

**A STUDY OF DEMOTIVATION FACTORS AT ENGLISH
CLASSES IN POLTEKAD MALANG**

UNDERGRADUATE THESIS

BY

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ENGLISH LANGUAGE EDUCATION PROGRAM

FACULTY OF CULTURAL STUDIES

UNIVERSITAS BRAWIJAYA

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POLTEKAD MALANG**

UNDERGRADUATE THESIS

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Universitas Brawijaya
In partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*

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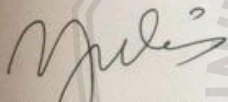


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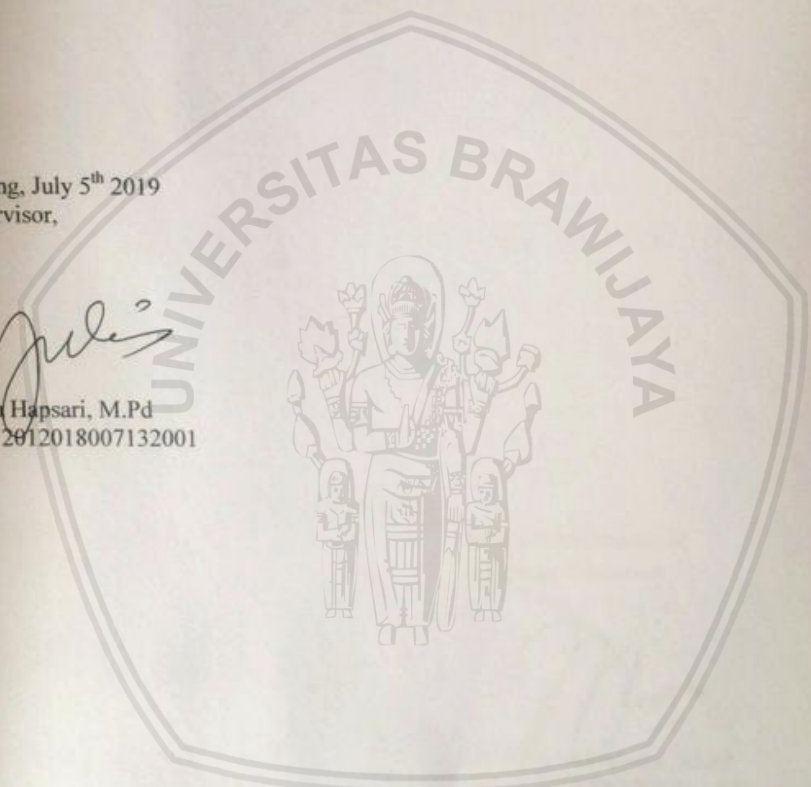
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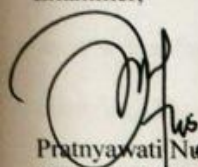
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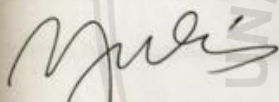
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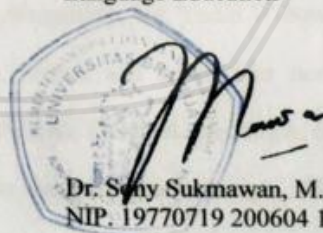
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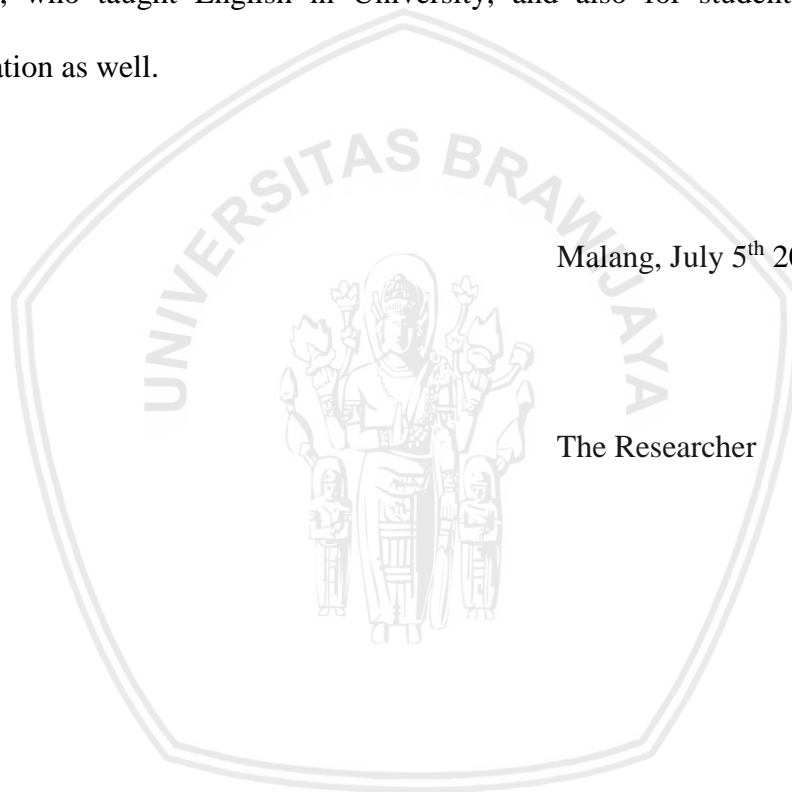
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Malang, July 5th 2019

The Researcher

ABSTRACT

Azizah, Khodijah Ismatul. 2019. **A Study of Demotivation Factors at English Classes in POLTEKAD Malang**. English Language Education Program, Faculty of Cultural Studies, Universitas Brawijaya. Advisor: Yulia Hapsari, M.Pd.

Keywords: *Demotivation, Demotivators*

Although motivation has been crucial thing for learners in learning a language, there is an opposite for motivation named demotivation. Demotivation refers to factors which contradict to motivation and diminish students' enthusiasm in learning English and participate in classroom activities. Thus, to know the most salient demotivation factors and the most demotivating factors the researcher use 9 demotivation factors proposed by Dornyei (2001) and two additional factors named Age and Rank.

Quantitative approach and descriptive statistics analysis were employed in this research by distributing a set of questionnaire to 159 students at *Politeknik Angkatan Darat*. In the process of analyzing the collected data to answer the research problems, the researcher uses theory from Dornyei (2001) and Power relation theory by Richmond and McCroskey (1992).

The result of the study shows that interference of another foreign language studied by pupils is the most salient and demotivating factor. While Negative attitude toward the foreign language studied is the least salient demotivating factor. Moreover, teachers become the most demotivating factor and interference of other language become the least demotivating factor based on the open-ended's result. Age and Rank as the two additional factors showed contribution in demotivating students based on the result of open-ended question and two types of analyses on the questionnaire results. The students mentioned Rank and Age unexpectedly in most of the students answers responding to the open-ended question. Rank is related to the power relation in the classroom and Age is related to the students experience in failure when learning the language. Hopely, further researcher could conduct a similar topic of research using mixed methods to know the impact of Age and Rank in learning English at the classroom.

ABSTRAK

Azizah, Khodijah Ismatul. 2019. **Kajian Tentang Faktor Demotivasi dalam Kelas Bahasa Inggris di POLTEKAD Malang**. Program Pendidikan Bahasa Inggris. Fakultas Ilmu Budaya, Universitas Brawijaya. Pembimbing : Yulia Hapsari, M.Pd.

Kata Kunci : *Demotivasi, Faktor Demotivasi*.

Motivasi merupakan hal yang sangat penting bagi siswa dalam mempelajari sebuah bahasa, motivasi memiliki lawan kata yaitu demotivasi. Demotivasi merujuk pada faktor-faktor yang berlawanan dengan motivasi dan menurunkan minat siswa untuk belajar Bahasa Inggris di dalam kelas dan berpartisipasi di dalam kelas. Untuk mengetahui faktor yang paling menonjol dan faktor yang paling mempengaruhi tingkat demotivasi siswa maka peneliti menggunakan teori 9 faktor demotivasi yang dikemukakan Dornyei (2001) dan dua faktor tambahan yaitu Usia & Jabatan.

Peneliti menggunakan metode kuantitatif dan analisa deskriptif statistik dengan menggunakan seperangkat kuesioner yang dibagikan kepada 159 murid di Politeknik Angkatan Darat sebagai instrumen penelitian. Peneliti menggunakan teori 9 faktor Demotivasi dari Dornyei (2001) dan teori relasi kuasa yang dikemukakan oleh Richmond dan McCroskey (1992) untuk menganalisa temuan penelitian.

