something leading to a conscious decision to act and sustained effort at the basis of any action in order to achieve the goal. Hence, it is typically defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. In other words, motivation can be stated as the goal-directed behavior.

B. Definition of Demotivation

Demotivation can be described as a decrease or drop in level of motivation. Demotivation is concerned with the negative forces or demotives that influence students learning experience. There is no widely accepted definition of demotivation. Nevertheless, demotivation may be defined as the negative effects of various factors that negatively impact motivation. It refers to “*specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action*” (Dörnyei & Ushioda, 2011: 139). However, demotivation is not solely external and many researchers included internal factors as demotivating factors which reduce or diminish the motivation to study.

Zeynep (2008) further revised Dörnyei’s definition and describes demotivation as follows: (1) “having no more interest in,” (2) “no more motivation, vigor, energy, or commitment for,” and (3) “not having the determinants of motivation any more” (p.520). Falout & Maruyama (2004) treated any disruptive influence as a possible demotive. Despite the distinction among demotivation, no motivation, and amotivation, a number of researchers include external factors as well as internal factors as demotivators (Sakai & Kikuchi, 2009). Hence, Hamada (2011) states that “demotivation is a phenomenon in which motivation declines due to one or several causes, which every learner experiences.”

From the definitions above, demotivation could be regarded as the negative counterpart of motivation. Similarly, demotives could be regarded as the negative counterparts of motives. Therefore, demotivation refers to all things which come from external and internal forces that can reduce someone’s motivation so that her/his learning goals are not achieved.

C. Definition of Maritime English

Maritime English is a restricted language which is largely used at sea. It is the working language of the shipping industry and it has independent language system with its specialized lexis and limited grammar. Pejakovic (2015) says that British linguist, Firth J. R. (1890-1960), introduced this term (Maritime English) as a label for strictly reduced linguistic system that is used for a particular activity. In fact, Maritime English is an example of English for Specific Purposes (ESP) and it is mainly used in maritime sectors. These ESP courses focus on learners’ immediate and future wants and needs, learner centeredness, authentic materials, process oriented syllabi with students’ active involvement (Brunton, 2009).

In fact, there is no specific definition in particular of Maritime English or the ME term, but there are different definitions given by different academics and researchers who are specialized within ME, such as:

- 1) Brow (2016) defines Maritime English is a branch of ESP (English for Specific Purpose) and has its unique characteristics, which combines professional knowledge with English knowledge.
- 2) Bocanegra-Valle (2013) defines Maritime English is an umbrella term which refers to the English language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry. Maritime English lies in the domain of workplace English.
- 3) Trenkner as cited in Demydenko (2012) states that Maritime English is “*as an entirety of all those methods of the English language which, being used as a device for communication within the international maritime community, contribute to the safety of navigation and the facilitation of the seaborne trade.*”

Based on the definitions above, it can be concluded that Maritime English or ME term is a branch of ESP which combines maritime professional knowledge and English knowledge. Hence, ME is operational English language used by seafarers both at sea and in port and by individuals working in the shipping and shipbuilding industry.

METHOD

The research applied descriptive research in a qualitative approach. It was conducted in Balai Pendidikan dan Pelatihan Ilmu Pelayaran (BP2IP) Barombong. The subjects of this research consisted of the first, second and third-semester learners of Nautical and Technical Department in 2018-2019 academic year and 5 instructors. The total subjects consisted of 23 learners taken by applying a purposive random sampling technique. In collecting the data, the researcher conducted interview and gave questionnaire. The data were analyzed by a qualitative approach based on Miles and Huberman's analysis (2014) which consisted of three steps, namely data condensation, data display, and drawing and verifying conclusions.

