

Chapter Four

Findings and Discussion

This chapter attempts to reveal the findings related to the students' demotivating factors in learning English in a vocational high school in Yogyakarta. There are four findings related to the students' demotivating factors in learning English in vocational high school in Yogyakarta. The researcher also provided theories related to the findings.

Students' Demotivating Factors in Learning English in a Vocational High School in Yogyakarta

Based on the data obtained from three participants who were involved in this research, there were four main findings related to the research question which is about students' demotivating factors in learning English. Those were teachers' method in teaching, students' classmates, classroom environment, teaching material, and teachers' attitude. Here, the researcher found new problem, which were not stated in the literature review, so the researcher related it to new findings. The explanations are discussed as follows:

Finding 1: Teachers' method of teaching. Based on the data collection, all participants in this research said that teaching method become one of the demotivating factors in learning English in classroom. Ushioda (1998), stated that when learners were asked what they thought would demotivate their learning, teaching methods, and learning tasks were found become demotivational factors. All of the participants argued that the way teacher teaches influenced their motivation in learning. In this study Sajjadia (P1.06) stated that the way teacher teach the students is not interesting (interview expert). Another idea was also conveyed by Luthfi (P2.01) who said, "The teacher teaches the students too monotonous". He also added (P2.02) that the teacher in English course can not make him and his friends

interest with the course. From the statement above we know that the students' needs suitable method for English course.

The participants' statements above were in line with Afzal and Murphy (2004) who said that motivation of the students towards the process of learning can be improved when the teacher uses the suitable teaching strategies for students. In addition, teachers play very important role to increase students' motivation, but in the same time teachers also can decrease students' motivation in learning English. It is also in line with Hirvonen (2010) who revealed that ineffective teaching materials and teaching methods demotivate students.

To sum up, teachers' methodology becomes one of the important factors in students' demotivation cases. It is because teacher sets all class activities. Every action done by the teacher, can influence child behavior either directly or indirectly. Therefore, teacher plays important role to either make students motivated or demotivated in learning English. Another problem is learner become confused with the different teaching style applied by different teacher. Moreover, teaching method used by teachers influences the students in learning English. The students' can feel motivated or demotivated because of teachers' teaching style.

Finding 2: Students' lack of self-confidence. One out of three participants argued that lack of self-confidence became students' demotivating factor in learning English in the classroom. Based on their interview result, they admitted that their friends in English course could demotivate them in learning English, because their friends are one of important part for students in teaching and learning process in the class. According to Chambers (1993), lack of belief in students' capabilities, laziness and unwilling to learn are the main characteristics of the demotivated students in Britain.

Afraid of making any mistake, unconfident because of friends, and feeling inferior cause students feel demotivated in learning English. Sahira (P1.05) stated that inferior make

student lack of confidence to talk in front of their friends. Sahira (P1.02) also added that he felt inferior because of some of her friends they have a good memorization in English unlike her.

The finding is related to the theory from Falout (2009) who argued that lowered self-confidence and a tendency for self-denigration during learning struggles could lower motivation and related low proficiency in the long-term. Besides that, according to Chamber (1999), lack of belief in own capacities becomes students' demotivating factor in learning English. Kikuchi (2011) also confirmed that lack of confidence and interest are influential sources of demotivation among high school students. Although lack of self-confidence is an internal problem, students can be motivated by providing a more conducive environment which is stress-free in which they can be encouraged to practice the English language regardless the fear of making mistakes.

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

Finding 3: Classroom environment. Two out of three participants argued that classroom environment became students' demotivating factor in learning English. Based on their interview result, they admitted that classroom environment could demotivate them in learning English, because classroom is one of crucial place for student in teaching and learning process. If the classroom are crowded and not supported for study, it can make students demotivated in learning inside the classroom. Sajjadia (P3.04) said that in the

environment in English course is not support to go forward, often noisy and did not pay attention to the teacher.

Hirvonen (2010) also confirmed that classroom environment as a source of demotivation among students. Besides that, peers can be the one who motivate and also could make other students demotivated in learning process. For this case, Luthfi (P2.05) said that the classroom in English course are crowded and not supported for study because my class meet like to play and make they own conversation in the class.

The finding was in line with Chambers (1993) who stated that English language is a skill subject in which L2 learners are required to perform various drill and activities to attain proficiency, so over-crowded classrooms do not provide students equal opportunities to get teachers' proper feedback, and they become demotivated to sustain their interest in English language learning.

In conclusion, classroom environment becomes one of demotivating factors at the school. Moreover, grouping based on proficiency levels, classmates, and overcrowded classroom make students feel demotivated.

Finding 4: Teaching materials. From three participants, all of them argued that course contents and teaching materials were also attributed to the cause of demotivating factors for students. Sahira (P1.01) stated that she do not like to read and memorize, reading and memorizing make her demotivated in learning. It is because not all students have the same perception about reading and memorizing. It was expressed by two participants who got involved in this research. In addition, the content of the course can influence students' enthusiastic in learning. If students love the course content and teaching material, they will be happy to join the course, and it can motivate them. Furthermore, Luthfi (P2.03) asserted that he was not interested in the English course, because the teacher only used book in every

meeting. This statement was also in line with Sajjadia who argued that course content and teacher materials sometimes made her demotivated. In addition Kikuchi (2009) also stated that too many textbooks and supplementary readings, uninteresting topics, and outdated and irrelevant teaching materials, boring lectures and lessons, lengthy English lesson become sources of students demotivating factors.

In conclusion, based on the data gathered from the participants, course content and teaching materials in learning English is very important. A good course content and teaching material can motivate student. In the same time worn out course content and teaching materials can cause students' demotivating factors. Richards and Renandya (2002) stated that well-designed teaching materials do not only address the needs of L2 learners, but they also keep students motivated to ameliorate their interest in L2 learning.

Finding 5: The Teachers' attitude. Based on the data collection, two out of three participants in this research said teachers' attitude become one of the demotivating factors in learning English. Sahira (P1.07) revealed, "The English teacher teaches the students are, too kind, and less of attention" Students needs a teacher who can handle the class wisely. Too kind teacher can make students do not respect to the teacher itself. Luthfi (P2.04) also added that the class in English course was not supported because the teacher less of attention. According to Hirvonen (2010) who asserted that teachers could become one of students' demotivating factors in learning English. Teacher who does less of attention to the students in the class can demotivate students in learning English.

Based on the data obtained from the participant, teacher becomes one of the important factors in students' demotivation cases. It is because teacher sets all class activities. Every action done by the teachers' can influence students' behavior either directly or indirectly. In addition, teacher plays important role to either make students motivated or demotivated in

learning English. Besides that, the factors such as teachers' attitude to the students can more demotivating for learners. Another problem is learner become confused with the different teachers' behavior applied by different teacher.

Finding 6: Unsupportive peers. One out of three participants argued that peers became students' demotivating factor in learning English in the classroom. Based on their interview result, they admitted that their friends in English course could demotivate them in learning English, because their friends are one of important part for students in teaching and learning process in the class".

Afraid of making any mistake, unconfident because of friends and feeling inferior cause students feel demotivated in learning English. Sajjadia (P3.01) also said that because of friends saying "ih too much style in English words" it make her demotivated in learning English in the classroom.

In conclusion, student's demotivation on student's skill because of their freinds related to learners' psychology in learning. Moreover, learner's psychology plays an important role to build students motivation to achieve their target language, because once they are demotivated, more over if a close friends' do not support he or she.