

CHAPTER IV

RESEARCH RESULT

A. Findings and Discussion

1. The demotivating factors in learning English students at X TO-2 in SMK Negeri 2 Kandangan Academic Year 2016/2017

Demotivation or the “darker side” of motivation has been almost completely ignored in research on L2 motivation. Demotivation is an area of research that ought to receive more attention, considering that it has direct educational implications. In other words, in addition to knowing what motivates a learner, being aware of the hazards that undermine motivation is essential both for teachers and for learners. Therefore, this study sets out to explore this ignored area of L2 motivation, demotivation.

(Muhonen, 2004) said that the notion of demotivation is relatively new and has not been fully adopted yet in the field of L2 research. However, Dörnyei (2001) has attempted to provide a definition for it. Accordingly, demotivation “concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (Dörnyei 2001:143). Thus, demotivation could be regarded as the negative counterpart of motivation. Similarly, demotives could be regarded as the negative

counterparts of motives. Furthermore, a demotivated learner is someone who has lost his or her interest for some reason. The loss of interest can derive from various sources of demotivation. For instance, a teacher who cannot control the class or a boring textbook can act as a demotive for a learner.

To know what the demotivating factors in learning English process students at X TO-2, how the demotivating affect the students in learning English and also why it can give impact on students in learning English. The writer used method of participant observation, unstructured interview, and documentation . The writer observed several kinds of the demotivating factors from the students in learning English, the writer wrote the process in teaching English by using field note and record in a document so that the data in complete, in other words the writer knew all about learning and teaching process from the beginning until the end of the process.

The researcher beginning the research on February 21st until May 27th 2017, total meeting in English class is 7 times. This is caused by several times in Tuesday is holiday, there are USBN (*Ujian Sekolah Berstandar Nasional*) day on March 21st, Day of Silence on March 28th, UNBK (*Ujian Nasional Berstandar Komputer*) day on April 4th, Announcement of exam results on May 2nd, and on May 16th the students were repatriated early after making preparation for the final test next day. Due to the fact that there are some materials does not have to be taught in that class.

First meeting the research come to the class with the teacher, the researcher took a sit behind of the class and look round to the class, the condition of the class quiet dirty as well as the lack of lighting and a little heat, there are just one electric fan that cannot work as well. In this class just several students have the English textbook and it makes the teacher ask to his students to borrow the book from the library it is quite consuming the time of learning for take the book and share it to some students in the class. Firstly, the teacher ask to his students who has study English at home before and no one of them said yes, the reasons mostly because they does not have the English textbook and teacher suggested to his students that they also can read their note-book, told to his students that learning about the form of tenses at least five minutes in every day more effectively to the students to understand and pass the exam with a good score than learning the English one hour a day before the exam held. After that the teacher doing a role calls.

Secondly, after give his students motivation, the teacher ask the students to open the book page 128 and tell them what they will learn, the material is about The Battle of Surabaya, the teacher focus on the vocabulary that will use to complete the sentences, the teacher say the words loudly and give the explanation of the words in Bahasa and by his body language, and also give them the synonyms of the words too. Then, the teachers ask to his students to answer the question from the textbook, they could use dictionary, e-dictionary and also using the google translate, in fact not all the students

doing the task, some of them just cheat to their friend and doing something with their phone when the teacher did not see to them. After that, the teacher check the answer together, the teacher also ask one student to right down the answer on the whiteboard then read it loudly. In the end of the meeting the teachers ask to the students to make one sentence by using one of the vocabularies that they have learn before, the students will certainly execute the task because the teacher will give his sign in their book. The last, the teacher ask to his students to pray together.

Second Meeting the researcher came to the class with the teacher and take a sit like the day before, make a field not and take a record. The teachers ask to the students who has study English last night, and no one said that they have learned it last night. The teachers told his students again that they do not have to learn it too much, just learn it in 5 minutes a day. Then, the teacher ask them to open the book page 134, the material is about B.J. HABIBIE, before they learn about that material teacher asked to his students about “to be”, but just a few of them can answer it correctly, most of them looks confused about “to be” the expression of them tell what are they? Have I learned it before? Due to the fact that the teacher decided to study over again the lesson about “to be”, so in this meeting they learn about “to be” almost all the day, most of them looks like never learn about it and still do not understand about “to be”. The teacher teach them all again until they are understand by using some example and explaining it in Bahasa. In the end of

the meeting the teachers ask to his students to write a sentences in B.J.HABIBIE story that including “to be” in it.