FINDING AND DISCUSSION

1. The Demotivating Factors of the Learners at BP2IP Barombong to Learn Maritime English

The first research question aimed to find the factors that demotivate the learners at BP2IP Barombong to learn Maritime English. The analyses of open-ended questions and interview transcripts revealed 11 demotivation subcategories which were covered by three categories, namely 1) learning condition-related factors (i.e., difficulty of learning English, learning environment, and a lot of learning tasks and activities); 2) teacher-related factors (i.e., teachers' competence and teaching styles, teachers' characteristics, and teachers' inactivity attending the class); and 3) learner-related factors (i.e., lack of interest (intrinsic motivation), negative attitude towards English, sense of incompetence, lack of specified purpose to learn English, and reduced self-confidence).

a. Factor 1: Learning condition-related factors

Table 4.1 Demotivational Factors Related to the Learning Condition

As reported by	Difficulty of learning English	Learning environment	A lot of learning tasks & activities
Questionnaire	<ul style="list-style-type: none"> • It's difficult to learn English (S4, S10, S18, S20) • Memorizing the vocabularies is difficult because of the different of their writing and their pronunciation (S1, S2, S6, S21) • I Can't understand English grammar, I can't memorize vocabulary, and I don't know how to arrange words (S22) • There are so many difficult words to be understood, and it's hard to find out (S1, S8) • Because when we study we always feel pressured to memorize a lot of vocabularies (S1, S19) • It's difficult to interpret, it's difficult to pronounce and it's difficult to be understood and how to write is quite complicated (S5, S12, S13, S16, S19) • It's difficult in arranging words, sentences and speaking (S3, S7, S22) • I don't know the meaning (S3) • Because Maritime English is difficult to be understood and it's different with general English (S7) 		<ul style="list-style-type: none"> • Tasks that accumulate (S17) • There is a feeling of fatigue or drowsiness due to dense activity that creates a sense of indifference to learning maritime English (S8) • The number or density of activities on campus so we feel unmotivated (S10) • Other activities on campus make my mind to be divided and make me feel not concentrate and lazy when studying (S11)

Interview	<ul style="list-style-type: none"> • English language is very difficult and complicated so make me lazy to learn (S18, S20) • English is rather difficult to be understood (S9, S7) • I am less motivated and less interested in English because it is rather complicated with its vocabularies (S13) • Because studying English needs more memorize new vocabularies, memorizing is the most difficult to me (S1, S19) • It's difficult to understand and how to pronounce it and how to write is difficult (S16) • Because of terms of reading is so difficult (S2) • English is difficult to get in my mind, so sometimes it makes me tired to hear that (S1) • In English there are differences between their writing and their pronunciation and their memorization, so it's difficult (S1, S4) 	<ul style="list-style-type: none"> • The atmosphere of the class is tense (S9) • For the first time, my department engineering became ee ... if you speak English it's very limited so I'm not motivated from the situation (S20) • The factor is definitely the environment. Because here the English language environment is indeed obligatory but only a small part of it can be used by people who are capable in speaking English, so it can be said that it's almost never speak English so that really affects (S20) 	<ul style="list-style-type: none"> • There are many activities on campus so that in the class sometimes I sleep because of tired (S2, S4) • In this environment, it is full with activities so our learning process is lacking and we often feel sleepy or tired (S5, S17) • Because there are many activities on campus, so when learning English, sometimes I feel sleepy, so it makes me less motivated to learn English (S7, S16) • Our activities are full, starting from 7 am to 10 am, breaking from 10 pm, we wake up at 3 am in the morning to do morning exercise, so our time is very dense so we feel less motivated (S10, S15, S19, S21)
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b. Factor 2: Teacher-related factors