Hasil dari penelitian menunjukkan bahwa Gangguan dari Bahasa lain menjadi faktor yang paling menonjol dalam menurunkan motivasi siswa. Sedangkan, Sikap Negatif Terhadap Pembelajaran Bahasa Asing menjadi faktor terendah dalam menurunkan motivasi siswa. Berdasarkan hasil dari pertanyaan terbuka dapat disimpulkan bahwa, guru menjadi faktor yang paling menurunkan motivasi siswa dan gangguan dari bahasa lain menjadi faktor terkecil dalam menurunkan motivasi siswa. Usia dan Pangkat juga menunjukkan kontribusi seperti yang tercantum dalam pertanyaan terbuka dan hasil dua analisa kuesioner. Usia berkaitan dengan kegagalan yang pernah dialami siswa, sedangkan Pangkat berkaitan dengan relasi kuasa di dalam kelas. Peneliti berharap untuk penelitian selanjutnya dapat menggunakan metode campuran agar lebih mengetahui dampak dari Usia dan Pangkat dalam belajar Bahasa Inggris di kelas.

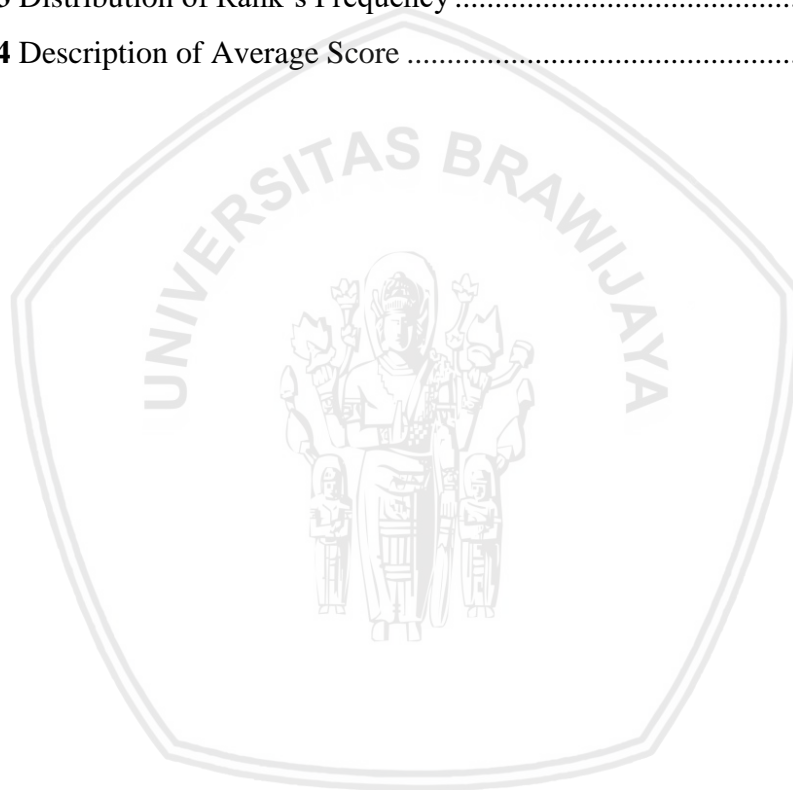
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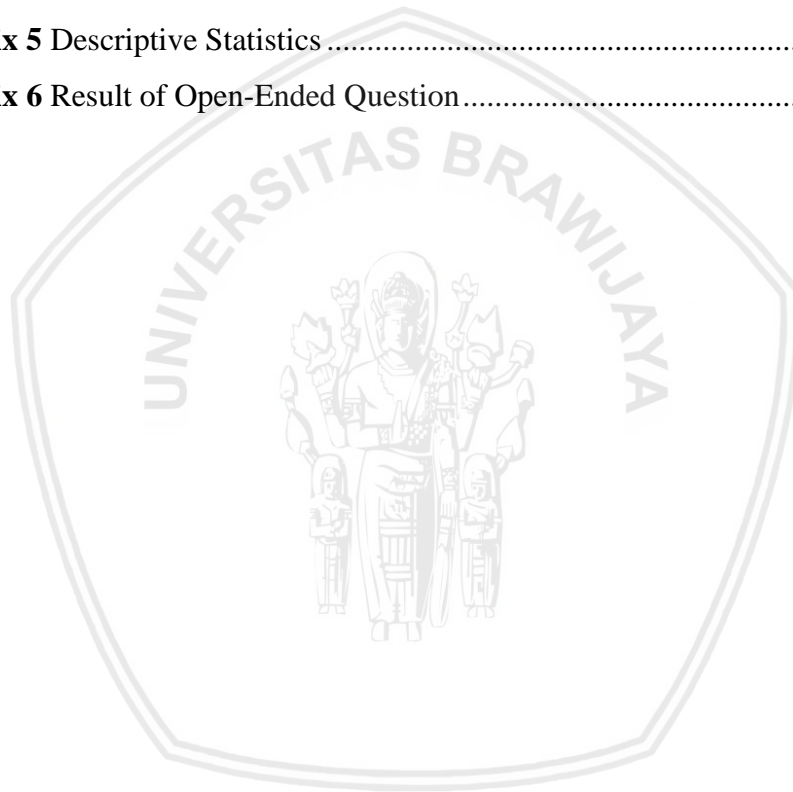
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LIST OF ACRONYMS

Acronym 1: POLTEKAD (Politeknik Angkatan Darat).....3

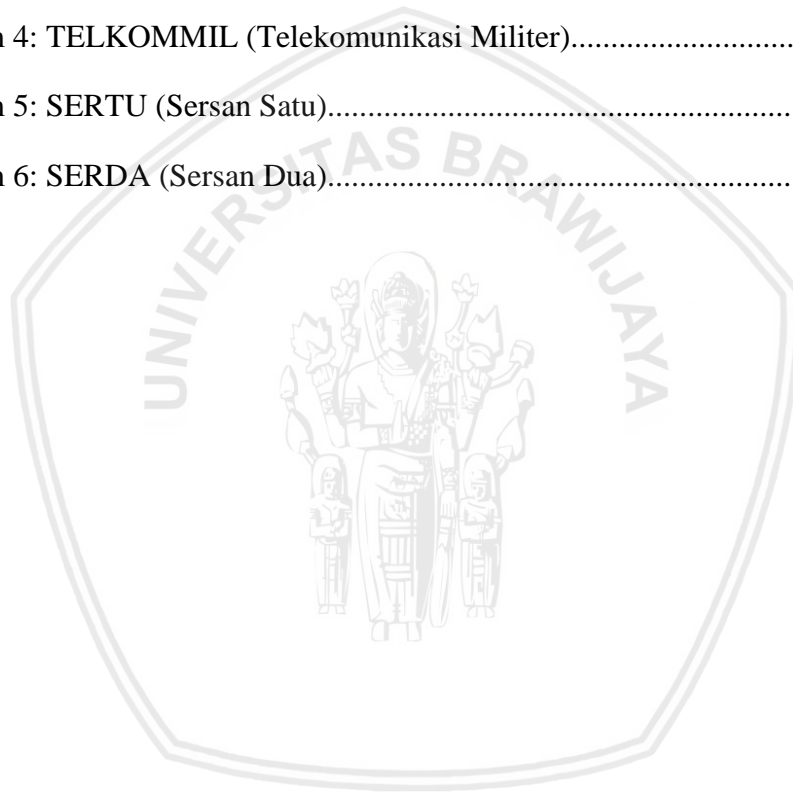
Acronym 2: OTORANPUR (Otomotif Kendaraan Tempur).....3

Acronym 3: ELKASISTA (Elektronika Sistem Senjata).....3

Acronym 4: TELKOMMIL (Telekomunikasi Militer).....3

Acronym 5: SERTU (Sersan Satu).....3

Acronym 6: SERDA (Sersan Dua).....3



CHAPTER I

INTRODUCTION

1.1 Background of The Study

In the process of learning, teachers tend to focus on how to gain the motivation, yet they forget about the opposite thing of motivation called demotivation. Teachers want their students to gain motivation in learning in order to achieve the goal. Motivation has been explained as the internal and external forces that account for the initiation, selection, and direction of behavior in order to catch a goal (Babae, 2012). In English learning context especially English as a second language (L2) or foreign language, it is one of the core factors in developing English as a second or foreign language (Dornyei & Otto, 1998). Motivation becomes the needs to be emphasized in learning English. Gaining motivation in learning language, especially English, could be the key of success of the learning. Students whom highly motivated could master the target language easily than the one with low motivation support. As motivation is being the engine in learning language, it is very important to learn about motivation and also demotivation that happen among students in order to achieve the goal of learning English as the foreign language.