Third meeting the researcher came to the class with the teacher, actually this day is time to middle test but the teacher canceled it because he think that his students not ready yet for the exam, the material taught in this day is about “Degrees of Comparison” the teacher write down all of the type, giving examples and meaning of each types in English and translate it into Bahasa to make students easier to understand and ask them to write it in their note-book. Then, he makes a question for each type and asked his students to guessing the answer and asked their reason.

After that, the teachers make an exercise for students as the last task. It meant they need the teacher sign in their task book, because of that no one missed the task.

Fourth Meeting, the researcher and the teacher came into the class, the researcher take a sit as usual, make a note field an take some picture because of this day the students having a middle test, the researcher does not take a record to make the students feel more comfortable in answered the test. Five minutes before the test begun, the teachers give his students time to read their book in 5 minutes. Then, the teachers prepared the question sheet and give it to them, though the teacher has told his student not to cheat in fact the students still do it, and some of them open their note book. When the time is over, all of them collected the answer to the teachers. Some of them found the

difficulties in answering the question about passive voice. In the next four week later, the researcher ask to the teacher about the students score in middle test, there are just few students can get a good score(>60) although, they have been doing cheating all over the time for getting the high score, in fact many of them getting bad score (<60).

Fifth meeting, the researcher and the teacher came into the class and take a sit as usual. In this meeting the teacher ask to his students again who is study English last night, and the answer still same that no one study English last night, although their answer is always the same, but the teachers never stop asking them to read at least 5 minutes for each day and try to increase their motivation and give explanation that English is an important thing to learn, because English is one of the lessons will be tested in USBN and UNBK. The next activity is learning about adverb clause by the story “Cut Nyak Dhien” the students taught about adverbial clauses and adverbial phrases by the teacher explanation, in addition the teachers also explaining what is the story about by translating it in Bahasa to make his students easier to understand the form of adverb clause by knowing the meaning of the story. Some of them feel bored it may because of the material too hard to understand for them, how to differentiate form of adverbial clause and adverbial phrase especially to make a sentences using that form. The teacher try as best as he can to make sure his students understand the form of it and also explaining the story enthusiastic to gain theirs respect of the patriot

especially for the region patriot, the aim of that to make his students more appreciative of the opportunity to learn by knowing the storm and stress of the patriot to get a freedom for this country. In the end of the meeting, the teacher asked to his students to study hard because of their score in middle test very unexpectedly.

Sixth meeting, the teachers came into the class with the researcher and take a sit as usual, and then the researcher made a note field and record teaching and learning process. In this day, the teacher distributed the results of the middle test, for the students who get the bad score (<60) required to undertaken inspection remedial the wrong answer and for the students who does not have middle test before will take the test in this day with different questions before, and for students who get good score (>60) learn about “Cut Nyak Dhien” page 144 focusing on matching the words, they may to use dictionary, e-dictionary and also google translate for knowing the meaning of English words so they can match that words. For the remedial students they may to open their note book for correct the wrong answer, when they are finish they collected it to the teacher and continued to learn the same material with the other students, after that teacher asked his students to answer the matching words loudly and check it together. In the end of the study the teachers remaining his students again to study hard because the final test will be going on few weeks.

Seventh meeting, teacher and the researcher came into the class and take a sit as usual. In this meeting the teacher asked to his students again there is anyone study English last night, and the answer is always same there is no one study English last night. Because of the final test will be held in two weeks, the teacher ask them to list all of the material they have learn from the first semester until now. The teacher write down it all on the white board and ask to his students which one they still do not understand, then the teacher repeating the material that is still not understood by the students, the materials are about passive voice, if clause, “to be”, and also give brief explanation the others material they have learn to make sure that they are still remember them all.

After that, teacher give the new lesson about article, firstly he write down the kinds of the article and give explanation for each kind in Bahasa to make students easier to understand the use of each kind.

