

## **Chapter Five**

### **Conclusion and Suggestion**

There are two main parts equipped in this chapter namely conclusion and recommendation. In the first part, the researcher discusses the objective of this study and the findings of the study. Moreover, in the second part, the researcher discusses about the suggestion related to finding found in this study.

#### **Conclusion**

The researcher chose students' demotivating factors in learning English among junior high school in Yogyakarta as the research topic, because it is interested to know what factors which make students demotivated in learning English. Based on the data gathered, there were seven findings revealed related to the students' demotivating factors in learning English. The demotivating factors were teachers' characteristic in this case when the teacher sound is not clear and the teacher is a perfectionist, score (decreasing score), students' lack of confidence on their skill, grammar and vocabulary mastery, repeated assessment, and students' mood. The researcher used interview as the method in collecting the data. There were five students of the third grade in first semester at as the participants.

Based on the result of the study, the researcher concludes that all the factors that make students demotivated in learning English among junior high school in Yogyakarta are common factors. The factors are factors that come from around student and student environment itself such as teacher characteristic, score

and others. Coordination between teacher, student and institutional is needed to improve students' motivation in learning English.

### **Suggestions**

Based on the finding found in this study, there are some suggestions regarding to students' demotivating factors in learning English at SMP N 5 Yogyakarta. These suggestions are for students, teachers, institution, and other researchers.

**Students.** Through the result of this study, students are expected to rise their awareness related to the demotivating factors, which might affect students' achievement in learning English. By knowing the demotivating factor, it helps students to understand how to anticipate themselves before they lose their motivation in learning English.

**Teachers.** From the result of this study, the teachers can help their students in solving the problem by giving further strategies or suggestion. The teachers are suggested to change or to develop their teaching methods to avoid students' demotivating factors. Moreover, teachers are suggested to implement some activities that can make students interested in learning grammar, which can increase the students' motivation in learning English. In addition teachers are expected to aware with their attitude in teaching learning process.

**Institution.** Looking at the demotivating factors that can affect students' achievement in their target language, the result of this study can be a good input for the institution. Therefore, the institution can take actions and can evaluate its

system programs to avoid students' demotivating factor. The institution should conduct and provide teachers with training methods how to improve his or her capacity as a teacher, so that he or she can make the students love to learn English without hesitation of feeling demotivation.

**The future researcher.** Based on the result of this study, the future researcher can conduct the research in the similar field using qualitative data approach and use this research as his or her reference or guideline. Besides that, this research is expected to encourage future researcher to evaluate, revise, reconstruct, or modify this research and write further research for other levels and objectives. Then, it is recommended to future researchers to conduct the similar topic with different research question such as the strategies to decrease students' demotivating factors in learning English.