

CHAPTER V

CLOSURE

A. Conclusion

Based on the research result at the second year of SMK Negeri 2 Kandangan, students class X TO-2 academic year 2016/2017 about demotivating factors in learning English in that class with total 31 students, it can found the conclusion there are several factors that can demotivate students in learning English. Firstly, the influence of the teacher in giving explanation the material to make their students think learning English is important for them and also make them interested in learning English.

The teachers said that to change the thinking of students that English is important must be need an effort which is not easy. Because of these concerns affect the thinking of someone who's been ingrained since they are young, understanding that they get because of self-background students who mostly come from the lower middle class. Most of them got into the school with expectations, after got the basic skill of their major, will be giving them enough reason to get to works.

English subject will not be beneficial to their life because most of the students choose to work right away after graduating. It makes the English language they have learn before would not be used and does not give a good

influence for them. In contrast to those who have the desire to continue their education in the higher level or to work in a large company that considered the ability of the English speaking skill to their' employees.

The teacher tries to offer the new comprehension like that to their students. By hoping the students start interested in learning English. Because the English language could provide a positive impact for them in the future, if only they are willing to accept the new understanding of the matter. To make his students interested in learning English teacher always try to make class feel more enjoyable, friendly and attractive for the students. Explaining the material in different ways despite not using any media, the teacher always tried to engage all of their students in the teaching and learning process.

Teachers' strategy in teaching also invaluable aid to gain students motivation in learning, for teacher who teach in the same ways for each meeting will make students bored and also can lost their interesting in English language itself. Based on the findings, it is safe to say that the teacher has a strong influence on a student's motivation in learning English, this is evidenced by the result of (e.g. Taylor 1962, Pidgeon 1970, Nash 1976) cited Muhonen (2004, p.73). For instance, the teacher also a source of demotivation, in fact Aplin's (1991) cited in Muhonen (2004, p.73) study on why pupils cease to study foreign languages revealed that dislike of the teacher was one of the reasons. Furthermore, the fact that a teacher's expectations also have an effect on a pupil's motivation and confidence (see e.g. Pidgeon 1970).

Secondly is the material and the book they used, it's too hard to understand and not appropriate with their level, and teacher also said that the book is not appropriate with the students' needs as the vocational students, it makes they could not applied the material in daily life to make them be familiar speaks in English language. They need the material that is appropriate with their vocational due to the English they were learned can be applied in daily life.

Thirdly is the condition of class that can give a big influence in motivate students in learning English, all of the students need a good condition and comfort zone in learning so they can more focus to the material without any distraction because of the bad class condition.

Fourthly is because of their background and the neighborhood that less understanding what is the function of English for their lives, and also the benefit of mastering English language can support their careers in the future.

The last and most important of demotivating factor in learning English is the students itself, its' depend to their perception of the English language. It is important to learn English for them or not, their hope to get a good score in English subject, and what are the advantages if they can getting of best of English language for their future.

The earlier studies applies to the demotivating effect of learning material, considering the important role books play in learning and school environment because it is obvious that suitable conditions enhance learning. It is understandable that it is easier to blame these external factors for reduced

motivation and hence the relatively large number of students attributing demotivation to them-selves was affected. This indicates that the motivation of themselves strongly influences them in the youth. In other words, the students who feel English a difficult subject and think is not the important subject to learn will make them demotivation. Frankly, these comments point to amotivation, meaning that it is possible that these students has lost their motivation altogether. In fact, all this points to amotivation rather than demotivation, meaning that instead of experiencing a temporary decline in motivation, several students might have lost their motivation in learning English. This, however, is mere speculation and there should be more evidence in order to confirm this conclusion.

B. Suggestion

Based on the finding of the demotivating factors in learning English of students the researcher suggest to the teacher more enthusiastic and creatively in giving explanation their students by using different activities in teaching and learning process its aim to increase the motivation of students, the teacher also can tell the staff that the class need more facilities to support them in learning, such as LCD, speaker and some ventilator in the class and ask the students to clean the class regularly. Sometimes the teacher can show some videos about the useful of mastering English language for getting a good job for them,

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