

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

The main goals of this research was to find out the factors that caused students' demotivation in Learning English, and then to explore major factor that caused students' demotivation in learning English faced by the fourth-semester student's in Learning English. From nine demotivation factor by Dornyei, it can conclude that the student's faced 5 factors, that are: Reduced self-confidence, Negative attitude towards L2, Attitude of group members, Teachers' attitude and teaching method, and last the course book. The results of this study come from both questionnaire and interview as a tool of the data collection. The findings have completely answered the problem in this study.

Based on the collected data of questionnaire, the researcher concluded that demotivation factors consisted by: English difficult to learn, feel bored when learning English, Less interacting with teacher, Have friend who don't like English, The books available in the library, and Demotivation can have bad effect on learning, that they are significant as demotivation factors in learning English. Including the teaching method, teaching environment, and teaching facilities factors. Such as, the connection that exists between students and lecturers, the competences in teaching and lecturers attitudes, their experience of failures, lack of confidence, the ambiguity (unclear) of the study goals, and other significant issues.

From the interview, student also include other factors which are the use of Indonesia language in classroom and class scheduling system in their responses to the interview. Besides, the major factor of demotivation in learning English is Reduced self-confidence which was chosen by a significant number of students. Based on finding result above, it can be concluded that internal factors are dominates as demotivating factors in learning English. Despite this, the student need to have a clear goal or target in their study. So, external factors like teachers' attitudes and teaching methods must still be taken

into consideration. To encourage students to become more interested in learning English, lecturers and the all part of Department of English Language also school literature must take these factors into this consideration. In order to increase the students' motivation to learn English, campus coaching and motivation are also required to improved their motivation in learning English.

## **B. Suggestions**

After completing this study, the researcher realizes that it is necessary to provide some recommendations that would be useful in the future, particularly for the other future researcher and instructor who are interest to investigating this topic. The suggestions are as follows: To keep students interested in the process of learning English, lecturers are expected to consider and acknowledge these factors. Additionally, lecturers should assist students in overcoming their lack of enthusiasm for learning English and provide them with motivation. In Indonesia, the issue of students' motivating factors on learning English is still restricted. It is hoped that future researcher conducted a wide range of studies on this topic. The researcher anticipated that additional research would comprehensively investigate this issue due to the flaws of this study. Since the subject of this study only student, it would be preferable to investigate the motivators that discourage lecturers from teaching English in the subsequent study. The future researcher can also develop their own instruments to learn more about factors that discourage English language instruction.