

Chapter Four

Finding and Discussion

In this chapter, the researcher reports the findings and the discussions based on the data analysis and the discussions of the findings. This chapter presents the research finding and discussion about two points, students' demotivating factors and students' strategies in learning English at a Private Senior High School in Yogyakarta. Additionally, it provides the data analysis results from the interview transcription based on the interview.

Students' Demotivating Factors in Learning English

Based on the results of the interview, there are some factors of students' demotivating at a Private Senior High School in Yogyakarta. Those factors were difficulties in grammar, limited vocabulary, competing classmates, and unsupportive classmates. For more detailed information, each factor is explained in the following paragraphs.

Finding 1: Difficulties in grammar. One of the reasons which made the students demotivated when learning English in the classroom is the difficulty in grammar. Rachel as the first participant stated that one of her problems as demotivating factor in learning English was grammar. She stated that "The demotivating factor is grammar..." (P1.1). The students had to understand grammar structure and formulas to compose the sentences. She also stated that she did not understand tenses formulas, and she also added that the formula of tenses were difficult to distinguish.

“ Composing sentences are like past tense and past continuous which are difficult to distinguish. Maybe, because there are a lot of formulas, so I am confused. I do not understand all about tenses.” (P1.2).

Laura as the second participant also shared the same opinion as the first participant. She thought that composing the sentence with grammar is difficult and makes her feel demotivated in learning English. It was shown from her statement: “I do not understand the formulas of the sentences like past tense and simple tense to compose the sentences.” (P2.1).

Based on the statement mentioned, the difficulty of students' demotivating factor came from grammar. The students said that grammar could demotivate the students because they had not been able to understand tenses in grammar. Also, those grammar difficulties made the students have difficulty in composing sentences. From the statement mentioned, it became the demotivating factors in learning English in the classroom. Furthermore, Al-Mekhlafi (2011) stated that for the most part within classroom, any mention of grammar causes the students' discomfort moments and sometimes even error. The statement mentioned was in line with Kiwa as cited in Ghadirzadeh (2012) who said that demotivating factors come from the class which focus on the difficult grammar and vocabulary, course contents and pace, monotonous and boring lessons, a focus on final exams, and memorization of the language.

Finding 2: Limited vocabulary. Limited vocabulary was the second finding of students in demotivating factors. Laura as the second participant mentioned her problem. She said that “Because I can not speak English, I do not

know a lot of English vocabulary and the meanings...” (P2.3). Simon as the third participant also shared his opinion. He said that he had the difficulty in finding out the vocabulary. He stated, “Because I only know a little vocabulary, so it is hard. I often do not know the meaning.” (P3.1). On the other hand Rachel as the first participant mentioned her opinion “she feels difficult to distinguish the pronunciation and the spelling”. She stated that “The demotivating factors is grammar. Sometimes, the pronunciation and the spelling are different, so I cannot remember the vocabulary in English.” (P1.1).

Furthermore, the students who did not understand the meaning of the words or vocabulary tend to become demotivated in learning English in the classroom. Many students had limited vocabulary mastery which made them feel confused with the meaning of the new vocabulary found. On the other hand, one of the participants mentioned that she was unable to distinguish spelling and the pronunciation. Sedita (2005) stated that English used in textbooks or printed materials is different from what is used in daily conversation, and it will present the challenge for the students in order to try to make sense of the vocabulary which they read. The statement mentioned was also in line with Kiwa as cited in Ghadirzadeh (2012) who mentioned that demotivating factors come from the class which focuses on difficult grammar and vocabulary, course contents and pace, monotonous and boring lessons, a focus on final exams, and memorization of the language.

Finding 3: Unsupportive classmates. Unsupportive classmates come as the third finding of students demotivating factors. There were two categories of this finding namely competing classmates and bad attitudes of classmates.

Competing classmates. Competin factor came as students' demotivating factor in learning English. Laura as the second participant mentioned her problem which stated that "My friends, my friends like to compete the scores, so I feel embarrassed if I get a bad score. All of my friends focus on getting high scores." (P2.5). Simon as the third partipant also shared his opinion which he also got demotivated. He stated that "Because I always get bad scores, and I rarely get high scores." (P3.3).

Regarding the factor mentioned, the classmates focused on getting high score which came as the sudents' demotivating factor for other students. This factor could come from the classmates who forced themselves and competed to get high scores. Also, it could give bad influence for the students who had not been able to get a high scores. The statement mentioned was in line with Christophel an Gorham as cited in Ghadirzadeh (2012) who asserted disappointingis due to test scores which are responsible for students' demotivating factors.

Bad attitude of classmates. In this finding, participants thought that when the class was set in unsupportive environtment, they would feel demotivated. Rachel as the first participant mentioned his problem as follow:

" When there is a question and answer session conducted by my teacher, sometimes, my teacher chooses me or my friends to answer questions, and

I am afraid in this session. I am afraid to answer questions from my teacher because I am afraid of giving incorrect answers. Besides, if I am wrong to answer the question, sometimes my friends mock me, and the class gets crowded like being bullied.”(P1.5).

