

## **Chapter Four**

### **Finding and Discussion**

This chapter four discusses the data findings that were gathered by the researcher to answer the research question about the demotivating factors experienced by students of English Education Department in learning English as a foreign language. Based on the data gained, the participants conveyed their opinion about demotivating factors in learning English. All of the participants have different opinion about the demotivating factors in learning English. Therefore, all of those research findings were discussed in this chapter.

Based on the data gathered by the researcher in the proses of interview, there were seven findings that answer the research question was discussed. Those findings were related to inadequate university facilities, textbook, lecturer, classroom rule, classmate behavior, inappropriate class meeting schedule, and the last was learning environment.

#### **Finding 1: Inadequate university facilities could make students demotivated**

There are some participants who said that inadequate university facilities can make them demotivated in learning English such as unavailable library, slow internet connection, uncomfortable classroom, and teaching and learning media that were incomplete in classroom. This factor was mentioned by the first and second participants. The first statement was conveyed by the first participant: “Our faculty does not have a library. Therefore, we should go to main library or American corner for getting learning sources” (P1.1). Based on the first

participants' statement, unavailable library in their faculty can make them demotivated in learning English because, it is hard to find learning resources without going to the main library or American corner.

Slow internet connection that is available in the university can make students demotivated in learning because the connection speed was too slow. Both of participants stated that: "Internet connection was a serious problem, because it just relies on the main campus's internet connection" (P1.8). "There are a lot of facilities that did not support the learning process such as internet connection were too slow" (P2.3). Those statements which were conveyed by the first and second participant were given the proof that internet connection was also one of the problems which made students demotivated in learning English.

In addition, classroom environment was also important thing to consider because it could make the student demotivated in learning. The second participant gave the proof that "The university facilities made me feel demotivated that was related to uncomfortable classroom because the classroom wall was made by a thin material" (P2.4). Next statement from the second participant said that, "The projector which is available in a classroom could not be connected to the laptop when we are going to do a presentation" (P2.5). Learning media such as projector that helped student delivers their discussion materials could makes them demotivated because it does not work well.

This factor made students demotivated in learning English as a foreign language. It was mentioned by the participants that university facilities that related

to the classroom condition, internet speed connectivity, teaching and learning media such as projector could makes them demotivated in learning English. This demotivating factor was supported by the study that conducted by Bahramy and Araghi (2013) “some students feel demotivated because they had no access to modern technological facilities for improving their language skills” (p. 843). Based on Bahramy and Araghi’s study, modern technological facilities including the internet speed connectivity was contributed to make students demotivated in learning English as a foreign language.

### **Finding 2: Old version textbook makes students demotivated**

The second finding of the demotivating factor was caused by textbook. This factor was related to the old version of the textbook that was used by the lecturers during the process of teaching and learning. An out of date textbook that was used could make students demotivated in learning English like what the first participant said, “Lack of grammar, teaching method, textbook and also the article which was available in library was still on out of date version” (P1.6). The first participant’s statement mentioned that old version textbooks that were available in the university’s library could make students demotivated. Moreover, lack of TOEFL textbook variety that is available caused the demotivation in learning English. This factor was mentioned by the first participant, “I feel demotivated caused by the lack of grammar textbook and the varieties of TOEFL textbook were still unavailable in the library” (P1.7). That first participant’s statements conveyed that lack of TOEFL textbook which was available in the university’s library makes students demotivated. Therefore, out of date version and lack of

TOEFL textbook that are available could makes students demotivated in learning English.

There were lot of unfamiliar vocabularies in the textbook also caused the demotivation in learning English. This factor made students difficult to understand the text and also makes them frequently looked at the dictionary to check the word's meaning. This statement was shown in the third participant's statement. The third participant said that, "There are a lot of unfamiliar vocabularies in the textbook so that make me lazy to read it" (P3.2). Based on those statements, the textbook which has a lot of unfamiliar vocabularies could makes students demotivated in learning English.

Beside those mentioned factors, thick textbook was also found to be the cause of the demotivation. Those factors could make students demotivated in learning English because they felt bored when they read a thick textbook like what the third participants conveyed, "I feel demotivated to learn and it was caused by too thick textbook" (P3.3) and the fourth participant stated that, "I feel bored to read a thick textbook" (P4.7). Those statements from the third and fourth participants were the proofs that the thick textbook could make students demotivated in learning English.

The last statement that was related to the demotivating factors which was caused by the textbook was conveyed by the third participant. This factor was related to the textbook's cost which was too expensive for the students who learn English. This statement was conveyed by the third participant, "Too expensive

textbook makes me feel demotivated” (P3.9). From the third participant’s statement, expensive textbook was one of many factors that could make students demotivated in learning English.

