

Chapter Four

Finding and Discussion

This chapter attempts to reveal the findings related to students' demotivation factors in learning English among junior high school in Yogyakarta. At this point, the researcher does not mention participants' name in reporting the findings in order to keep their privacy. The researcher only used the pseudonyms namely Sani, Galih, Jodi, Eno, and Sendi. Furthermore, there are seven findings related to students' demotivating factors in learning English among junior high school in Yogyakarta. Each finding is discussed as follows:

Students' Demotivating Factor in Learning English among junior high school in Yogyakarta

Based on the data obtained from five participants who were involved in this research, there were seven main findings found related to the research question, namely the students' demotivating factor in learning English. Those were teachers' characteristic, score, student's lack of confidence on students' skill, grammar, vocabulary, repeated assessment, and students' mood. Here, the researcher found new problems, which were not stated yet in the literature review, so the researcher related it to new findings. The following explanations are discussed as follows:

Teachers' characteristic. In this research, based on the data gathered from all participants, four out of five participants said that their teachers' characteristic became one of demotivating factors in learning English. They

argued that the way teacher teaches influenced their motivation in learning. Teacher with not clear sound in teaching can demotivated students in learning English. Galih revealed, “The teacher’s voice is really low that it’s not clear”. Galih also added, “Because of the way the teachers teach, I can’t understand what he or she talked about.” Another idea was also conveyed by Sani who argued, “It depends on the teacher. When we were in the 7th grade in junior high school, sometimes the teacher was so old and he was *celat* [a pronunciation problem where a person cannot differentiate between the sound R and L]”.

It was different with two previous participants above, but it had the same case about demotivating factors, namely teacher. Teacher perfection in teaching also influenced students demotivating factors in learning English. Eno argued as the following:

With Miss Lia everything was perfect. She spoke English very well, so, if I’m going to ask questions, I must use English in order to practice myself. But, I’m a bit worried if I make any mistake. I could lose my mind in delivering my questions to her.

Three statements above were in line with Hirvonen (2010) who asserted teachers could become one of the factors of students’ demotivating factor in learning English. In addition, teachers play important roles to increase students’ motivation but in the same time teachers also can decrease students’ motivation in learning English.

To sum up, teacher was and should be identified as the important factor in motivation. This was because he/she sets and sets all class activities. Every action of the teacher, they said, would influence the child behavior, either directly or indirectly. Therefore, teachers had an important role to either make students motivated or demotivated in learning. In addition, factors such as teachers' pronunciation and different teaching styles of teachers were more demotivating for learners. Another problem was learners became confused with different teaching styles by different teachers. Moreover, different teaching styles among teachers were rated as a strong cause of the way teachers teach impacted to the students' motivation, which could also make students feel demotivated in learning English.

Score. Score became one of the main factors that made students' feeling demotivated in learning. The result showed that, getting a bad result during learning English will affect their mentality to gain motivation in learning English. It was shown by the results of the interview that mentioned three of the participants admitted that score became one of the demotivating factor in learning English. It was also supported with Sendi's statement, who said, "So, if we got a bad result it impacted our mentality in the class."

In line with that, material changing from elementary school to junior high school which has a different level would make some of students demotivated to learn English which made their score being low during learning English. This thing was asserted by Sendi who said that he faced difficulty at the beginning of this study in junior high school. When he was still in elementary school, he still

got good score and rarely got remedial. However, it turned out when he was in junior high school, he still could not understand the materials given by teacher which made his score low, and it made him feeling guilty to his mother.

The finding was in line with Sakai and Kikuchi's (2009) who argued that low test scores was one of the most influential demotivating factors among Junior High School students. It was found that low test scores had an impact on students' motivation to learn English. Thus, if students got low score, it would affect to students' demotivation, which made students being unconfident in learning English.

In conclusion, score could be something to understand students' motivation in learning English. Moreover, score also could be the demotivating factors among students. It was related to the score which was gotten by students in the classroom. Students would feel discouraged and demotivated if they obtained low score during assessment, and found their friend got higher score than them. Therefore, at this time, teacher took an important role in keeping students motivation even though they got low score.

Students' lack of confidence on their skill. Lack of believe in own capability become factor on students demotivation in learning English. Based on the data obtained from the participants, students felt unconfident on their skills capacity for example in speaking, listening, reading, and writing. Most of them felt unconfident by saying, "I'm afraid, I'm not qualified and unconfident". This was supported by Eno "My vocabulary is weak. I am weak at the listening and

grammar. I am weak at everything about speaking. My listening is weak because I don't have a lot of vocabulary knowledge.”