Simon as the third participant also mentioned his problem as follow:

“If I do not understand the lesson, sometimes, I ask my friends, and sometimes, they do not tell me that I do not understand even though I do not want to cheat. I just want to ask them about the lesson not to cheat the answers.” (P3.5).

Based on the statement mentioned, attitude of the classmates could demotivate students when learning English in the classroom. Besides, the students felt demotivated when their classmates behaved badly towards them. Kiwa as cited in Ghadirzadeh (2012) mentioned that bad attitude of classmates, compulsory nature of English study, friends’ attitudes, inactive classes are the demotivating factors of students when learning English.

Students’ Strategies Used to Cope with the Demotivating Factors in Learning English in the Classroom

In order to stay motivated, the students also had to come up with strategies to cope with their demotivating factors. Also, it was not easy to get motivated, but there must be a solution to every problem. The researcher found out that participants mentioned some strategies used to cope with the demotivating factors in learning English. The first strategy was learning grammar, and this strategy was used by students to cope with the first problem namely difficulty in grammar. The

second strategy was strategy for vocabulary problem. There were some strategies to cope with vocabulary problems. Those were taking notes of some vocabulary, finding the meaning of vocabulary, memorizing the vocabulary, underlining the meaning of vocabulary, and listening to the English music. From the strategies mentioned, those were used by students to overcome the second problem namely limited vocabulary. The third strategy was joining a private class with tutors, and this strategy was used by students to cope with the third problem namely unsupportive classmates. The last strategy was discussing feelings with classmates which this strategy was used by students to overcome the third problem of demotivating factors in learning English, unsupportive classmates.

Finding 1: Learning grammar. This strategy was one of the solutions used by the students to overcome the first problem about the difficulty in grammar. The first participants stated as follow:

“I try to continually practice how to compose sentences, analyze the sentences, and how do I place past tense and continuous tense regarding the tenses formula. I also take notes the formulas for the tenses in every English book, so I can remember any time.” **(P1.3)**

The second participant also mentioned her strategy. To make easier in composing sentences, she did taking notes the tenses formula. She stated her strategy “For the difficulty of composing sentences, sometimes I took notes the formulas in the book. For example, if the simple present tense is subject plus verb or whatever although I often forget.” **(P2.2)**

In order to cope with students' demotivating factors, there were two ways in learning grammar. Those were learning grammar by composing sentences and learning grammar by taking notes of the formula of tenses. To make easier when composing sentences, they did taking notes of tenses formula in each English books. In addition, Supakorn (2017) pointed out that one of the strategies to improve students ability is through cognitive exercise. The statement mentioned was in line with Griffiths (2014) who stated that cognitive strategies can help students understand and produce a language through practicing, summarizing, reasoning deductively, and analyzing such as practicing, repeating, and taking notes.

Finding 2: Strategies for vocabulary problems. There were some strategies in this finding to cope with vocabulary problems. Those were taking notes of the vocabulary, finding the meaning of the vocabulary, memorizing the vocabulary, underlining the meaning of the vocabulary, and listening to the English music.

Taking notes of vocabulary. Taking note of vocabulary was one of the solutions used by the students to overcome the second problem, limited vocabulary. Rachel as the first participant stated that “ the strategies to avoid from demotivating factors in learning English were listening to songs, repeating the songs until knowing the pronunciation, taking notes the vocabulary, and find out the meaning in the dictionary or the internet. Then, I memorize it.” (P1.4). Laura as the second participants stated as follow:

“Taking notes the vocabulary and finding he meaning are the strategies which I always use to prevnt demotivating factors in learning English. Sometimes, I memorize 10 vocabularies in each meeting. Then, if the vocabulary appears in the next meeting, I already know the meaning of the vocabulary.” (P2.4)

On the other hand, Simon as the third participant stated his opinion which he also said that underlining the meaning of vocabulary in his dictionary. Simon mentioned that “I usually do taking notes on the vocabulary that I just hear and find the meaning at dictionary. Sometimes, I underline the meaning of the vocabulary in the dictionary.” (P3.2).

In addition, all three particiants agreed that to overcome their lack of vocabulary mastery was taking note some vocabularies, and this strategy belonged to cognitive strategies. The statement mentioned was is in line with Griffiths (2014) who stated that cognitive strategies can help the students understand and produce a new language through practicing, summarizing, reasoning deductively, and analyzing (e.g., practicing, repeating, taking notes).

Finding the meaning of vocabulary. This strategy was the solution that the students used to overcome the second problem which was limited vocabulary. Laura as the second participant mentioned that she found the meaning of vocabulary as the strategy used to cope with the vocabulary problems. Laura stated as follow:

“I do taking notes the vocabulary and finding out t he meaning, and I memorize 10 vocabularies in each meeting. Then, if thevocabulary appears in the next meeting, I already know the meaning of the vocabulary.” (P2.4)

The second participant agreed that finding the meaning of vocabulary came up as the strategy used to cope with vocabulary problems. This strategy belongs to compensatory strategy. This statement mentioned was in line with Griffiths (2014) who asserted that compensatory strategies enable the learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, and using circumlocution and synonyms (e.g., language switching, making gestures, and seeking help).