Demotivation seems to be very crucial thing today and has to be diminished from students. Demotivation refers to factors which contradict to motivation and diminish students' enthusiasm in learning English and participate in classroom activities (Alavinia, 2012; Ikeno, 2002). Demotivation could be seen as the factors that lower students motivation in learning language. Demotivation is different from no motivation (Christophel and Gorham, 1995). So the students who do not have motivation at all from the beginning must be different from students whom are demotivated. Hence, students who are demotivated were initially motivated but then their motivation was decreased and became low. A demotivated learner is someone who lost their interest in learning some subject due to various sources of demotivation such as experiencing failure, inappropriate teacher behaviour, or the lack of the students' needs (Hu, 2011).

There are some factors that caused demotivation among students. Dornyei (2001a, p.151) identified the factors into nine areas which are : (1) Teachers' personalities, commitment, competence, teaching methods, (2) Inadequate school facilities, (3) Reduced self-confidence due to their experience of failure or success, (4) Negative attitude toward the foreign language studies, (5) Compulsory nature of the foreign language study, (6) Interference of other language that learners are studying, (7) Negative attitude toward community of foreign language spoken, (8) Attitudes of group members, (9) Course book. Yet, the most common demotivator for students is a teacher's incompetence (Kikuchi & Sakai, 2009). The other factors only take small part

of the students' demotivation. Kikuchi & Sakai (2009) stated that inadequate school facility only take small parts of being the demotivator. There is no doubt that teachers can also be demotivators.

In this research, the researcher wanted to know how is the salient demotivation factors and which factors that most demotivating among English learners in Politeknik Angkatan Darat (POLTEKAD) Malang . POLTEKAD is a university for army to learn their main subject which are OTORANPUR (*Otomotif Kendaraan Tempur*), ELKASISTA (*Elektronika Sistem Senjata*), and TELKOMMIL (*Telekomunikasi Militer*). The students are army that have already taken a service in some cities around Indonesia. After various length of service, they are pulled back to this school to get a diploma in those three major studies. Also, they have experienced the job as an army and it is giving them knowledge about the army-field. Based on the field observation, the classrooms have variations of age, starts from 21-29 years old and oppressive-submissive atmosphere that happens among the senior or SERTU (*Sersan Satu*) to the junior or SERDA (*Sersan Dua*).

The university also puts English as a compulsory subject for all students to learn in two semesters. Every department has different consideration in plotting English in the semesters. In ELKASISTA, as an example, the department plots English in 1st and 3rd semester, TELKOMMIL plots English in 1st and 6th semester, and OTORANPUR plots English in 1st and 2nd semester. According to interview with two lecturers of POLTEKAD the main reason to put English as a compulsory subject was to prepare the army

students to take a service overseas. The army students also have to understand how to read manual books of defense equipment because it is the goal of the major studies. After the completion of the study, the students are plot to be the ones mastering and evaluating as well as reviewing defense equipment which manuals are written in English. They are responsible of doing disseminaton of their knowledge to their junior. In addition, English is needed subject to help the army to prepare for doing their thesis.

The fact that English is not the main subject of their study, although as a compulsory subject, makes students fail in learning. Based on the interview with the lecturers, students with minimum knowledge of English tend to be slow learners and are demotivated at the same time. Then they look for strategies to pass the exam with the minimum effort. This case are the example of the resistance to language learning (Canagarajah, 1999), a lack of motivation and others could be the factor that evolved in learning process. A lack of motivation could be caused by the teachers. In POLTEKAD there are two English lecturers with different background, one is from the army and the other is civilians. Both of them are using a discourse method and E-learning using application in teaching English. They also develop an English modul named HANJAR (*Bahan Ajar*) for students in POLTEKAD. To support students' theses, POLTEKAD also put Bahasa Indonesia as a compulsory subject. The classrooms are also facilitated with modern facilities such as a TV supported with audio equipment, language laboratorium, and library. Although those facilities are modern, students only speak English during

learning in the classroom and when they are communicating in a whatsapp group with their lecturers. The lecturers made this rule to trigger the students to speak in English frequently. Somehow only some of the students participate in the whatsapp conversation.

According to the result of interview (as a preliminary study), researcher assumed that demotivation was involved. Thus, to know the salient factors of demotivation and the demotivating factors in the students at POLTEKAD, Malang, cross-sectional survey was conducted. To identify further about the main factors which were contributing to students demotivation in POLTEKAD Malang, the survey's questionnaire was developed using nine areas of demotivation based on Dornyei (2001) classification that was further developed into indicators and added with one open-ended question. So, this study employed a set of questionnaire adapted from Dornyei (2001) nine areas of demotivation factors and also the questionnaire was adapted from Tsuchiya (2006), Sakai & Kikuchi (2009) and Hamada (2011) studies.

The researcher took the whole population, 159 students or three batches of students that have taken English in the first semester at POLTEKAD Malang, as the source data. The populations were chosen based on the result of interview with POLTEKAD's English lecturers. Also, The classes were accessible because the experience of the researcher in teaching at POLTEKAD. Considering those explanations, this research was conducted to find out the salient factors of demotivation and which the factor that the most

demotivating among the students of POLTEKAD Malang based on the nine areas of demotivation factors.

1.2 Research Problem

In line with the background of the study, the problem of this study are :

1. How is the salient demotivation factors for English Learners at POLTEKAD Malang ?
2. Which factors are the most demotivating for the English learners at POLTEKAD Malang?

1.3 Research Objective

Based on the problems of this study, the researcher wanted to find out the salient demotivation factors and the most demotivating factors for English learners in POLTEKAD, Malang.

1.4 Significance of the study

In this research, the significance of the study are :

1. The result of the study can help students in POLTEKAD, Malang to understand the demotivation factors.
2. The result were expected as possible precautions to be further solved in making learning English as a Foreign Language (EFL) better specially in POLTEKAD, Malang.

3. The findings could be used as a self-reflection for the teachers in POLTEKAD, Malang to identify the demotivation that may existed in their classroom.
4. The research could be a significant source of information for further researcher.

1.5 Scope and Limitation of the Study

This research focused on nine areas of demotivation factors based on Dornyei (2001), Tsuchiya (2006), Sakai & Kikuchi (2009) and Hamada (2011). This research only limited on the 159 students who had taken English in the first semester at POLTEKAD Malang.

1.6 Definition of Key terms

Demotivation : Demotivation refers to factors which contradict to motivation and diminish students' enthusiasim in learning English and participate in classroom activities (Alavina, 2012; Ikeno, 2002).

Demotivators : Factors that caused demotivation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed theories related to a study of demotivated English learner in POLTEKAD Malang. The theoretical framework consisted of three main theories related to demotivation and five previous studies.

2.1 Theoretical Framework

Theoretical framework in this research consists of some theories used by the researcher related to this topic. There are demotivation, demotivators and demotivation in learning English as a foreign language.

2.1.1 Demotivation

Demotivation is an external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action (Dornyei, 2001). Also, demotivation is different from having no motivation (Christophel and Gorham, 1995). According to Christophel & Gorham (1995) students with no motivation are different from students whom are demotivated. A demotivated student must initially be motivated, but it was decreased at some point. Christophel & Gorham (1995) also conclude that motivation is student-owned. It means that motivation comes intrinsically, different from demotivation that is teacher-owned. It means that demotivation happens extrinsically. Process of demotivation starts from the external locus, a demotivating trigger, until it happens internally so that a

motivation initially existed before was decreased. It implies that the motivation here is not vanished, but it is decreased. Decreasing motivation is possible to happen in a situation where the students have to face extrinsic requirements (such as task, teacher and exam). This extrinsic requirements influence the internal locus in the process of demotivation as it was proved as a result of the study that had been conducted by Dornyei (1998) in Hungary, Ushioda (1988 & 2001) in Ireland, Falout (2005) in Japan and Trang & Baldauf (2007) in Vietnam. The five researchers agreed that demotivation occurs because of the influence of extrinsic requirements.

Motivation exists since the beginning of a learning process, motivation is not static yet dynamically evolving and changing in time (Dornyei, 2001), so the level of motivation could be high or low, different from time to time. In the time when motivation is at the low level, it could be identified as demotivation. The low level of motivation does not suddenly happen. There is something that causes the motivation in students becomes low.