Table 4.2 Demotivational Factors Related to the Teacher

As reported by	Teachers' competence & teaching styles	Teachers' characteristics	Teachers' inactivity attending the class
Questionnaire	<ul style="list-style-type: none"> • The teacher explains too quickly (S2) • The teachers always speak in English and do not interpret it so that those who cannot speak English feel bored and indifferent (S3) • Materials presentation is difficult to be understood (S9) • The teachers are boring and do not find out what is given to their students so the students are not bored and they do not know how to find interactive something so that students can like to speak English (S14, S15) • The teaching method is not interesting (S20) • The instructors is less attractive to present learning (S23) 	<ul style="list-style-type: none"> • The reason I do not want/like to learn maritime English is that sometimes there are teachers who are fierce (S3) • The lecturers are less humorous (S23) 	<ul style="list-style-type: none"> • The teachers are less active in entering the class (S23)
Interview	<ul style="list-style-type: none"> • The way the teachers teach (S9) • Actually, it is from the teachers, all of that is how they can motivate us (S12) • The teaching way of lecturers is less interesting or we cannot acquire what is given (S18) • The lecturers are usually too serious, I mean there are not jokes, for example I want to ee ... it's normal if they teach, there is a joke so I don't sleep (S19) • There are also teachers that their methods use the pressure system, we are emphasized that every time when we are learning we must memorize a lot of vocabularies that are beyond our ability (S23) 		<ul style="list-style-type: none"> • The factors that influence ehh are the factors of the presence of teachers, hence usually there are students, especially for me, when there is a motivation to learn English and it is not balanced with diligent teachers, they usually becomes sick and tired again (S23)

Factor 3: Learner-Related Factors

Table 4.3 Demotivational Factors Related to the Learner

As reported by	Lack of interest (intrinsic motivation)	Negative attitude towards English	Sense of incompetence	Lack of specified purpose to learn English	Reduced self-confidence
Questionnaire	<ul style="list-style-type: none"> • Because I am really lazy to memorize (S1) • I feel sleepy (S12) • There is a feeling of laziness and a sense of ignorance (S22) • The emergence of a sense of indifference towards maritime English (S8) • I dislike in memorizing vocabulary (S6) 	<ul style="list-style-type: none"> • In my opinion, English is difficult especially about the tenses (S6) • Maritime English is different with English in general (S6) • We all know that English is different of its writing and its pronunciation (S8) • English maritime is different with general English so sometimes make me confused (S18, S20) • Because English is a difficult and complicated language (S20) 	<ul style="list-style-type: none"> • The basics in speaking English are lacking (S3) • I don't memorize vocabularies so much (S6) • I don't have sufficient basic in learning English, so it's difficult to be understood if I learn maritime English (S9) 	<ul style="list-style-type: none"> • People do not always use English in the ships (S5) 	<ul style="list-style-type: none"> • The embarrassment of speaking English that is feared or laughed by friends who are proficient in English hence there is a sense of down to learn maritime English (S8)

As reported by	Lack of interest (intrinsic motivation)	Negative attitude towards English	Sense of incompetence	Lack of specified purpose to learn English	Reduced self-confidence
Interview	<ul style="list-style-type: none"> • I'm not too motivate, but I just come because it's already a compulsory lesson on campus so I have to follow it (S1) • Because indeed I am rather lazy to learn English (S2, S11) • There is lack of curiosity from myself and lack of interest about English (S3, S7) • I don't really like English and memorizing (S6, S20, S21) • T feel Sleepy and bored, the lesson is boring (S12, S15, S18) • I don't like to speak English (S14) • It is not interesting if the teachers teach (S20) 	<ul style="list-style-type: none"> • Because this is a foreign language for me (S2) • There are a few words that are different to pronounce and the writing, it's very different and very strange in the ears (S3) • The problem is different of its language and its writings and its pronunciation ... so that is what decrease our motivation (S12) 	<ul style="list-style-type: none"> • From the past, from high school and junior high school, in learning English, I was lacking so for me it was rather difficult (S9) 	<ul style="list-style-type: none"> • Now for me, English is not very important 	

In drawing the conclusion in this section, the factors that demotivate the learners at BP2IP Barombong to learn Maritime English can be shown in Table 4.4.

Table 4.4 The Demotivating Factors of the Learners

Categories	Subcategories
Learning condition-related factors	1. Difficulty of learning English 2. Learning environment 3. A lot of learning tasks & activities
Teacher-related factors	4. Teachers' competence and teaching styles 5. Teachers' characteristics 6. Teachers' inactivity attending the class
Learner-related factors	7. Lack of interest (intrinsic motivation) 8. Negative attitude towards English 9. Sense of incompetence 10. Lack of specified purpose to learn English 11. Reduced self-confidence

2. The Strategies Employed by Learners at BP2IP Barombong to Reduce Their Demotivational Factors in Learning Maritime English.

a. Cognitive learning strategies

The learners' statements can be seen in the following extracts.

