

Chapter Four

Finding and Discussion

This chapter explains the finding of this research about demotivating factors of non-English department students in learning English. This research reports the finding of demotivating factors in non-English department students in the private university of Yogyakarta on different faculties to obtain the answer of research questions. The participants' names are presented in pseudonym. The first participant from Accounting called Yolán, the second participant from Agro-technology called Ganjar, the third participant from Agribusiness called Pingky, and the fourth participant from Mechanical Engineering called Andre.

Demotivating Factors of Non-English Department Students in Learning English

In this point, the researcher showed the students demotivating factors in joining English course which was explained by the four participants. The findings were found some of the demotivating factors including the ineffective teacher in terms of performance and personality, the negative influence of others member, and the students forced by the policy. The detailed findings are discussed in the following paragraphs briefly.

Teacher's lack of competencies. Based on the data from all the participants mentioned, there was one of the factors caused by the teacher who was not effective in teaching way. Furthermore, ineffective teaching referred to improperly assigned or teaching inappropriate way (Torff & Sessions, 2005). According to Arai (2004) cited in Behzad Ghonsooly (2017) reported that 47 % factors of demotivation were related to the teachers' disagreeable personality and pedagogy. From the findings obtained, it explained an ineffective teacher was divided into two namely teachers' personality and performance. According to Afrough, Rahimi, & Zarafshan, (2014), in their research found that one of the demotivating factors was 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. For a more detailed explanation, each part presented as follows.

Teacher's lack of pedagogy. Based on the participants' experiences in joining the course, the teacher who was always monotonous in teaching and always gave the same activities in discussing one material. That way, the participants felt bored and lazy. Those cases mentioned were related to the teacher's performance in teaching that guided them to ineffectively teaching and learning the process. Also, those matters might be possible to bring the students to be demotivated. Regarding the second participant, he explained that:

In my opinion, having a lack of interaction between the teacher and the students in the practice of learning English is important especially in speaking. However, when there is no activity, the classroom activity might only focus on the material I feel not interested. If the teacher only focuses on material and without any activities, we cannot grow up instead I become lazy (Ganjar, 2018).

The second participant believed that the importance of learning English was about the practice in term of speaking. However, when the teacher only focused on the material without thinking any activity would lead to unengaged students in the learning process, it would make no progress for his ability in learning English.

The third participant also said that "The way the teacher teaches us is boring. We do the same routine and there is no activity" (Pingky p3.3). In addition, according to Pingky, she argued that if the teacher was always monotone in a teaching way, it could distract her learning process because it made her bored Thus, those things mentioned could be distractions for the students in learning process. Furthermore, it would lead them to be demotivated. The fourth participant also mentioned the same argument which was stated as follow:

I am not interested because from elementary school to junior high school until senior high school learning English always in the same way. Usually, the teacher only explains the grammar. The way the teacher teaches English is just the same now, and the teacher just repeats the explanation, so I feel really bored in joining English course (Andre, 2018).

The statement mentioned is also related to Pingky as the third participant who stated that the teacher always did dictation in teaching. The impact of dictating would make her bored and uninterested in the learning process.

From the data found, the teacher's method used in learning was not effective. Khaerati (2016) stated that an ineffective teacher in performance includes the method that the teacher uses. According to Harmer (2001), the teaching method is the teacher's practical approach to the students. Besides, regarding the teacher's method, the ineffectiveness of teaching discussed that the teacher did not engage the students, instead focused on the material so it seemed monotone. The statement was in line with Stronge (2018) who stated that an ineffective teacher causes by in term of instructional methods used. Also, the teacher did not encourage the students' learning and led to monotone teaching and learning. In several teaching methods, the students can be motivated, but the error of determining the method might be problematic in following lessons, and the students tend to be difficult to absorb these lessons (Brown, 2000).

Teacher's personality. From the participants, they stated that the personality of the teacher was very influential for them. The boring teacher style was the teacher who could not make the situation alive in a learning context, did not have a sense of jokes, and also could not communicate with the students. The statement was proven by the first participant who stated that "When the teacher teaches us, she is very boring because the teacher is strict. Also, she cannot make some jokes, so the situation becomes scary" (Yolan p1.1). The statement

mentioned was very influential for the first participant because the teacher was boring in teaching, and the teacher makes the students feel uncomfortable in learning. "The teachers do not have good teaching mastery to teach because they are strict. Also, the teachers cannot control the class situation to be fun" (Yolan p1.3). Another statement that described the boring teachers caused they could not communicate with the students well, or they seemed not to have good interaction, introvert teachers. "The teachers are lack of communication to the students in teaching and learning process" (Ganjar p2.3). Besides, the statement was also supported by the fourth participant who said that "I feel unmotivated because of the unattractive teacher" (Andre p4.5).

Based on the explanation above, students' lack of motivation was caused by the teacher's boring personality. The participants said that the personality of the teacher was too serious, so the teacher also could not make a comfortable atmosphere in order to make the students feel comfortable. Likewise, the next statement was about the teacher who could not communicate with the students, and the unattractive teacher also became the reason why the students feel demotivated. These statements are supported by Stronge (2018) who stated that the negative personality of the teacher can make a negative impact of the students. For instance, the student's would be unrespect, feel lazy to meet and communicate with the teachers. Besides, it also could influence the students toward their achievement in learning. Stronge (2018) added that boring teacher was included in an ineffective teacher because of the personality. From the teacher's negative personality, it was explained that boring teacher was the teacher who could not enliven the situation, and the teacher only believed that teaching was just a job, and he or she tended to only focus on teaching. So, that there was no approach to his or her students during the teaching and learning process. The statement mentioned was also lined with Khaerati (2016) who mentioned that an ineffective teacher is a teacher such as boring and annoying. Khaerati (2016) also mentioned that the impact of an

ineffective teacher can lead to the problem with the students. For example, the students would not feel interested in learning, and it also capable of being the one which can provoke a sense of demotivation.