2.1.2 Demotivators

Factors of demotivation are named demotivators, there are so much researcher profound factors that caused demotivation. Demotivators is internal and external factors that reduced learners' motivation to study (Sakai & Kikuchi, 2009). Dornyei (2001) conducted a research in Hungary by questioned 50 secondary school students whom study English or Germany as a foreign language. This study was conducted in 10-30 minutes structured-interview with the students

that had been assumed by their teacher that they are experiencing demotivation. Based on the result of the study, Dornyei emerged nine areas of concern of demotivation factors based on the frequency presented. Those nine areas are : (1) Teachers' personalities, commitment, competence, and teaching methods, (2) Inadequate school facilities, (3) Reduced self-confidence due to their experience of failure or success, (4) Negative attitude toward the foreign language studied, (5) Compulsory nature of the foreign language study, (6) Interference of another foreign language that students are studying, (7) Negative attitude toward the community of the foreign language spoken, (8) Attitude of group members, (9) Course book used in class. All of the nine demotivation factors declared by Dornyei (2001) will be explained in the following paragraphs.

Firstly, teacher is the most frequent factors that causes demotivation as teachers are one of the external requirement for the students in learning in the classroom. Their personalities, commitment and competence are affecting students psychological aspect especially their motivation in learning. Teacher as the most frequent factors can be found in Christophel & Gorham (1995), on their research they stated that teachers can be demotivators, similar result also come from research by Tsuchiya (2006) and Sakai & Kikuchi (2009). They declared teachers to be the most common of demotivation factors.

Secondly, inadequate school facilities means that the teaching media do not work properly, the absence of projector in the classroom nor audiovisual equipment to support the listening materials. It gives impact on teaching and learning process in the classroom. Also, it makes students become dissatisfied

with the subject. This was supported by Bahramy and Araghi (2013) who stated that students could feel demotivated because they had no access to technology that can improve their language learning.

Thirdly, reduced self-confidence due to their experience of failure or success means that students have lack of confidence in learning the language which is indicated as one of demotivation factors. Tsuchiya (2006) in her research gave an example of reduced self-confidence in the statement “I wasn’t good at English”. She also profound that reduced self-confidence is the biggest demotivating factors.

Fourthly, negative attitude toward the foreign language studied means that students had experiencing the feeling of failure in learning English or lack of success in mastering the language. Such as in questionnaire’s items brought by Tsuchiya (2006), She broken down the negative attitude toward the language into “I think English is complicated”. It can be seen from the items that students might experience the feeling of failure before. Therefore, they act negatively toward the language. That experience gives students the thought that learning English is difficult, complicated and it is not interesting to be learned.

Fifthly, compulsory nature of the foreign language study means that students learn English because it is compulsory in school. As in questionnaire’s items constructed by Sakai & Kikuchi (2009) they broken down the compulsory nature of language into “I lost my understanding of the purpose of studying

English". If it is not a compulsory subject they will not learn English or it could be said that they are lack of willingness to learn English further.

Sixthly, interference of another foreign language that students are studying means that the students are learning more than one language in the same period. As an example in research conducted by Dornyei and Csizer (2002) in Hungary, the students are learning Germany and English at the same exact period. The tendency is stronger to Germany than English, so Germany interfere the process of acquiring the English language. This happens because students have a cultural interest and language choice (Dornyei, 1999), when they have a strong interest in Germany they may have less interest in learning English. Furthermore, students could choose whatever language they are interested in. It is giving an impact to the process of learning English language. Students will be less motivated to learn other language because they have been choosing Germany as the language. The less motivation is a demotivation phenomenon, so the interferences of other language become one of demotivation factors.

Seventhly, negative attitude toward the community of the foreign language spoken means that students are having less interest to come closer to the other language community. Students may give less value to other culture (specially English in this subject) so they will only accept their culture as the best and it can be called as ethnocentricism (Berry *et al.* (2011: 469)). Students whom already give less value to other community, they will have less interest and less motivated (demotivated) in learning the other languages.

Eightly, attitudes of group members means the integrativeness is more than a mere reason or goal for studying L2 (Gardner, 2001). Hence the students should have a goal in learning the language. If the goal is absence they will experience the lack of motivation in learning the language further. The absence of the goal for studying or integrativeness can cause the demotivation among the students.

Lastly, course book used in class means that teachers use book as the teaching material. It can be related to the topic of English passage in the course book is not interesting or the passage is too long. As in questionnaire brought by Hamada (2011), he stated that “passages in the textbooks were too long”. The length of a passage can give an impact on the process of learning English in the classroom. Students will become bored and not interested in learning. There is a lack of motivation may occur when they are not interesting and bored while learning with a course book.

Nine demotivation factors proposed by Dornyei (2001) are supported by the research that had been conducted by Sakai & Kikuchi (2009), and Hamada (2011). Sakai & Kikuchi extracted Dornyei's nine categories into five most salient factors. It is extracted based on the interview that had been conducted by Kikuchi in a public university in Japan. According to the findings, they developed a questionnaire based on the five categories. The result of the study profound that there are 3 of 5 salient factors that caused demotivation which are inadequate school facilities, noncommunicative methods, and teachers' competence and teaching styles.

In addition in his research, Hamada (2011) developed eight factors to be indicators in his questionnaire. Hence in the previous study, potential demotivating factors were identified. So, Hamada (2011) uses the eight factors in terms to explore more specifically about demotivators between highschool students and university students. The result of the study profound that there are three salient factors that caused demotivation in university freshmen students, which are reduced self-confidence, lesson style, and textbooks. The other five (lack of intrinsic motivation, nature of English, test, learning environment, and teachers) contribute the least to demotivation factors. The result of the study includes factors that indicates the extent of demotivation among students in University. This research could be a reference for the researcher to conduct reserach due to the similarities between Hamada's (2011) result and researcher assumption.

The other demotivation factors that are inadequate school facilities, negative attitude towards English learning, nature of English, interference of another language, negative attitude toward English community, and attitude towards group members were not much defined in two previous studies. In the basis of the preliminary result and those two previous studies, this reserach will only disscussed about all nine demotivation factors that selected from Dornyei (2001) theory which are : Teachers, reduced self-confidence, negative attitude towrad English language studied, compulsory nature of the foreign language study, interference of another foreign language study, negative attitude toward the community of English speaker, attitudes of group members, course book, and

inadequate facilities. Other consideration of choosing all nine factors is because the researcher want to know the main determinant factors of demotivation in students.

2.1.3 Demotivation in Learning English as A Foreign Language

In Indonesia, students have been learning English since junior high school until university. It could make students experience demotivation. Falout and Falout (2005); Falout and Maruyama (2004) stated that demotivation has been experienced by students since their second year of junior high and their motivation continuing to drop throughout highschool and into university. Second language researchers have identified attribution of demotivation specific to L2 learning. The results is external attribution most often influence the internal attribution of the students in demotivational process. As an example the external attribution is a boring teacher due to monotonous activity in the classroom. Other external attribution could be materials in the course book that is difficult to understand or the passages are too long. Those things are triggering students internally to drop their motivation in learning the language.

Furthermore, in EFL learning, motivation plays as an important role for the students. Without any motivation students become less interest in the topic and ended-up fail in learning the language. Teachers have to maintain students to keep motivated in the classroom. Demotivation in EFL does not suddenly happen, instead it is gradually happen among students with some factors affecting its existence. These factors are divided into two aspects which are internal attribution

and external attribution. In internal attribution demotivation comes from within the students. Whereas the external attribution comes from the environment of the students in the classroom, as the common example from teacher. These attributions are contributing the existence of demotivation in EFL classroom in the basis of students proficiency level.

In EFL classroom there would be various students, such as students with high proficiency level of English and students with low proficiency level. Students with high proficiency level do not really get experienced of demotivation but students with low proficiency level do. Maruyama and Falout (2004) stated that high proficiency students are more apt to the external attribution of demotivation, for example teachers' behaviour, methods, and course book. Meanwhile, low proficiency students are apt to the internal attribution of demotivation such as reduced self-confidence and disappointment in performance. The extendability of the attributions makes demotivation exist in students and affect the teaching and learning process.

2.1.4 Previous Studies

Demotivation in learning English language had been conducted by some researchers. The first studies by Sayyed Ali Hosseini and Sayyed Mohammad Jafari (2014) entitled "*Possible Demotivating Factors for Secondary School Students*". This research is about demotivation in Iranian secondary school students. The researchers use descriptive quantitative design in the form of a survey with the aims to find out the possible demotivating factors among Iranian

secondary school students and to find out demotivating factors in less motivated and motivated students. In the research, they employed Sakai & Kikuchi's (2009) questionnaire and changed the alternative answer to make Iranian students more familiar with the questionnaire. Also, they put a question read as "How motivated are you to learn English" and the students have to response using alternatives which are (4) Absolutely motivated, (3) much motivated, (2) not much motivated, (1) least motivated. Hosseini & Jafari (2014) also divided the students into two categories which are high motivated students and low motivated students. They categorized the students aimed to know the same factors that affect their motivation. The result of the study profound that the absence of intrinsic motivation is the main demotivators for moderate and high motivation and the most salient demotivating factors in Iranian secondary school students are : (1) inadequate school facilities, (2) improper teaching material and content, (3) absence of intrinsic motivation.

