

## **Chapter Five**

### **Conclusion and Recommendation**

This chapter provides two major parts namely the conclusion and recommendation. The first part is a conclusion which includes the summary from this research results. In the second part of this chapter, the researcher provided some recommendations addressed to some parties after conducting this research.

#### **Conclusion**

Demotivation is one of the negative motivation sides. Besides, it has a negative impact on the students in the learning process. For example, the students will fail and they cannot reach their achievement. Furthermore, the researcher found that there were problems faced by non-English department students at a private university of Yogyakarta related to demotivation where the students lost their motivation and lack of interest with English course. Also, the students who ignored the course tended to avoid coming to the meetings, and they did not pay attention to the class. Besides, they only focused on their gadget, listened to music using earbuds, and had a chitchat with their friends. Thus, the study was delimited to the investigation of the demotivation factors of non-English department students in learning English. Besides, it was necessary to investigate the demotivating factors in learning English because it could distract the learning process, and it gave some problems to the students in reaching their achievement in learning English.

In addition, this research had the main objective to find out the demotivating factors of non-English department students in learning English. This objective was discussed on the students' experience in joining the course. The participants in this research were four students from different majors such as Agriculture, Mechanical Engineering, Accountant, and Agro-technology. The participants were from batch 2015. In this research, the participants who had the same experiences about what the external factors made them feel demotivated. The

interesting part of this research was when the researcher took several different majors, purposed to get various data. Apparently, the data results showed that they experienced the same about the reason why they were demotivated in learning English. Based on the data showed in this research, the factors which made the participants demotivated came up from the ineffective teacher. Ineffective teacher's performance, method, personality, and English as a compulsory lesson forced them to take the lesson.

The final result of this research found that there were some external factors which made the students feel demotivated. Besides, some of the students felt uninterested in learning English because they felt bored and lazy in joining English course. The problems occurred from some external factors such as the teacher, the English as a compulsory lesson, and the influence of other members. The factors that made the students felt demotivated because the teacher had an ineffective personality, method, and performance. Besides, the ineffectiveness made the students demotivated. In English as the compulsory lesson, it made the students learn English because they were forced by the program policy. The last finding was about the influence of other members which discussed unconfident and lazy students caused by other students. Therefore, the external factors can cause the students to feel demotivated in learning English. Actually, from the statements mentioned, it was not about the lesson which made the students feel demotivated, but the teacher who led the demotivation occur.

### **Recommendation**

Based on the findings of this research, the researcher proposed some recommendations related to this study. The recommendations are given to the teachers, students, and other researchers.

**For the teachers.** Based on the result of this study, the teacher caused all the participants felt demotivated. Based on the data, the teachers have to be aware of their

behavior in the classroom, especially in teaching. Probably, one way to avoid the demotivation from the teachers is the teachers should be aware of demotivation phenomenon, and they have to deal with it effectively. For example, the teachers must approach their students to know what they feel. Then by knowing what the students' feelings, students need to avoid the demotivation. Although the teachers cannot provide all the student's needs, at least they can increase their effectiveness in teaching during the learning process. By approaching the students, the teachers will know what is wrong with learning or teaching. Besides, the teachers' role is important in the class based on the information in this research, and the students feel demotivated and lack of interested because teacher's teaching style is ineffective. Therefore, the teachers should give clear, creative and innovative materials in order to make the students understand, and the students' interest can increase more effectively.

**For the students.** Based on the results of this study, the students are expected to be interested and comfortable in learning English. After the students know the demotivating factors that make them unmotivated, hopefully, they can avoid it. Besides, it aims to make the students get a good achievement in learning English. In addition, as good students, they must be able to anticipate the demotivated feeling. It is expected that if there is something make the demotivation happen, students must be able to communicate with their teachers so that they can avoid demotivation which will later damage the learning process.

**Other researchers.** This research investigates the demotivating factors of non-English department students. The other researchers can use this research as their review of the study and also adopt the study results for their additional information at the same topic area of the study. Therefore, the researcher also recommends the other researchers to start working on other topics dealing with demotivation factors in learning English. The factors based on the results of this research included the teacher's ineffectiveness in terms of

performance and personality, then the negative influence derived from other students, the last was the requirement from the department that determined students to take English lessons. Therefore other researchers can use the result of this study to be a reference to the problems relating to factors of demotivation.