Based on those participants’ responses, old version textbook could make students demotivated. In addition, out of date textbook version, thick, and expensive textbook also leads students demotivated in learning English as a foreign language. Moreover, the researcher found that demotivation caused by the textbook was related to the old version textbook which has a lot of unfamiliar vocabularies, thick and expensive textbook. There were a lot of unfamiliar vocabularies was mentioned by the third and fourth participants that they were felt difficult in learning English and it could leads them into demotivated.

### **Finding 3: Lecturer’s personality, teaching method, and integrity make students demotivated**

The next finding that answers the research question was demotivating factor caused by lecturer. This factor of demotivation, the researcher divided it into three parts namely lecturer’s personality, teaching method and, integrity.

**Lecturer’s personality.** Lecturer was a frequent source of students demotivating factor. This demotivation was related to lecturer’s personality including their behavior like strictness and they were always concentrated on their favorite students. Those kinds of lecturer’s personality were crucial factors that could make students demotivated in learning English. Lecturer’s personality that is related to ignoring students was found as the students demotivating factor in

learning English. The third participant stated that, “Sometimes, lecturer who ignored the students made us demotivated” (P3.6). According to the third participant’s statement, ignoring students occurs as the students demotivating factor in learning English as a foreign language.

On the other hand, strict lecturer during teaching and learning process also made students demotivated in learning English. This factor made students could not concentrate during the learning process like what the third participant said, “Strict lecturer make us could not concentrate in learning process” (P3.8). According to the third participant’s statement, the strict lecturer could make students demotivated in learning English because the students could not concentrate in learning process and also they would feel scared to express their opinion. Based on those statements, the researcher summarized that lecturer’s personalities which are related to strictness and ignoring the students during teaching and learning process were the sources of students demotivating factors in learning English.

**Lecturer’s teaching method.** Inappropriate teaching method that was applied by the lecturer in the process of teaching and learning could make students demotivated in learning English. The statement that support teaching method could make students demotivated conveyed by the first participant, “There were some lecturers whose teaching method is just only giving us little example and then we have to apply it” (P1.12). Based on the first participant’s statement, lecturer’s teaching methods that are applied in the process of learning could make students demotivated in learning English.

The last statement about teaching method caused demotivation in learning English was conveyed by the fourth participant, “the lecturer used monotonous teaching technique in delivering the material from the beginning till the end of the course, so that was made us feel bored in their class meeting” (P4.1). Monotonous teaching technique could make students demotivated in learning because, lecturer used the same technique to deliver the learning materials from the beginning to the end of semester. This monotonous teaching could make students demotivated because they used the same activities for the varieties of materials. Based on those participant’s responses, inappropriate teaching method used by the teachers in learning process could made students demotivated in learning English. Those situations made learning process did not run well and leads students into demotivated student in learning English as a foreign language.

**Lecturer’s integrity.** Lecturer’s integrity in the process of learning was an important thing to consider, because it could be the sources of students demotivation. This statement was revealed from the participant’s statements that were gathered in the process of interview. The first and third participants conveyed that, “sometime the lecturer does not present at the proper class meeting schedule and then changed the schedule into another day without the student’s aggrement. Therefore, it is hard for the students to arrange the schedule” (P1.14) and the third participant “The lecturer who attends the class meeting rarely and just giving us an assignment, so that can decrease our motivation in learning” (P3.7). Based on these participants’ statements, lecturer’s attendance should get an attention, because if the lecturer does not attend to the class at their schedule and

changes the class meeting schedule into any other day, the student who has the same time class meeting schedule would find it hard to arrange their class meeting schedule.

Moreover, lecturers gave bad score caused demotivation in learning English because the students were disappointed with test score given by the lecturer. This statement was admitted by the first and third participant's responses. First participant said that, "The lecturer who was non-transparent in assessment made me felt demotivated because I did not know my mistake" (P1.13) while third participant stated that, "The lecturer gives me a bad score that does not meet my wishes, so that was make me lazy to learn" (P3.1). Those statements showed that getting a bad score could make students demotivated in learning English. Getting a bad score which does not meet student's wishes would make them disappointed in learning process.