The second previous study was conducted by Maheen Sher Ali and Zahid Hussain Patham (2017) entitled "*Exploring Factors Causing Demotivation and Motivation in Learning English Language among College Students of Quetta, Pakistan*". This research is aimed to find out the factors that causes demotivation and motivation. The researchers used descriptive quantitative survey as a result of factors that caused demotivation and motivation. In the research, the researchers only used female students as their subject with the variation of age starts from 16-20 years old. They developed two questionnaires, the first questionnaire was developed from Sakai & Kikuchi (2009) in terms of finding the demotivation

factors and the second questionnaire was adapted from AMTB that proposed by Gardner (1985) in order to know the factors that can motivate students. In the study, Ali and Patham (2017) want the teachers to not only know the causes of demotivation among the students but they also facilitated the teachers with some possible solutions for increasing the motivation in students. The result of the study showed that the most salient demotivators among students is course content and teaching material it was supported with the students statements that they are overburdened with a lot of textbooks and reading materials. They also declared that teachers plays important role to motivate the students, by having the good teacher explanation, great teacher who inspires and superior teacher who demonstrates could make students motivated in learning English. In addition, the researchers found another factor that makes students motivated which is achieving key positions in society.

The differences among those previous studies and the current study are, the previous studies adapted the questionnaire from Sakai & Kikuchi (2009) which mean that it was only using 5 of 9 demotivation factors emerged Dornyei (2001) but the researcher developed the questionnaire based on the 9 demotivation factors emerged by Dornyei (2001). Also, in the second previous study, the researchers aimed at finding the motivating factors in students. It is very different from the research purpose. The first previous study used students from secondary school level and the second previous study used students from college level. Those are different with the researcher's subject that take army students as the subject of the study with two additional assumption factors which are age and ranks.

The similarities those studies are used the same approach which descriptive quantitative in the form of survey. The objective of the research is to find out the factors that causes demotivation also the most salient factors of demotivation in learning English as a Foreign language.



CHAPTER III

RESEARCH METHOD

This chapter explains the methodology of the study. This chapter also describes the research design, source of data, research procedures, research instrument, data collection, data analysis and validity of the study. Each of them will be explained below.

3.1 Research Design

The research employed a quantitative approach. The research design in this study was cross-sectional survey, since one of the research objective was to gain information of the salient demotivation factors and to find out the most demotivating factors in one particular point of time. A cross-sectional survey was employed to collect data using questionnaire or structured interview, which refers to a snap shots-like analysis of the target of the resarch in one particular point at a time and only focusing on a single time interval (Dornyei, 2007.p.78). However, this research employed only a set of questionnaire added with one open-ended question.

3.2 Data and Source of Data

The data of this research are the result of the set of the questionnaire. The data would be in the form of statistics calculation result using descriptive statistics

on SPSS and answer from the open-ended question. This research took students of Politeknik Angkatan Darat (POLTEKAD), Malang, Indonesia as the research respondents. This research respondents were chosen as a result of the preliminary study and for its accessibility due to the researcher experience in teaching in POLTEKAD, Malang. Thus, the researcher got an easy access to the research site. The participants of the study were three batches of students or 159 students in POLTEKAD, Malang who had taken English as a compulsory course in their first semester. The students were chosen based on the interview result with the lecturers in POLTEKAD, Malang. It was indicated that every batch has different level of demotivation. Also, these three batches have been taught by different teachers so it made their demotivation factors might be different. In addition, the age gap among students that starts from 21-29 years old and the rigid rank system in military might result in demotivation.

3.3 Research Procedures

The research had some procedures; firstly, the researcher asked for permission to the school and lecturers of the class as the object of study. Secondly, the researcher conducted the preliminary study in October, 24th 2018 to ensure the situation in POLTEKAD, Malang in terms of collecting preliminary data related to demotivation factors observation result which researcher observed during teaching at POLTEKAD Malang. Further the result of the preliminary study was going to be developed into indicators in questionnaire. Thirdly, the questionnaire was added with one open-ended question in terms of finding the students' most demotivating factors. Fourth, the researcher handed out the

questionnaire sheets to all participants. The participants had filled the questionnaire on 19-21 March 2019. Then, responses were collected as the data and was analyzed using SPSS to know the salient demotivating factors and which factors were the most demotivating for English learners in POLTEKAD, Malang.

3.4 Research Instruments

This research employed two types of instruments. The first was an interview guideline to do the preliminary study and the second was a set of questionnaire sheets were explained below.

3.4.1 Interview Guideline

Interview guideline is a conversation, that aims to gather description of the interview (Kvale, 2006). It was aiming at pursuing in-depth information about the topic. In this study the researcher developed the statements based on Dornyei (2001) nine factors of demotivation and other two factors based on the result of preliminary study. The interview guideline consists of 17 semi-structured questions (appendix 4). Also, the interview result is used to identify demotivation factors that may occur at POLTEKAD Malang.

3.4.2 Questionnaire

In this research, the researcher employed a set of questionnaire as the instruments to collect the data about the salient and the most demotivating factors in POLTEKAD Malang through a cross sectional survey. "Questionnaires are any written instruments that present respondents with a series of questions or

statements to which they are to react either by writing out their answers or selecting from among existing answers. " (Brown, 2001, p.6) . A set of questionnaire in this study were consisted of 45 items of statements and 1 open-ended questions translated into Bahasa Indonesia and consisted of nine demotivation factors proposed by Dornyei (2001) and two additional factors proposed by the researcher that have been developed into some indicators. The indicators were adapted from some previous studies that had been conducted by Tsuchiya (2006), Sakai & Kikuchi (2009) and Hamada (2011). In this study a 6 points of Likert-Scale was applied : (1) strongly disagree, (2) disagree, (3) slightly disagree, (4) slightly agree, (5) agree, (6) strongly agree. 6 points of Likert-Scale was chosen in terms of avoiding the common problems of participants to choose the number "3" on five-points scale, which is neutral. Thus, the scale consisted 50% positive and 50% negative, so the result of the questionnaire would be either agree or disagree.

Furthermore, at the end of the questionnaire the researcher added one particular question read "which factor (out of nine factors) that demotivating you the most in learning English? explain your reasons". After being developed, the questionnaire was validated by the expert validator namely Dr. Putu Dian Danayanti Degeng, S.S, M.Pd. To be further tried out to some of the students as the samples to check whether the questionnaire was easy to be understood or not.

3.5 Data Collections Technique

The research employed two kinds of data collection, interview guideline and cross-sectional survey were using a set of questionnaire. The interview

guideline was conducted for the preliminary study. The researcher did the preliminary study with conducted an interview on October, 24th 2018 using semi-structured interview guide. The participants of the interview were two English lecturers in POLTEKAD, Malang because they are the only English lecturers at the school. They also have different background and teach different major. One of the lecturers is an army and the other lecturer is civilians. The army lecturer only teaches in ELKASISTA and OTORANPUR major and the civilians lecturer only teach TELKOMMIL major.

The questionnaire was then developed based on the result of the preliminary study based on Dornyei (2001), Tsuchiya (2006), Sakai & Kikuchi (2009) and Hamada (2011) studies. Then, the questionnaire was added with one open-ended question both were translated into Bahasa Indonesia to make it easier for the participants to response the sheets. Since the school started in January 2019, the data collection was conducted in 19-21 March 2019. It took approximately 15 minutes to complete the questionnaire and answer the question.

3.6 Data Analysis

In this research, the researcher employed quantitative approach as the tool to analysis the data. Quantitative analysis is a technique to find out the research problems using the instruments in terms of collecting numerical data (Cresswell, 2012, p.13). To reveal the research objectives, firstly, the questionnaire was analyzed using descriptive statistics to describe the main features of the collected data and to examine if there is any differences of demotivational level among the

eleven factors. Secondly, the open-ended question was analyzed by interpreting the answer using theories proposed by the previous experts.

3.7 Validity of The Study

Validation of the study is a way to indicate whether the reasearch is valid or not. To provide validity evidence of the study, it can be seen from the instrument and the data collections.

