

Chapter Five

Conclusions

This research was designed in descriptive qualitative research. The purpose of this research is to find out the kinds of students' demotivating factors in English classroom's reading activity among English Language Education Department students and also to find out what are the strategies did students used cope with their demotivating factors in English reading activities at English Language Education Department. To analyze the data, the researcher checked the interview transcribes and coded it.

Based on the result of the finding and discussion in this research, it can be concluded that there are seven factors that make students demotivated in reading. Those factors are students find new and difficult words, students have difficulties in grammar, there is no test after reading activities, the class is set in unsupportive environment, students are given too many pages in limited time, and students are too tired. Students who have these problems during reading activity can make them loose their motivation.

In addition, the researcher also found strategies that students used to cope with their demotivating factors. Participants mentioned some of strategies they used to cope with their demotivating factors in English reading activity such as guessing the meaning of new words, finding the difficult word in dictionary, learning grammar by breaking sentences, listening to music, improving the reading habit, finding a good spot to read, managing the time, and taking a break for a while.

Recommendations.

Based on the conclusion, the researcher intended to dedicate several recommendations for the lecturers, students, institution and for the other researcher.

Lecturers. This research was expected to give contribution for lecturers so that they could apply various kinds of learning technique to improve students motivation. It can be done by taking a deep reflection from student problem and taking action based on the strategies they used to cope with their demotivating factors.

Students. Since the kinds of reading strategies are valuable to cope with students' demotivating factors in reading, students were expected to improve their performance in reading activities by reflecting from the results of this research.

Institution. This research were expected to give the institution information about the students problem in reading. Therefore, the institution can provide better curriculum to increase students motivation in reading activities.

Other Researchers. The result of this research can be used to carry out another research. The researcher expected to encourage other researcher to analyze, evaluate, reconstruct, revise, or modify this research and write further research for the strategies to improve students' motivation from other students who already have high level of motivation in reading.