“I will use my leisure time such as studying alone outside, listening to music that uses English and watching English-language movies.” (S11)

“I will self-study like watching TV and listening to songs.” (S13)

Based on the extracts above, it can be stated that the learners tried to reduce their demotivational factors in learning English by listening English songs and watching the English movies.

b. Social learning strategies

The following extracts reveal these strategies.

“Need encouragement from friends or instructors too and want to study only with friends.” (S3)

“My strategy is that I used to approach my friend, asking if I did not know with the teachers, I asked my friend, so I ask with my friends.” (S12)

“I will ask friends about what I feel is difficult and if my friend doesn't know I will ask my teachers.” (S13)

“My strategy...learning with friends, sharing frequently with teachers, often asking questions, so that I can be motivated.” (S14)

“Study with friends.” (S16)

“To encourage myself, maybe I join with my friends who are capable in speaking English or find an English-speaking friends.” (S19)

“Ehh..I automatically share with friends how to re-motivate in learning, especially English in the classroom ... I ask for help from friends, ehh my first step is sharing with friends afterwards if we get excessive constraints ehh just asked for help from the teachers.” (S23)

As seen in the extract above, S3, S12, S13, S14, S16, S19, and S23 applied the social strategies by asking help, encouragement, motivation, sharing and asking questions from friends and teachers as well as they preferred to learn with their friends.

c. Affective learning strategies

The following extracts revealed the learners’ strategies to reduce their demotivational factors in learning Maritime English.

“I see my friends if the score of my friends is good ... I think giving me a solution for myself if my friends can why I can't ... so try as hard as I can.” (S1)

“Ehh, I see.. to encourage myself, for example, I think, why my friends can, while I can't ... I see, so I see friends who can, by learning ... trying to be like them.” (S6)

“Well, by looking at what ... looking at my friends or other cadets if they can why I can't, I also want to try.” (S8)

As seen in the extracts above, S1, S6 and S8 stated that their build up self-encouragement by comparing themselves with other achievement as their motivational strategies in learning English, especially learning Maritime English. They mentioned that they keep trying to like and learn English by emphasizing and comparing themselves with their friends’ achievement and learning success, especially when they get low score.

d. Metacognitive learning strategies

The learners’ statements can be seen in the following extracts.

“Ehh, want to try to join the course so you can do it even if it's just a little.” (S9)

“To be motivated, if indeed I have motivation, the first to do is to find a place to study besides at the campus, because in the campus, there are many activities so if it is outside, I might be able to find a place for a course or tutoring.” (S20)

As seen in the extracts above, some of the learner stated that their strategy to increase their motivation joined the course beside the campus.

e. Memory learning strategies

The following extracts reveal the learners’ strategies to reduce their demotivational factors in learning Maritime English.

“My strategy..I can try memorizing vocabularies ehh I can memorize one word in a day. It is enough with enthusiasm just like that, the spirit of memorizing.. memorize one word in a day.” (S1)

“My strategy, I'm trying to memorize...ehh... five words per day.” (S2)

“What I do is... I try to be able to be motivated, I can ... how can I like the English, especially the example... learning..ehh I study, I study by myself I start learning to memorize vocabularies and that I learn little by little so that it will gradually be liked.” (S6)

“It's possible to study harder, add insight about vocabularies.” (S7)

“Memorize vocabulary.” (S16)

“Strategy ... I will study on my own self and memorize more vocabularies so that I am motivated.” (S21)

“The strategy is what I do now, ehh, trying to memorize more vocabularies through pocket books that I hold, every day I try to memorize that one day, five vocabularies at least ehh and that I do continuously as much as I can memorize.” (S23)

As seen in these extracts above, out of 23 respondents, 7 respondents (S1, S2, S6, S7, S16, S21 and S23) kept trying to learn by memorizing vocabulary as their motivational strategies as well as to reduce their demotivational factors in learning English.