The validity of the questionnaire as the research instrument can be proven by its construct validity. The instrument of the research was in the form of questionnaire that has fourty-five items of statements which were developed from Doryei (2001) nine factors of demotivation and further broken down into indicators that were adapted from Tsuchiya (2006), Sakai & Kikuchi (2009) and Hamada (2011). Two other factors namely age and rank are added. The set of the questionnaires were translated into Bahasa Indonesia for to get better understanding of students. Then, to make the questionnaire valid, the questionnaire was validated by an expert in November, 7th 2018. Then, the expert was one of lecturer at English Language Education Program in Faculty of Cultural Studies, Universitas Brawijaya that is Mrs. Dr. Putu Dian Danayanti Degeng, S.S, M.Pd. The expert assesed the statement in accordance with the translation aspect and the nine demotivation factors proposed by Dornyei (2001) and related indicators. After checking all statements, revision to some of them was done. Based on the result of the expert validation, the items of the questionnaire remains fourty-five items.

3.7.1 Trying Out the Questionnaire

To prove the validity and reliability of the questionnaire, the researcher needed to try out the instrument. It is important to know which statements are not relevant to the purposes of the study, to avoid unclear statements, and knowing the suitability and appropriateness. Thus, the researcher will be able to identify the problems that may occur during the try out and put them into consideration before administrate the questionnaire.

The researcher needs to test the questionnaire to see its validity and reliability. In order to do so, the questionnaire was distributed to 20 students in POLTEKAD, Malang. The researcher came to their English class in November, 14th 2018 so that the students are able to fill in the questionnaire. The set of questionnaire was only distributed to one class which was chosen based on the suggestion of lecturer in POLTEKAD, Malang as the sample for the try out. Then, the researcher got the responses from the respondents. To see the the validity and reliability of the questionnaire, the researcher conducted validity and reliability test of the try out result.

3.7.2 Validity Test

The validity test was done using Product Moment Correlation Method. The result then was compared to the coefficient correlation value. The result of the validity test was shown in the table 3.1. It is known that there are 45 questions and all of the items are valid. The instrument are valid if the coefficient is larger than r value (0.444) or the significance value is less than 5% of the reality level.

From the statistical computation, it is concluded that the statements items are valid and can be used in further process of the analysis.

Table 3.1 Instrument Validity Test Result

Item		r _{hitung}	Sig.	Result	Item		r _{hitung}	Sig.	Result
1	Factor 1	0,673	0,001	Valid	21	Factor 4	0,943	0,000	Valid
2		0,595	0,006	Valid	22		0,948	0,000	Valid
3		0,571	0,009	Valid	23		0,827	0,000	Valid
4		0,640	0,002	Valid	24		0,911	0,000	Valid
5		0,860	0,000	Valid	25	Factor 5	0,736	0,000	Valid
6		0,630	0,003	Valid	26		0,842	0,000	Valid
7		0,637	0,003	Valid	27		0,819	0,000	Valid
8		0,733	0,000	Valid	28	0,873	0,000	Valid	
9		0,711	0,000	Valid	29	Factor 6	0,874	0,000	Valid
10		0,641	0,002	Valid	30		0,792	0,000	Valid
11		0,619	0,004	Valid	31	0,800	0,000	Valid	
12		0,673	0,001	Valid	32	Factor 7	0,949	0,000	Valid
43		0,849	0,000	Valid	33		0,953	0,000	Valid
44		0,766	0,000	Valid	34	0,926	0,000	Valid	
45		0,724	0,000	Valid	35	Factor 8	0,772	0,000	Valid
46	0,668	0,001	Valid	36	0,983		0,000	Valid	
13	0,929	0,000	Valid	37	0,905		0,000	Valid	
14	Factor 2	0,909	0,000	Valid	38	0,970	0,000	Valid	
15		0,794	0,000	Valid	39	Factor 9	0,887	0,000	Valid
16	Factor 3	0,823	0,000	Valid	40		0,808	0,000	Valid
17		0,706	0,001	Valid	41		0,857	0,000	Valid
18		0,885	0,000	Valid	42	0,812	0,000	Valid	
19		0,903	0,000	Valid					
20		0,884	0,000	Valid					

Source : Data Processed (2018)

3.7.3 Reliability Test

The test of reliability was done and shown the value of the coefficient (Jogiyanto, 2004.p.132). The reliability test was analysed using the formula of Cronbach Alpha (α), which means that the instrument can be said to be reliable if having a Cronbach Alpha ≥ 0.6 . The test was done by using Cronbach's Alpha method with using the criteria of Coefficient Index Reliability in which the

minimum limit that was used in asserting the statement items was reliable (0.600).

It was known that the questionnaire which contain 45 items was reliable with the

Alpha Cronbach value 0.600. The reliability score is shown in table 3.2 below :

Table 3.2 Instrument Reliability Test Result

	Cronbach's Alpha	N of Items
Faktor 1	0,924	16
Faktor 2	0,845	3
Faktor 3	0,894	5
Faktor 4	0,922	4
Faktor 5	0,835	4
Faktor 6	0,756	3
Faktor 7	0,937	3
Faktor 8	0,928	4
Faktor 9	0,862	4

Source : Data Processed (2018)

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the results of the research which includes findings and discussions. In this chapter, the researcher presents the data that have been found. Thus, it is the presentation of demotivation factors' score based on the result of descriptive statistics analysis and the result of analysis on the view about respondents most demotivating factors in POLITEKNIK ANGKATAN DARAT, Malang.

4.1 Characteristics of Respondents

In this part, the researcher presents demographic information of respondents in Politeknik Angkatan Darat Malang based on the identity provided in the questionnaire. There were four items of identity form namely department, entry year, rank and age. The first two items were aimed at data collection record, while the last two items were used to support data analyses. The respondents' characteristics are be elaborated in the tables below.

Table 4.1 Distribution of Department's Frequency

Departments	Frequency (n)	Presentage (%)
Elkasista	54	34,0
Otoranpur	56	35,2
Telkommil	49	30,8
Total	159	100

Source : Data Processed (2019)

Table 4.2 Distribution of Entry Year's Frequency

Entry Year	Frequency (n)	Presentage (%)
2016	52	32,7
2017	59	37,1
2018	48	30,2
Total	159	100

Source : Data Processed (2019)

Table 4.3 Distribution of Rank's Frequency

Rank	Frequency (n)	Presentage (%)
Serda	123	77,4
Sersan	2	1,3
Sertu	34	21,4
Total	159	100

Source : Data Processed (2019)

Based on the table 4.1 above, it can be explained that there are 159 respondents who filled out the questionnaire from three departments. ELKASISTA department has 54 respondents, OTORANPUR department has 52 respondents, and TELKOMMIL department has 49 respondents. The 159 respondents were divided into three different entry year. In the table 4.2 for the entry year of 2016 there are 52 respondents, for the entry year of 2017 there are 59 respondents and for the entry year of 2018 there are 48 respondents. Moreover, the 159 respondents were divided into two types of rank. Based on table 4.3 for the Serda (*sersan dua*) there are 123 students and for Sertu (*sersan satu*) there are 34 respondents. The other 2 sersan were not identified to which rank they belong because they did not fill out the identity properly.

4.1.1 Demotivation Factors of Students in POLTEKAD, Malang

The results of the questionnaire were analyzed to find out the demotivation factors of students in POLTEKAD Malang. The analyses were conducted in two ways to see possible differences of the result when it was analyzed as modified 9 factors as supported by Dornyei (2001) and when it was analyzed as 11 factors in which 2 additional factors namely Age and Rank are added. The first analysis was the result of descriptive statistics using 9 factors in which Rank and Age were included in factor 3, 5, and 8 (appendix 5). The second was the result of descriptive statistics using 9 demotivating factors (Dornyei, 2001) that has been modified by adding 2 other factors (Age & Rank) into the questionnaire. In the 11 demotivating factors items number 19, 20 and 38 belonged to the 10th Factor which is rank, and items number 27 belonged to the 11th Factor which is Age (appendix 5). Both of the results are explained below.

In this paragraph, 9 factors of demotivation proposed by Dornyei (2001) were broken down into forty-five items. These items were analyzed using descriptive statistics to know the average score of each factor. The result shows different score of each factor. The researcher ordered the average from the highest score into the lowest score (Table 4.4)

The result of the analysis shows that the highest score of demotivation factors is Factor 6 “Interference of another foreign language that students are studying” with an average of 47.2% respondents and the lowest score is Factor 4 “Negative attitude toward the foreign language studied” with an average of 2.5%

respondents. Based on the SPSS calculation the standard deviation for factor 6 is 1.44 and standard deviation for factor 4 is 1.36 . This result was stated based on the calculation of the mean and average score of each factors. The frequency of respondents choosing the factors were displayed in appendix 5.

Next, the result of 11 demotivating factors will be explained. The 11 factors were analyzed using descriptive statistics to know the mean score of each factor. The result of the analysis shows that each factor has different mean score, as it can be seen in Table 4.4. The researcher also numbered each factor from number 1 as the highest score until 11 as the lowest score. It will be elaborated on the next paragraph below.