After that, teacher asked to his students to make a word by using all the kind of the article. Some of them felt difficult to make a word by using “an” and “the” because they lack of vocabulary, they are able to think of many things in Bahasa but not in English, that is why they feel difficult to make it in English. In the end of the study teacher told to his students that he will give them a test before the final test in the next meeting to know the students ability, the teacher also told that the test will be held in two times, students with the odd number will take the test first then students with the even-

numbered will take the test after thirteen minutes. He asked the students to prepare for the test.

Eighth meeting, teacher and the researcher came into the class and take a sit as usual. After that, teacher gives the instruction for the students with even-numbered out of the class and for the others students will be doing the test in the class in thirteen minutes. When the first group doing the test in thirteen minutes they ask to out of the class and the others students came to the class and take the test in thirteen minutes with the same questions. Some of the students failed in answering the question about passive voice and make conversation about congratulation, implementing and intension expression. In the end of study, teacher asked them to study hard especially for the material they still do not understand, because the form of questions in final test will be in essay like the test they have took before.

Ninth meeting, the meeting is on May 19th and there is final test for English subject for all of the class with the same questions in the same day, the researcher ask for permission to take some photos to the teacher when the students do the examination. The final test starts from 08.00 a.m. until 09.40 a.m. All of the question is in essay form and consist of 10 questions.

Five several demotivating factors in learning English by Dornyei has found through this research, (1) teacher (2) courses (3) attitude towards L2 community (4) attitude towards L2 itself and (5) attitude of group members and family.

In the classroom where the researcher studied the students have been taught by two different teachers at semester 1 and 2, both teachers have different influences for the students, based on the writer observation the students more active and enthusiastic when they are taught by the teacher in the second semester. It causes by several factors, there are teacher who teach in the second semester teach them more attractive and joyful, giving explanation by his body language and some example of the materials especially for the vocabularies (*key words*) of each theme. The teacher also ask to his students about their feelings of the subject, what their difficulties in learning English when his students look tired to take a break in few minutes. Different set of the teacher who teach them in the first semester, in the teaching and learning process teacher just tell what are the material what they will learn in that day and explain it by sitting on the chair mostly in Bahasa, and then make some examples before giving tasks to the students. In the post activity the teacher ask them to correct the answers together by write it on the white board. There is no more effort of the teacher to make class condition joyful and meaningful learning.

Students reaction to the courses is most of them looks difficult to understand because of the material that not appropriate with their need as the technical automotive students. And also a lot of materials of the book are not interested for them, and it is consist of the unfamiliar vocabularies in their life.

These conditions make students like to doing something like drawing, chatting, gaming and even sleeping in the class.

Students perception the important of English language itself are regrettable, it's apparent of their answer is the English is important or not, all of them said it is important but no one of them have reasons or opinion why it is important or what are the important thing of English. That causes they have not known they benefit of mastering the English language in their future.

The students also shows that classmates and also family influence for them in studying English, for the students who has a friend that bad in English they will affected to do same thing, like try chatting with others, doing something that not related to the learning even out of the class for several times. If their friend do not understand with the lesson they would not try to understand the lesson to, it looks if he does not understand with the lesson there is another one, it means he is not the only one that don not understand the lesson and that does not matter. Then, for the family background of the students which is mostly status of them is lower-middle class. Their family never demanded them to get a good score in English subject, because English is not important thing for their life.

The other factor is the condition of the class, condition of the class which are being researched is quite dirty that may give any discomfort while studying in there, and also there are so many countless unused things in the class those condition can increasing uncomfortable for learning as well as the

less of lighting and a pretty stuffy air conditions. For the students that learned the English subject in the afternoon looks very restless because of the overheating that causes them out of focus with the lessons.

Based on the observation and interview with the teacher who taught in the first semester and second semester, the researcher found another demotivating factors that discourage students in learning English, such as the teacher perception of students background (e.g., academic and economic status) because of the teacher opinion that their student do not think English is an important subject, makes he/she feel the same that give impact on their teaching, the teacher just teach them without any effort by her/his method in teaching to make their students change their perception, the teacher just told them that English is important, but do not take any action to it.