In drawing the conclusion in this section, the strategies that were employed by the learners at BP2IP Barombong to reduce their demotivational factors in learning maritime English can be shown in Table 4.5.

Table 4.5 The Strategies Employed by Learners

No	Strategies	Subcategories
1.	Cognitive learning strategies	<ul style="list-style-type: none"> • Listening English music and watching English movies
2.	Social learning strategies	<ul style="list-style-type: none"> • Asking help, encouragement, motivation • Sharing and asking questions from friends and teachers
3.	Affective learning strategies	<ul style="list-style-type: none"> • Building up self-encouragement by comparing themselves with other achievement • Developing a love of learning • Trying to enjoy and like the learning English by having spirit and enthusiasm in learning • Inviting and asking friends to conduct self-study
4.	Metacognitive learning strategies	<ul style="list-style-type: none"> • Taking the courses or private learning
5.	Memory learning strategies	<ul style="list-style-type: none"> • Memorizing vocabulary • Reading the dictionary • Recalling the questions and learning materials

3. The Strategies Employed by Instructors at BP2IP Barombong to Reduce Learners' Demotivational Factors in Learning Maritime English

Table 4.6 The Motivational Teaching Strategies Employed by Instructors

Strategies	Extracts
1. Developing learners' instrumental motivation	<p>"I always say or tell my students that nowadays English is very important. English is very important subject because it has been international language nowadays so if they want to achieve higher education or better life or better job position."(Ins.1)</p> <p>"Yah, I remain them about their purposes, why they do want to be sailor. I remain them that English is very important for sailor, I just give them an analogy example." (Ins.2)</p> <p>"Yes, I encourage them because it is quite hard to tell them to learn so I encourage them by telling them English is very important subject. I tell and encourage them that English is very important. I just give them advice." (Ins.3)</p> <p>"Yes, I give them advice that English communication is very important. So I give them motivation that how far the communication English is very important for them because the one important thing that they should have good communication, especially for communication in English on the board." (Ins.4)</p>
2. Promoting the positive and favorable self-perceptions of competence in learning English	<p>"If I find my learners feel desperate even though they have study hard but still get low score, I tell them it's not the end of the world. You are fail in the study or subject, it doesn't make that you are fail in this campus. I said that come on don't be too desperate, you still have remedial program, you have still the second chance." (Ins.2)</p> <p>"Actually they need the figure to share with them so I share the positive experiences with them. I mean I try to touch them by sharing the positive experiences. I give them examples about the situation how we use English to communicate when they sail abroad, so it opens their mind and try to change their mindset by providing those examples about the situations that have to use English to communicate." (Ins.5)</p>
3. Increasing the learners' interest and involvement in learning	<p>"I give them motivation and then make the class more interest, for example sometimes I make or give games, watching the movie and then it's the most important, I give them motivation." (Ins.4)</p> <p>"I give them interactive and attractive ways by using games, showing films or video, playing relevant music and practicing directly the dialogue. I motivate and encourage my students when they feel unmotivated or not interest in learning maritime English by giving them games, playing relevant music or songs, sharing positive English learning." (Ins.5)</p>
4. Using cooperative learning techniques	<p>"I form a group or I ask them to be in the language laboratory so they can learn the materials in the laboratory so they don't get bored in studying." (Ins.3)</p>
5. Providing high expectation and using reward or gifts to learners	<p>"Sometimes I give them chocolate and I give them some gifts to make them motivated and more interest in our subject." (Ins.4)</p> <p>"When I ask a question and he/she answer, I give them praise and reward. They are happy when I praised them. Actually teaching the cadets, we have to combine the teaching like when we teach elementary, senior high level and tertiary level. So it should be providing real life materials and give them praise and reward." (Ins.5)</p>
6. Sharing positive learning English related experiences in class	<p>"Also sometimes I share the positive related experiences in class to reduce their boring. Because during the teaching and learning process some students feel bored and some of them even sleep in the class." (Ins.5)</p>