The result of the analysis shows that the highest score of demotivation factors is Factor 6 “Interference of another foreign language that students are studying” with an average of 39,6% respondents and the lowest score is Factor 4 “Negative attitude toward the foreign language studied” with an average of 2,5% respondents. Based on the SPSS calculation the standard deviation for Factor 6 is 1.44 and standard deviation for Factor 4 is 1.36 . This result was stated based on the calculation from the mean and average score of each factors. The frequency of respondents choosing the factors were elaborated in appendix 5.

Both of the analyses on 9 demotivation factors and 11 demotivation factors show similar results in which the highest score is Factor 6 and the lowest score is Factor 4. Yet, based on the result of each analysis the score was different on some factors. The result showed different score on Factor 3, 5, 8 in both

analysis. In 9 factors analysis, Factor 3 take the 4th rank with average score 2.91, Factor 5 take the 7th rank with average score 2.82 and Factor 8 take the 8th rank with average score 2.51. In 11 factors analysis, Factor 3 take the 2nd rank with average score 3.09, Factor 5 take the 7th rank with average score 2.68 and Factor 8 take the 10th rank with average score 2.49 (Appendix 5). Researcher assumed that there is another issue that makes the result between 9 factor analysis and 11 factor analysis is somewhat different. It will be discussed on the next discussion subchapter.

Table 4.4 Description of Average Score

Factor	Average			
	Rank	9 Factor	Rank	11 Factor
1	7	2,79	6	2,79
2	5	2,82	5	2,82
3	4	2,87	2	3,09
4	9	2,48	11	2,48
5	7	2,65	7	2,68
6	1	3,78	1	3,78
7	2	2,94	3	2,94
8	8	2,51	10	2,49
9	3	2,91	4	2,91
10			9	2,54
11			8	2,57

Source : Data Processed (2019)

4.1.2 The Most Salient Demotivation Factors

According to the preceding subchapter, there were two types of questionnaire analysis result. Both of the analysis shows that Factor 6 to be the most salient factor for students and Factor 4 to be the least salient factor for students in POLTEKAD, Malang. The similar result could be caused by the

possibilities that may exist during the process of filling out the questionnaire or the result of analyzing the questionnaire. Further, the possibilities will be discussed in Discussion subchapter.

Coincide with the open-ended question attached on the questionnaire, the researcher found out that Factor 1 (Teachers' personalities, commitment, competence, teaching methods) becomes the most demotivating factor for students. The responses of the participants were 46 for Factor 1 (Teachers' personalities, commitment, competence, teaching methods), 33 for Factor 2 (Inadequate school facilities), 23 for Factor 3 (Reduced self-confidence due to their experience of failure or success), 22 for Factor 4 (Negative attitude toward the foreign language studied), 13 for Factor 5 (Compulsory nature of foreign language study), 1 for Factor 6 (Interference of another foreign language that pupils are studying), 3 for Factor 7 (Negative attitude toward the community of the foreign language spoken), 5 for Factor 8 (Attitudes of group members), 3 for Factor 9 (Coursebooks used in class) and 10 participants did not provide any answer to the question. The details of the result of the question are elaborated in appendix 6.

Based on the result of the open-ended question it can be concluded that factor 1 (Teachers' personalities, commitment, competence, teaching methods) becomes the most demotivating factor for students in POLTEKAD, Malang. It can be seen from the high frequency of participants who chose the factor. The original comments were written in Bahasa Indonesia, but were translated into English by the researchers to be displayed in this study.

4.2 Discussion

As the research employed survey study with 45 items of questionnaire with 6 points Likert-Scale, plus one open-ended question to get the data about reasons of respondents' choice, the research findings result on unique phenomena. From the data it was identified that Rank and Age as additional factors are assumed to be contributing in the respondents' demotivation factors. It can be seen from the different responses reflected from 6 points Likert-Scale and open-ended question. Further, data about the most salient factors and the most demotivating factor also showed different result. Furthermore, there are some differences between the result of data analysis when Rank and Age inserted as part of the modified 9 demotivation factors and when they stood out as independent factors. Rank and Age affected some factors both in 9 demotivation factors analysis result and in 11 demotivation factors analysis result. Those phenomena are discussed in the following subchapters.

4.2.1 Rank and Age

As mentioned in the background of the study, Rank and Age were added into the questionnaire based on the researcher's observation during teaching in POLTEKAD Malang and the result of the preliminary study. The two additional factors were implemented in the set of questionnaire. To know the effect of the two additional factors, the researcher did two different analysis showed in subchapter 4.1. First, the researcher did the analyses for 9 factors of demotivation,

next, the researcher did the analysis for 11 factors. The researcher did both of the analyses intended to know why the two additional factors show different results.

The result showed that there is no difference in 9 factors and 11 factors analysis. Both results showed that Factor 6 becomes the most salient factors and Factor 4 to be the least salient factor. As it was mentioned in the finding subchapter the result of Factor 3, 5 and 8 were different between 9 Factors analysis and 11 factors analysis. This could happen due to the diction that the researcher used in making statements number 19 “*Saya tidak menjawab pertanyaan dari Guru karena merasa tidak enak dengan senior*” (I am afraid to answer the teacher's question due to my senior), 20 “*Saya merasa tidak percaya diri ketika junior saya bisa menjawab pertanyaan dengan benar*” (I lost confidence because my junior answer a question correctly), and 38 “*Saya merasa ada senioritas di kelas bahasa Inggris saya*” (I feel there is seniority in my English class). Respondents might feel pressured when they have to answer the statements which mentioned seniority and juniority as those are mentioned in items 19, 20 and 38 (appendix 4). The junior might feel afraid to the senior because the senior have more power than the junior. Moreover, in the questionnaire they only have 6 alternative answers from which they have to choose only 1 alternative answer and the average score was calculated across the whole group (Dornyei, 2007). So, there is no individual justice to explain why they choose that 1 particular alternative answer. However, from the open-ended question result, the 9 Factors analysis showed a big impact for the students. It can

be seen from appendix 4 in Factor 3 and Factor 8 respondents mentioned Rank and Age as one of their demotivation factor.

The result of the set of questionnaire seems to be different. Specially in the impact of Rank and Age. There is a difference between both instruments. This could happen because in the questionnaire, participants were only given some statements to choose from, based on their perspective. Thus, they did not have any chance to opt for other possibility. The consent that the students should deal in filling out the questionnaire is that they have to be honest, yet the researcher assumed that some of them feel a little bit insecure in filling out the questionnaire, because the students are afraid that their result might affect their study in POLTEKAD it can be assumed from the fact that there were some student who only copied their friend's response. Furthermore, some statements in the questionnaire are dealing with seniority which is very sensitive for them.

On the other hand, the result of the open-ended question showed that Rank and Age play roles as demotivation factors for the students. This could happen because students have freedom for any possibilities. So, they are free to choose the answer based on how they are perceiving the factors. Eventhough the questions only asked about 9 factors, some students mentioned age and rank unexpectedly. The researcher assumed that those students are experiencing the existence of power relations in their classroom. Classrooms are social environments in which different individuals with various personalities and a wide range of abilities come together to make a complex web of human relationship (Pulido, 2015). Therefore, the power relations might exist in the classroom as

Richmond and McCroskey (1992) stated that classroom is a place where the invisible battles for power takes place. In this case, the battles in the students are between the senior and junior. It was proven by students' statements in the open-ended question in which they mentioned about seniority that makes them demotivated in learning English when the junior are more active than the senior.

The age play role in changing students' motivation in learning the language. During their learning process, they might experience failure in learning English which makes their motivation decreased. In line with Christophel & Gorham (1995), motivation could be decreased at some point, the researcher assume that the students' motivation was decreased due to the experience of failure in middle school or in highschool. It is supported by Rizvic & Becinovic (2017) who stated that age has a significant influence on willingness to communicate in English as second language. From the students' statement attached on the answer sheet (appendix 4), they mentioned that it is too late to learn English. The older they get the less motivation they experience (Becinovic & Huric, 2017).

4.2.2 Salient Demotivation Factors

On the previous subchapter (4.1.1 & 4.1.2) the researcher showed the result of the questionnaire and the open-ended question. The results are different between both of the instruments. The questionnaire's result showed that Factor 6 is the most salient demotivation factor, yet in the open-ended question Factor 1 is the most salient demotivation factor for the students. The differences between the

result of both instruments could happen since the questionnaire limits respondents to answer only with the given choice while the open-ended question gives more freedom for the participants to expand their idea (Dornyei, 2007). In the analysis of the questionnaire the average score was calculated across the whole group of the participants (Dornyei, 2007.p.35). It means that there is no possible justice to the subjective variety of an individual context. Also, each score was affecting each other. It could happen due to the existence of standard deviation in calculating the questionnaire. The spreading score showed that Factor 6 has the most high average score rather than the other 8 factors.

