

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter contains the final discussion of the research. It consists of two part of discussion, namely; conclusion and recommendation. After presenting the data findings in chapter four, the researcher intends to make the conclusion from the research results. Afterward, the researcher continued to presents some recommendations that related to the students demotivating factors in learning English as a foreign language.

#### **Conclusion**

To begin with, inadequate university facilities made students demotivated in learning English. Based on the data finding, inadequate university facilities that related to the internet speed connectivity, unavailable library, uncomfortable classroom, and teaching and learning media such as projector were the sources of demotivation. Moreover, those demotivating factors experienced by the student of English education department in learning English as s foreign language during teaching and learning process.

The second factor was textbook that used as a reference in learning process. Demotivation factor which caused by textbook including out of date version, thick, expensive and there were a lot of unfamiliar vocabularies. Some participants stated that thick textbook could made them bored to learn, then it could leads them into demotivated in learning. Moreover, uninteresting textbook which has lot of unfamiliar vocabularies could be the sources of students

demotivating factor in learning English. The next demotivation factor was lecturer. This factor was divided into three features including lecturer personality, teaching method, and integrity. Demotivation caused by the lecturer's personality related to the strictness and lecturer who ignored the students during class meeting process. Moreover, monotonous teaching method that used by the lecturer in learning made student bored in attending the class and the last features of lecturer's personality was the lecturer's integrity. Lecturer's integrity related to non-transparent assessment and did not present at the proper of class meeting schedule was the sources of demotivation in learning English.

A strict classroom rules also could leads students into demotivated student in learning process. The classroom rule related to the prohibition of coming late and using gadget during learning process. Those two rules were interrupted the student's concentration during class meeting process. The next demotivation factor was classmate's behavior. The participant stated that classmate behavior toward low learner that they were always laughed at them because of their poor English skill. Moreover, uncooperative classmate and interruption during learning process made students demotivated in learning English as a foreign language. Inappropriate class meeting schedule was also the source of students demotivating factor in learning English. This factor was stated by the participant that they did not concentrate at afternoon class meeting. The last factor was learning environment related to monotonous and bored learning environment were the source of demotivation.

## **Implication**

Based on the conclusion, it can be implied that the university administration should be more critical in coping the demotivation, especially in learning English as a foreign language because it can leads students into unsuccessful mastery of English. All of the lecturers and administration staff should pay attention to the factors that were demotivated students in learning English. Moreover, the lecturer should be careful and also focus on helping students in avoiding the demotivation factors.

## **Recommendation**

The researcher found that there are seven findings of the research. Those seven findings were the demotivating factors that students experienced in learning English as a foreign language. Therefore, based on the research findings that have discussed in chapter four, the researcher recommends for the students, lecturers, the further researcher and university administrator.

**Students.** The researcher recommends for the students that they should use English in daily life communication to help them master English. Cooperative classmate was a significant thing to paid attention during learning process. Therefore, the students should cooperate with the other students for doing the assessments and assignments that given by the lecturer. In addition, the students also have to watch their behavior during the learning process because it was a crucial factor that could make students demotivated especially when the students laughed toward low students. On the other hand, the student should keep their

motivation in learning English and also adapted to the rules that applied in the classroom such as prohibition for coming late.

**Lecturers.** Based on the research findings that were discussed in chapter four, the researcher recommend the lecturers to pay more attention to the teaching methods that they used in teaching and learning process. Moreover, lecturer's strictness and ignorance students were also the sources of demotivation, and then it was very important for the lecturers to keep paying more attention to the students. The lecturers were also have to give the students score transparently to avoid the demotivation that is caused by the disappointment toward bad scores that were given by lecturers. On the other hand, the lecturers could help the students cope their demotivation by knowing the demotivating factors that discuss in this research.

**University administrator.** Based on the research findings, the researcher recommends university administrator to help students in improving their motivation. The university administrator should help students by providing complete facilities for learning process such as updated textbook that were available in the library. The university administrator also pays attention toward the classroom condition because it made some of the students demotivated in learning English as a foreign language.

**Future researcher.** The researcher recommends that the next researcher should do the further research that is related to demotivation. In order to enrich the existing research data, the future researcher could explore more detail about

demotivation by using case study or quantitative research. Moreover, this research was only focused on the external factors that could demotivate students in learning English. Therefore, the next researcher could discuss about internal factors of demotivation.