4. The Learners' Expectation to Their Instructors to Motivate Them in Learning Maritime English at BP2IP Barombong

Based on the learners' comments, the researcher displays the descriptions as follows:

a. Providing various, interesting, creative and attractive activities and learning materials

The descriptions of the learners' statements are presented as follows:

"I hope the teachers give me the game or something like that. Same previously, memorizing games, games like renamed names...words like that." (S1)

"I expect the teachers or lecturers...I want the teachers or lecturers to be more...the teaching method is more effective and interesting. I want the teacher to be more...occasionally made the game so it is not boring." (S2)

"Maybe make a new thing in learning English...in teaching English such as making games or dialogue, more conversations, I prefer to practice directly. Maybe changing the way of teaching so that it is not boring and does not make me sleepy, making the games so we can fresh again." (S7)

Other respondents pointed out that:

"Changing their teaching style so that we also in the class don't feel bored, change their teaching style, make fun such as games in the lessons so we don't get tense and not boring." (S10)

"I hope...the teachers can give a new strategy...like games...so we are interested in learning English, so I want games so that I don't get bored ee...to learn English." (S16)

"The teachers give new methods and games so that cadets can speak English." (S21)

Referring to the respondents' comments, it is effective and functional to apply various, interesting, creative and attractive activities to attract learners to arouse their curiosity and interest in learning Maritime English.

b. Creating a relaxed, attractive and positive learning climate

It can be seen in the respondents' comments as follows:

"I expected that the teacher can create a condition in which the students like the way they are... how they teach, invite students to like the subject." (S6)

"The teacher brings a comfortable atmosphere in the classroom, making it comfortable in class." (S10)

Another respondent commented that the teachers or instructors should create an attractive learning climate by providing the learners learning process outside the classroom. The learners expected that they did not only learn in the classroom but they also want to learn and interact with the outside classroom environment. This comment can be seen as follows:

"ee ... I hope the teachers can accompany the students to the outside world to study naturally because students are usually bored if they are only in class, so I want to ee..Study outside the classroom." (S13)

Another respondent also expected that the teachers should create an relaxed and positive learning climate by having sense of humors as well as using humors in the class when they were teaching. This comment pointed out as follows:

“Hmmm...What’s it..Don’t to be pressured out ehh not in terms of being pressed, but it’s just too serious, they should be most joking when they're teaching.” (S5)

c. Providing effective and good explanation

The descriptions of respondents’ comments are presented as follows:

“I want ehh.. the teachers explain it slowly so it can be clearer.” (S2)

“I hope that the teachers who are on campus..if the cadets don't understand, please keep repeating so it's understood.” (S8)

As mentioned by S2 and S8, they expected that the instructors’ speed of teaching and explanations should not be quite fast and they need to repeat their explanations when the learners didn't understand. Hence, the instructors’ explanations are clearer and can be understood by the learners.

Another respondent also expected that the instructors should give more detail explanations and display the materials clearly and try to match the explanations with each student’s abilities. This statement is presented as follows:

“ee ... I hope my teachers teach from the beginning because all of the students have not same as their thoughts, there are those who already know but there are those who don't know at all, I hope the teachers teach from the beginning. So I want to the teachers teach in more detail.” (S13)

“Arrange the materials to be easier because we know that Maritime English is different from English in general.” (S20)

The last, another respondent stated that he expected the instructors should provide code mixing when presented the explanations. Hence, they have to mix or combine the instructional language and explanations during the teaching and learning process. The instructors do not fully use English in the class but they have to mix it with Indonesian language so the students can understand.

