

Demotivating Factors of Non-English Student in Learning English

A Skripsi

Submitted to the Language Education Faculty

In a Partial Fulfillment of the requirements

For the Degree

Sarjana Pendidikan



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2018

Approval Sheet

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Statement of Authenticity

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Certify that the *skripsi* entitled “Demotivating Factors of Non-English Student in Learning English” is definitely the result of my own work. I am completely responsible for the content of this *skripsi*. Others’ opinions and results included in this *skripsi* are quoted in accordance with ethical standards.

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Abstract

This study aimed to investigate the demotivating factors of non-English department student in learning English. This study focused on the external factors of the students' demotivation in learning English. Some major of the non-English department had an interesting phenomenon such as their lack of motivation. To achieve the research purposes, the interview was done to four students from Agribusiness, Agro-technology, Accounting, and Mechanical Engineering major of one of a private university in Yogyakarta. These departments have provisions that require students to learn English. The collected data was obtained from the interviews through qualitative research method in descriptive qualitative design. The result of this study showed that the demotivating factors of non-English students in learning English came from the teacher's pedagogy and teacher's personality.

Keywords: motivation, demotivation, demotivating factors, and non-English department.

Chapter One

Introduction

This chapter explains the background of the study which elaborates why this study needs to be conducted.

Background of the Study

Based on a preliminary interview with the non-English department students at a private university in Yogyakarta, some students assumed that English course is not quite important for them. Besides, they assumed that the course is only as an additional course. They thought that learning English is not urgently needed. However, even though they came to the meetings, they did not pay attention, and they only focused on their gadget, listened to music using earbuds, and had a chitchat with their friends. One of the students said that it caused by a boring teacher. Meanwhile, the students still keep doing those things even though they know passing an English course is one of the requirements to graduate. In fact, seeing English now became a world language which means that people have to learn English for communications widely. In addition, it is important for the students to improve their ability in English in order to make them easier in understanding the English itself and get a job in the future. Thus, learning English is important for them as professional students.

Literature Review

This chapter elaborates the literature review from some sources such as previous researches and journals.

Demotivation in Learning Second Language

The opposite of motivation is demotivation. The demotivated learner is someone who has lost their motivation (Sahragard & Ansaripour, 2014). In addition, Kaivanpanah and Ghasemi (2011) asserted that demotivation has a negative effect on foreign language learning in the process and the outcome, and it influences the students' attitude and students' behavior.

Demotivation Factors in Learning English

Teaching misbehavior becomes a factor of demotivation. According to Zhang (2009), teaching misbehavior has been noted as demotivation factor across the American, Chinese, German, and Japanese cultures. Kikuchi (2013) maintained that teaching misbehavior means that the teacher has wrong behavior in a way of teaching, and it becomes a habit which is done repeatedly. Besides that, in several teaching methods, the students have the motivation, but the error of determining the method might be problematic in following lessons, and they tend to feel difficult to absorb the lesson (Brown, 2000). Dornyei (2001) conveyed that one of the factors making the students demotivated is the teacher's method.

Methodology

This research aimed to explore deeply about the information in the demotivating factors so that the researcher used a qualitative research method. The research design under the qualitative research method adopted by the researcher in this study was descriptive qualitative design. Besides that, for the specific place, the

researcher chose four majors namely Agribusiness, Agro-technology, Accounting, and Mechanical engineering. The researcher did an interview to collect the data.

Finding and Discussion

The result of this study showed the factors of demotivation is about teacher's inadequate competence and performance which explain the teacher who cannot engage the students in the learning process and in uninteresting teaching method.

Conclusion.

Demotivation is one of the negative motivation sides. Besides, it has a negative impact on the students in the learning process. So that, the factors which make the students feel demotivated is related to the teacher's inadequate competence and performance which explain the teacher who cannot engage the students in the learning process and in uninteresting teaching method.

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