Based on those statements, the demotivating factors that caused by lecturers was divided into three parts of discussion they were lecturer's personality, lecturer's teaching methods and lecturer's integrity. The lecturer's personality was related to strict lecturer, shouting at the students, and they were always concentrated on their favorite student. These parts of lecturer's personality were mention by the third participant that she could not concentrate during the process of learning when she faces a strict lecturer. In addition, the lecturers who were always concentrating on their favorite student were also the demotivating factor which made students demotivated in learning English. This factor was in line with the study that conducted by Ghonsooly et al. (2017) "unfair treatment



and peer comparison by the teacher could demotivate learners to a large extent” (p. 430).

The next part of lecturer’s personality related to teaching methods. Inappropriate teaching methods that the lecturer applied in the process of learning could make students demotivated. Meshkat and Hassani (2012), “poor teacher’s teaching methods and strict teacher were found as the demotivating factors” (p. 749). The study that conducted by Meshkat and Hassani supported the research finding that teaching method which was used in learning process including teaching technique and monotonous teaching can make students demotivated in learning English as a foreign language.

The last was lecturer’s integrity. Lecturer integrity was an important thing to consider because lecturer was a role model for their students. The lecturer’s self-disciplines in attending class meeting schedule should be paid more attention because the first and third participants conveyed about it which caused them demotivated in learning English. Moreover, bad test score that was given by the lecturer also could make students demotivated in learning English. The study that presented by Kaivanpanah and Ghaesemi (2011) support that the test score demotivated students in learning English, “experience of failure that related to the students’ low or disappointing score in examination was the source of the students’ demotivation” (p. 104).

To conclude that, students demotivating factors in learning English caused by the lecturer’s personality, inappropriate teaching method that applied, and the

lecturer's integrity which related to lecturer's self-disciplines in attending class meeting schedule and scoring technique. Those three demotivating factors which were caused by lecturer should get a special attention during teaching and learning process because it could determines the students learning outcome.

#### **Finding 4: Classroom rules make students demotivated**

Strict classroom rules and regulation in teaching and learning process was one of seven factors which could make students demotivated in learning English. This factor was a new finding that the researcher got from the participants in data gathering process. Moreover, the classroom rules should be the encouragement for the students who learned English but in this case, a strict classroom rules could make them demotivated. The fifth participant conveyed that, "I feel disappointed with the classroom rule which is applied during the learning process because we could not join the class if we came to the class over fifteen minutes" (P5.5).

The above statement tells us that classroom rules that were decided made students demotivated in learning English. Generally, this factor was decided in the first class meeting to help the learning process run well. For instance, students who come late over fifteen minutes from the class meeting schedule, they are not allowed to sign the attendance list or they could not join the class. In addition, the prohibition in using gadget during the process of learning also caused demotivation. This prohibition applied because it could interrupt student's concentration in paying attention to lecturer's explanation. The first participant stated that, "lecturer forbids us to use laptop and gadget in learning process, so I think it does not support us in learning process" (P1.10).

To conclude, a strict classroom rules applied during the class meeting process made students demotivated in learning English. This classroom rules were related to the prohibition of coming late and using gadget during learning process, because those features could disturb student's concentration. Therefore, strict classroom rules and regulation in teaching and learning process was one of seven factors which found by the researcher during the process of interview that made students demotivated in learning English. For instance, students who come late over fifteen minutes from the class meeting schedule, they could not allow to sign the attendance list or they could not join the class. On the other hand, the prohibition on using gadget during the process of learning made students demotivated because they could not look for some sources. This statement conveyed by the first research participant that the lecturers forbided students in using gadget in the classroom during teaching and learning process

**Finding 5: Classmate's behavior could influence another students being demotivated**

Demotivation related to the classmate was a crucial factor which made students demotivated in learning English. For instance, the classmate's behavior toward low student that they were always laughed at them because of their poor English skills. The researcher found this demotivating factor during the interview process that there was a student in English Education Department who demotivated in learning English which caused by the classmate's behavior. This factor was conveyed by the third participant, "They were laughed at us when we

talked and tried to answer the teacher's question, therefore that was leads us into demotivated in learning" (P3.4).

Based on the third participant's statement, classmate behavior in teaching and learning process influenced the students' learning interest and leads them into demotivation. Beside that, lack of English speaking partner also caused demotivation factor in learning English, because it was important to practice speaking English in daily conversation to help students in remembering the vocabularies. The statement which explained about lack of speaking partner was conveyed by the first participant, "There were only a few students who want to speak English out side of the classroom" (P1.11). That first participant found it hard to find the English speaking partner in daily conversation.