“Um ...I expect at least the teachers do not use full English to teach, it mixes with Indonesian language so that we can understand what is being learned, mix the languages.” (S19)

d. Always encouraging, engaging and giving motivation to learners

The descriptions of the respondents’ statements are presented as follows:

“Inviting me to keep learning, motivate me. Invite me to study.” (S5)

“I want the teacher to give me advice, especially in scope of this campus, I want eee... the teachers give suggestions.” (S16)

“Yes, in my opinion my teachers ehh have to be more active, they have to be more be able to give motivation to their students, ehh such as yes, encourage and give spirit.” (S17)

“I hope the teacher always guide us and uhh to be able to speak English.”
(S22)

Other respondents mentioned that he expected that the instructors should encourage learners by emphasizing that English is important for them and the good ways and strategies to learn English. Hence, the instructors were expected to give advices and encouragements about how the important of English and Maritime English as well as promote the learners’ self-perceptions of competence in learning English by encouraging the view that mistakes are a part of learning. It can be seen in the following statements as follows:

“To emphasize more if English is important so I can be motivated.” (S3)

“Well for example the teachers can provide advice or direction as to how important learning Maritime English is, I would like to be given advice or suggestions.” (S9)

“Giving suggestions about good and correct learning methods so that it is easy to remember because in learning English, vocabularies are difficult, difficult to memorize, the words are also difficult, I want they give suggestions or advice about the importance of English.” (S18)

In addition, two respondents expected that the instructors should share or tell the positive and inspiring experiences and stories in order to give motivation to learners. These comments are presented as follows:

“Providing an overview of their experience abroad, telling pleasant things so that I will be interested in learning English.” (S4)

“By giving motivation, of course by giving experiences or videos about like...inspiring such as sailing abroad, being able to travel around the world or giving input so that if English is important to be able to sail abroad.” (S7)

e. Being emphatic, acceptance and patient to learners

These comments are presented as follows:

“It is hoped that the teachers will better understand their students, how they can understand their students, how they can teach so that students are motivated to be more active in learning.” (S6)

“I hope that the teachers understand the condition of their students ... not only do they want to understand like when they explained... they...ehh...understand...they wants their students to understand but they don’t understand the condition of their students, such as...ehh...such as...because there are too many activities on campus so we as students sometimes don’t concentrate and can’t fulfill the teacher’s wishes...so we just hope that they understand and don’t give us too many materials but let it be a little hence we can understand. We hope that when we are bored, we are not scolded, but we are motivated again to be interested in learning.” (S11)

“It is expected that the teachers are be able to know the characters of the students that they can understand what is given.” (S18)

Another respondent expected that the instructors should always try to find the appropriate ways or strategies to encourage and motivate students as well as pay attention and be sensitive to the students’ needs and their psychological condition and

feelings as well as give more attention and touch the students' heart and feelings by asking the students' problems and condition. These comments are presented as follows:

“I expect that the teacher can give me the motivation, so that the teacher would always pay attention to me.. I expect that every teacher here must approach the lazy students; well it is approach...needs an approach. I expect that the teachers...for example, apply approach by called us slowly, they came to us and gave us good motivation, face...ehh one by one ... Yes, face to face. Because the teachers who understands that, automatically comes to us, calls us to their room and tells us, they tells me what your obstacles are, surely they will understand our attitudes. The approach is yes, automatically all students want to be approached. I really need motivation like this if I study English.” (S12)

In addition, the learners also expected that the instructors have to always be patience to teach and guide the learners in teaching and learning process and give approach and attention to students who have low motivation in learning. These statements are presented as follows:

“Approaching the students, as the teachers we must understand the feelings of our student, so we must approach them, so we must...learn patiently to guide the students so that they can like English, we must approach them...we must be patient to educate them. They approach children who were less motivated to learn. Yes...of course I said before that approach, sometimes all students may have to be treated kindly, but not all of them must be treated hardly..as teachers or parents must be do it.” (S14)

“I hope the teacher always guide us and uhh to be able to speak English. Approach me. I expect the teachers are always patiently to teach English to me so that I can understand.” (S22)