Memorizing the vocabulary. This strategy came up as the solution in demotivating factor in learning English which the students used to overcome the second problem in limited vocabulary. Rachel as the first participant stated that “LI sometimes listen to songs and repeat the songs until I know the pronunciation. Then, I take notes the vocabulary and find out the meaning in the dictionary or the internet so that I memorize it.” (P1.4). Laura as the second participant also stated the same opinion with the first participant. The second participant stated as follow:

“I do taking notes the vocabulary and finding he meaning. Then, I memorize 10 vocabularies in each meeting. That way, if the vocabulary appears in the next meeting, I already know the meaning of the vocabulary.” (P2.4)

In addition, both of the participants agreed that memorizing vocabulary was the strategy used to cope vocabulary problems. This strategy belongs to memory strategy. From the statement mentioned, it was in line with Griffiths (2014) who stated that memory strategies help learners remember, store, and retrieve new information when there is a need for communication. This startegyis

achieved through using words in sentences, connecting words to a mental picture of a word, grouping, and reviewing lessons frequently (e.g., representing sounds in memory, grouping, using physical responses).

Underlining the meaning of vocabulary. This strategy was the solution that students used to overcome the second problem in limited vocabulary. Simon as the third participant stated his opinion that he also underlined the meaning of vocabulary in his dictionary. Simon mentioned that “Taking notes on the vocabulary is used which I just hear and find the meaning at dictionary. Sometimes, I underline the meaning of the vocabulary in the dictionary.” (P3.2).

The third participant agreed that underlying the meaning of vocabulary was the strategy to cope with vocabulary problems. Huang and Eslami (2013) stated that accessing to a dictionary can help students become more autonomous because they are able to find out the right meaning of unfamiliar words in sentences without asking their teachers to explain. Besides, this strategy belongs to compensatory strategy. The statement mentioned was supported by Griffiths (2014) who stated that compensatory strategies enable learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, and using circumlocution and synonyms (e.g., language switching, making gestures, and seeking help).

Listening to the music. This strategy was still related to the second problem namely limited vocabulary. The participants guessed that the solution for the second problem was listening to the music. The first participant stated that “ I get used to listening the song, repeating the song until knowing the vocabulary

spoken, taking notes the vocabulary, and finding out the meaning in the dictionary or the internet. Then, I memorize and practice it in daily conversation with my friends.” (P1.4).

In addition, this strategy could help the students to increase knowledge about some vocabulary. Medina (2000) found out that vocabulary gains the scores which are consistently higher for the groups in which either music or illustrations are used, and the highest for the group in which both are used. This strategy belongs to affective strategy. The statement was in line with Griffiths (2014) who mentioned that affective strategies help students through lowering their anxiety levels, increasing their motivation, and controlling their emotion. (e.g., discussing feeling with others, using music to lower anxiety).

Finding 3: Joining a private class with tutors. This strategy was the solution that students used to overcome the third problems which was about unsupportive classmates. Laura as the second participant stated that “Joining a private class before the examination, I could ask to the tutor about materials that I did not understand.” (P2.6). Simon as the third participant also stated the same opinion with the second participant. He stated that “in joining a private class, I can understand the materials and will not get bad scores.” (P3.4).

On the other hand, to overcome the fourth problem, Simon also stated that with joining a private class can overcome the fourth problem which is attitude of classmates. The third participant mentioned that “Like I mentioned earlier, I join private class. Then, I can ask to the tutor about the lesson that I do not understand.” (P3.6).

Both participants joined English private class outside of their school. Both of them agreed that joining a private class could increase their English scores. This strategy belongs to metacognitive strategy. The statement mentioned was supported by Griffiths (2014) who mentioned that metacognitive strategies can help the students control their own cognition and enable them to maximize learning through monitoring their language use, planning, coordinating the learning process, and looking for opportunities to use the language (e.g., linking new information with old information, self-monitoring, planning, evaluating, and seeking practice opportunities).

Finding 4: Discussing feeling with classmates. This strategy was also used to overcome the fourth problem about unsupportive classmates. The first participant thought that by discussing feeling with her friends in the classroom was the strategy used to overcome the demotivating factors. The first participant stated that “I talk to my friends that I was afraid of being bullied by my classmates when I answered a question from the teacher. Then, my friends will tell classmates, so they will be nice to me again.” (**P1.10**)

Discussing feeling with other friends was important to decrease the anxiety and improve the students’ motivation when learning English in the classroom. Their classmates become big influence in motivating students when learning English. This strategy belongs to affective strategy. From the statement mentioned, it was in line with Griffiths (2014) who argued that affective strategy helps the students to decrease their anxiety levels, increase their motivation, and

control their emotion. (e.g., discussing feeling with others, using music to lower anxiety).