In addition Eno also argued, “I am very pessimistic, I don't know what I should do in the following day.” This case indicated that the students felt unconfident with his/her ability. There were several times the students used, “I feel pessimistic, I am confused” in the interview. Furthermore, Sani also added, “It depends, honestly I feel unconfident to write something, like it was not good. Because the teacher in my course place only teach me speaking, so when I have to write, it confuses me.”

The findings were related to the theory from Falout (2009) who argued lowered self-confidence and a tendency for self-denigration during learning struggles could lower motivation and related low proficiency in the long-term. Besides, according to Chamber (1999), he also asserted that lack of belief in own capabilities became a factor on students' demotivation in learning.

In conclusion, student's lack of confidence on student's skill related to learners' psychology in learning. Moreover, learner's psychology played an important role to build students motivation to achieve their target language because once being demotivated, students could react in ways that are maladaptive, such as sleeping in the classroom, ignoring the teacher, and refusing to study.

Grammar. Four out of five participants argued that grammar became students' demotivating factor in learning English. Based on their interview result,

some students admitted that grammar could demotivate them in learning English because grammar is one of difficult things to be comprehended. For example, Sani stated that he was struggling with present continuous tense and the use of subject and verb.

Furthermore, Jodi also argued that grammar could be one of factors, which stimulated his demotivation in learning English language. Jodi revealed that grammar was difficult. He found some difficulties to memorize formula of grammar and it make him demotivating in learning English.

From the statement above, it could be stated that grammar could be one of demotivating factors which experienced by students. Meanwhile, grammar was one important factor that students should master it if they wanted to improve their English skill.

To sum up, grammar still became demotivating factors for the students to learn English. They felt that the complexity of grammar make them confused. This affected to their learning motivation. On the other hand, in learning grammar, students should memorize grammar and it made students demotivated. Meanwhile, grammar is a necessity because it plays an essential role in establishing formal communication. Studying grammar is undeniably important in the process of language learning. However, students' attitudes on this issue could not be ignored.

Vocabulary. Vocabulary acquisition is a long-term process which requires a lot of effort and work done by students. Many vocabularies, which is difficult to be comprehended by students, also could demotivated students in learning. The

statement was explained by three out of five participant in this research. Sendi, Sani and Jodi admitted that vocabulary made them difficult in understanding some words or sentences, and it would affect to the students' motivation in learning English. This statement was supported by Sendi who said that he would be confused to learn English if he did not know some vocabularies. Besides, he also admitted that lack of vocabulary made him afraid to learn English. In line with Sendi, Jodi asserted that he would be lazy to learn English if he did not know the vocabulary.

In addition, Sendi also faced a struggle related to vocabulary. He affirmed that he found new vocabularies, which was difficult for him and it made him being demotivated. In addition, another struggle found during learning English was because he also joined with some organizations, which made him busy and difficult to manage the time.

In conclusion, based on the data gathered from the participants, there were several rare words which might be never found in their daily life and it made students feeling demotivated. Moreover, founding new vocabularies or difficult vocabularies during learning English would make them demotivated in learning English.

Repeated assessment. The same assessment also could trigger students' demotivation factor during learning English. It is because students felt bored with same assessment that was given by the teacher. At this point, one out of five students acknowledged that he felt demotivated when he got same assessment

from the teacher. Galih argued that he was fine with the way teacher taught him. However, he was not fine with the assessment given to him because the assessments were always the same, namely literacy. In addition, literacy here is an activity where students are required to read an English book such as novels and journals and at the end of the semester students are expected to make conclusions from the book that they were read.

At this point, many exposures with the same assessment could stimulate students' boredom easily. According to Kikuchi (2009), he revealed that boring lectures could be a source of demotivation and could be discouraged students to learn English language effectively.

Students' mood. Students' mood take an important role in achieving students' success in learning English. It is because once they were in unmood condition, it would ruin their desire to learn which make them did not want to learn. One out of five students revealed that mood could be a source of their demotivation. It was expressed by two out of five students who got involved in this research. Sani asserted that motivation to learn depend on her mood. She explained that she once did an assessment when she was not in a good mood, and finally she did mistranslation. Furthermore, this statement was also in line with Eno who argued that her motivation was unstable, and sometimes it made her demotivated during learning process.

As junior high school students, sometimes their mood frequently changed. It might because junior high school was the transition time from kid to teenager,

and it was susceptible for them to face that condition, and it could make their motivation being unstable.