“Ehh, I hope that the instructors, ehh, don't be bored to guide us ... especially our friends who lack motivation. I hope that the instructor must be good to know the class situation and conditions, there are also instructors whose methods are fun ... happy, but they is only limited to happiness in the classroom.” (S23)

The last, a respondent (S23) also expected that the instructors should develop learners' instrumental motivation by telling and discussing the role of English plays in the world and its potential usefulness for themselves in order to get better job or career. These comments are presented as follows:

“I hope that the instructors tell that all the sailors, all the cadets are the lure of sailors who sail abroad ... get a lot of money well, that's the most effective way to motivate the cadets to learn.” (S23)

f. Providing more opportunities to practice and use English

Based on the interview transcript results, some of the respondents (learners) expected that the instructors should give and provide more opportunities to learners to directly use and practice English rather than explanation and theory during the teaching and learning process.

“Because for me, the practice is easy to understand, I understand it easily when learning is directly to be practiced. Because for me, practice is easy to be understood rather than explanation because the explanation is usually easily sleepy and bored.” (S15)

“Yeah.. like learning... it should be try not to give many theories...it have to... just practice, because theoretically ehh cadets sometimes get bored, but directly practice...maybe... there's a little stored in the mind.” (S17)

Other respondents or learners also expected that speaking skill is more emphasized in teaching and learning process and applying and implementing English day where the learners or cadets can practice using English. These comments are presented as follows:

“I want to apply English Day, so cadets can also speak English.” (S21)

“Ehh speaking must be more than writing or listening because it can be a benchmark or not.” (S23)

CONCLUSION AND SUGGESTION

A. Conclusions

Regarding to the research findings, the researcher draws conclusions, as follows:

1. As the findings of data analysis, there were 11 demotivational factors subcategories which are covered by three categories, namely 1) learning condition-related factors (i.e., difficulty of learning English, learning environment, and a lot of learning tasks and activities); 2) teacher-related factors (i.e., teachers' competence and teaching styles, teachers' characteristics, and teachers' inactivity attending the class); and 3) learner-related factors (i.e., lack of interest (intrinsic motivation), negative attitude towards English, sense of incompetence, lack of specified purpose to learn English, and reduced self-confidence).
2. In order to reduce the demotivating factors in learning Maritime English, the learners applied cognitive, social, affective, metacognitive, and memory learning strategies.
3. There were six motivational teaching strategies employed by the instructors at BP2IP Barombong to reduce learners' demotivational factors in learning Maritime English, namely: 1) developing learners' instrumental motivation, 2) promoting positive and favorable self-perceptions of competence in learning English, 3) increasing the learners' interest and involvement in learning, 4) using cooperative learning techniques, 5) providing high expectation and using rewards or gifts to learners, and 6) sharing positive learning English related experiences in class.
4. Regarding to the learners' expectation to their instructors to motivate them in learning Maritime English at BP2IP Barombong, the learners expected that the instructors should: 1) provide various, interesting, creative and attractive activities and learning materials; 2) create a relaxed, attractive and positive learning climate; 3) provide effective and good explanation; 4) always encourage, engage and give motivation to learners; 5) be emphatic, acceptance and patient to learners; and 6) provide more opportunities to practice and use English.

B. Suggestions

In the light of the conclusions, the researcher put forwards some suggestions and recommendations as follows:

1. Since the findings of this research reveal that the learning situation-related factors, namely difficulty of learning English and a lot of activities and tasks were the dominantly stated as salient demotivational factors for students, it is suggested to the instructors and institution's stakeholders to consider and provide the appropriate ways to reduce these demotivational factors.
2. In order to reduce the learners' demotivational factors and facilitate the use of English, it is suggested that the instructors and institution's stakeholders to consistently engage Full Day English at BP2IP Barombong as an institution's program to motivate the learners in using English.
3. Regarding to the instruments that used in this research, multiple data-gathering techniques for measuring and indentifying the demotivational factors in learning English are suggested. In addition, it was recommended to employ multiple qualitative researches, such as classroom observations or case studies to get more valid data of the learners' demotivational factors in learning Maritime English.

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