In addition, uncooperative classmate was also the demotivating factor in learning English because when lecturer gives the students an assessment, it was very important to have cooperative classmate for doing it. This uncooperative classmate was mentioned by the second and third participant, "We feel demotivate in learning English when there were many uncooperative classmates in making an assignment that was given by lecturer especially for the boys that they were miss the class meeting frequently" (P2.7). The third participant mentioned "There were uncooperative group members when we make an assignment that they were talks to the other without participated in doing the assignment, therefore it could decreased our motivation" (P3.11). Those statements were uncooperative classmate for doing a group assignment was sources of students demotivation in learning English. This problem occurred in the process of learning because many

students who were not cooperative with their classmate or group member for discussing materials, doing assignment and other things that were related to learning process. Hence, uncooperative classmate made students demotivated in learning English as foreign language.

Classmate's interruption also made students demotivated in learning English. The statement was stated by the second participant, "My classmate interrupted me when I tried to paid attention to the lecturer's explanation, furthermore I did not comprehend the materials that explained by the lecturer" (P2.8). The second participant's statement was indicated that classmate interruption such as talk to the other students, noisy, and many other things that were caused by the classmate's behavior that could disturb another student in the process of learning was the factors of student's demotivation in learning English.

According to those statements, the researcher concludes that classmate's behavior made another student demotivated in learning English as a foreign language. Moreover, classmate's behavior that could leads students into demotivated was related to the classmate attitude in the process of learning such as laughing at low students. Beside that, lack of English speaking practice in daily life and the classmate's interruption during the class meeting also made students demotivated in learning English as a foreign language.

Based on those participants' statement, classmate behavior was the source of demotivation. It was a crucial factor because classmate behavior could influenced another students into demotivated. For instance, the classmate behavior toward low students that they were always laughed at them because of their poor

English skills. This factor was discussed by Cavani and Brick (1997) as cited in Bartram (2010) identified “peer-group pressure as one of the key reasons for pupil demotivation” (p. 69). Based on the Cavani and Brick (1997) study, classmate pressure was the source of demotivation because it could decrease the student’s confidence to express their opinion in learning process.

In addition, uncooperative classmate caused demotivation in learning English because when the students got an assignment, it was very important to have cooperative classmate for doing it. The researcher found that uncooperative classmate as a source of demotivation in learning English. Beside that, classmate interruption also made students demotivated in learning. For instance, there was a student talk to their classmate during the process of learning. These situation was disturbed the students concentration for paying attention into lecturer’s explanation.

**Finding 6: Inappropriate class meeting schedule can be a source of demotivation**

Class meeting schedule should be considered in the process of teaching and learning, because it could determine the students’ learning interest. Inappropriate class meeting schedule could make students demotivated. This statement was supported by the participant’s statement which gathered in the process of interview. The second participant stated that, “We could not concentrate in afternoon class meeting because we are sleepy” (P2.6).

Based on the second participant’s statement, we can state that inappropriate class meeting schedule caused of student’s demotivation in learning

English, because they could not concentrate in learning at afternoon class meeting. Therefore, this factor was found by the researcher as one of many sources of demotivating factors in learning English as a foreign language. Therefore, it was very important to consider about appropriate class meeting schedule because it could influenced the student's motivation in learning English. The researcher found that in the process of interview, the third participant mentioned that she could not concentrate in afternoon class meeting because she felt sleepy. That third participant's respond indicated that afternoon class meeting was not appropriate time for learning because some of the students felt sleepy. Scheduling of classes, dissatisfaction of classroom and teacher change were the sources of demotivation which were related to the school environment (Muhonen, 2004). Moreover, class meeting schedule was a significant thing to consider because it made students demotivated in learning English as a foreign language.

#### **Finding 7: Learning environment could be the sources of demotivation**

Learning environment could be the crucial factors which made students demotivated in learning English, because all of students interacted with other people during learning process, so it was possible for someone who demotivated in learning English could influenced other students. Moreover, learning environment was important factor to consider. The statement which discussed about learning environment conveyed by the fifth participant, "Monotonous and bored learning environment could make me feel demotivated in learning, because it just focused on the curriculum that applied" (P5.6).

Based on the fifth participant, monotonous and boring learning environment was a frequently problem that occurred in teaching and learning process. This problem affected the students learning interest and could lead them into demotivated in learning English as foreign language. For instance, during the class meeting process the teacher's instruction and monotonous speaking voice made student feel bored. Therefore, learning environment could be the significant factor which made students demotivated in learning English because all of students interacted with other people during learning process. According to Intharaksa and Choosri (2011) social and contextual influences on individual motivation was admitted by several studies in the foreign and second language field. The researcher found that, the participant could not practice their English speaking because their entire classmate used English in the classroom while outside of the classroom they used Indonesian language or their first language.