The result was different in open-ended question. Since it is analyzed qualitatively the respond of the respondents were more varied. This could happen due to the aims of qualitative data collection which is to broaden the repertoire of possible interpretation of human experience (Dornyei, 2007.p.40). The open-ended question could carry all the respondents experience on perceiving the demotivation factors. The open-ended result showed that Factor 1 become the most salient demotivation factor and Factor 6 to be the least salient demotivation factor. The researcher assumed that in responding to the open-ended question students felt more comfortable due to the absence of the alternative answer. So, the responses derived from the set of questionnaire showed differences due to the explained reasons. So, from the finding and discussion above it can be concluded that the salient demotivation is interference of other language and the least salient is negative attitude toward language studied and the most demotivating factors are

interference of other language and teachers' personalities, commitment, competence and teaching methods.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents the conclusion and suggestion. The conclusion and suggestion are explained based on the research finding and discussion from the previous chapter.

5.1 Conclusion

Based on the result of the researcher experience in teaching at POLTEKAD Malang supported with the result of the preliminary study which showed that there are seniority and variety of age in the classroom, the researcher added Age and Rank into the research instrument. The role of the Rank and Age were not much revealed in the questionnaire results due to the standard deviation on the calculating process in SPSS and the limitation of possibility for students to filling out the questionnaire. Moreover, students mentioned Rank and Age unexpectedly in the open-ended question as they mentioned that it is too late for them to learn the English language and they feel seniority makes them demotivated in the classroom especially when the juniors are more active than the seniors.

The finding also showed that the most salient demotivation factors are different from the result of two instrument analysis. In the questionnaire, Factor 6 (Interference of another foreign language that students are studying) becomes the

most salient factor and Factor 4 (Negative attitude toward the foreign language studied) to be the least salient factor. While, the open-ended question showed that Factor 1 (Teachers' personalities, commitment, competence, teaching methods) becomes the most salient factor, and Factor 6 (Interference of another foreign language that students are studying) becomes the least salient factor. This could happen due to the different type of instrument. The result of Factor 3,5 and 8 also different from 9 factors and 11 factors of demotivation analyses. It could happen due to the diction of the statements in the questionnaire which might emerge pressure for the respondents in answering the questionnaire. The questionnaire was analyzed quantitatively using SPSS while the open-ended was analyzed qualitatively. The results are different because the aims are also different from each instrument. So, the salient demotivation factor is Factor 6 and the least salient demotivation factors is Factor 4. While the most demotivating factor is Factor 6 (based on the questionnaire's result) and Factor 1 (based on the open-ended question's result).

5.2 Suggestion

Although the survey for demotivation factors in POLTEKAD Malang has been done and the results have been found, in this subchapter the researcher would like to give some suggestions which are addressed to the teacher in POLTEKAD and the future researchers who are interested in doing research on demotivation. The suggestions are presented as follow.

Firstly, is for the teachers in POLTEKAD. Since students mentioned a lot about the methodology in teaching and teacher's competency in teaching, the researcher suggests that the teacher in POLTEKAD could learn more about pedagogical to teach better in the future. It is very important since teacher is the key of succes in teaching and learning process.

Secondly, for the next researcher. Correlation study can be performed to know the correlation between the result of the questionnaire and the result of the open-ended question. The correlation study could be used as the method to conduct similar research since the questionnaire and open-ended question showed different result.

Thirdly, as the researcher only used quantitative approach in conducting the research, the researcher suggests that future reseacher could also employ the qualitative approach in aiming to get in-depth information regarding to the different result in 9 and 11 demotivation factor analysis also in the open-ended question. The researcher did not take further research in qualitative approach due to the time limitation of the POLTEKAD Malang. Next, hopefully this study can inspire further researchers dealing with demotivation factors.

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APPENDICES



Appendix 1 Blueprint of The Questionnaire (English)

No	Domain (Dornyei, 2001)	Indicators	Sources
1.	a. Teachers' personalities	1. Teachers ridiculed students' mistake	Sakai & Kikuchi (2009)
		2. Teachers shouted or got angry	Sakai & Kikuchi (2009)
		3. Teacher embarrassed students' mistake	
	b. Teachers' Commitment	1. Teacher did not treat all students equally	
		2. English Teachers were not enthusiastic in teaching	Maiko Tsuchiya (2006)
		3. Teacher tends to punish students who make mistake	
	c. Teachers' competence	1. Teacher's pronunciation was poor	Yo Hamada (2011)
		2. Teacher did not use any technology in teaching	
		3. Teacher could not explain the material clearly	
	d. Teaching Methods	1. Teacher only focuses on writing	
		2. Teacher only focuses on grammar	
		3. Teacher-centered always used in the class	
2.	Inadequate school facilities	1. Computer equipment are rarely used	Yo Hamada (2011)
		2. Visual materials (such as videos and DVDs) were not used	Yo Hamada (2011)
		3. The internet is not used	Yo Hamada (2011)

3.	Reduced self-confidence	1. I lost confidence to talk due to my bad pronunciation	Yo Hamada (2011)
		2. I lost confidence because my friends' score were higher than me	Yo Hamada (2011)
		3. I always avoid to answer teacher's question because I'm afraid that i would answer incorrectly	
		4. I am afraid to answer the teacher's question due to my senior	
		5. I lost confidence because my junior answer a question correctly	
4.	Negative attitude toward the foreign language studied	1. English is boring and difficult subject	
		2. I did not like the grammar rules of English	Yo Hamada (2011)
		3. I do not think that I will need English for my career	
		4. I do not need to be fluent	
5.	Compulsory nature of the foreign language study	1. I think English is just a compulsory subject	Maiko Tsuchiya (2006)
		2. I have no interest in learning English outside the classroom	
		3. I think it is too late to learn English at my age	
		4. The goal in learning English is only to pass the exam	Sakai & Kikuchi (2009)
6.	Interference of other language	1. I get confused in the English sentence structure compared to Bahasa Indonesia	
		2. It is easier to learn Bahasa Indonesia than English	
		3. I rather have a good grades in Bahasa Indonesia than English	

7.	Negative attitude toward the community of the foreign language spoken	1. I do not like English culture, it's not interesting	
		2. I do not like talking to native speaker, they are too fast to talk	
		3. I do not like the way they pronounce the words using accent	
8.	Attitudes of group members	1. My friends made fun of me when I made mistakes in class	Yo Hamada (2011)
		2. I dislike my classmates	Yo Hamada (2011)
		3. I feel inferior when my friends are answer a question correctly in English	
		4. I feel there is seniority in my English class	
9.	Course Book	1. Passages on textbooks were too long	Yo Hamada (2011)
		2. English passages on textbooks were difficult to interpret	Sakai & Kikuchi (2009)
		3. Topics in textbooks are boring	Sakai & Kikuchi (2009)

Blueprint of The Questionnaire (*Bahasa Indonesia*)

No.	Domain	Indikator
1.	a. Kepribadian guru	1. Guru sering menertawakan murid yang salah
		2. Guru sering meneriaki atau memarahi murid yang salah dalam menjawab
		3. Guru sering mempermalukan murid yang salah di depan umum
	b. Komitmen guru	4. Guru tidak memperlakukan murid sama rata
		5. Guru tidak terlihat antusias saat mengajar
		6. Guru cenderung menghukum siswa yang salah dalam menjawab
	c. Kompetensi guru	7. Pelafalan guru tidak bagus
		8. Guru tidak menggunakan teknologi dalam pembelajaran
		9. Guru tidak bisa menjelaskan materi kepada murid dengan jelas
	d. Metode Pengajaran	10. Guru hanya fokus pada keterampilan menulis
		11. Guru hanya fokus pada materi tata bahasa
		12. Pengajaran hanya berpusat pada guru

2.	Fasilitas sekolah yang kurang memadai	13. Peralatan komputer jarang digunakan dalam kegiatan pembelajaran
		14. Materi visual jarang digunakan di dalam kelas
		15. Tidak ada penggunaan internet di dalam kelas
3.	Penurunan rasa percaya diri	16. Saya sering tidak percaya diri ketika berbicara bahasa Inggris karena pelafalan saya tidak bagus
		17. Saya merasa tidak percaya diri ketika nilai teman sekelas saya lebih tinggi daripada saya
		18. Saya selalu menghindari untuk menjawab pertanyaan dari guru karena saya takut salah menjawab
		19. Saya tidak menjawab pertanyaan dari Guru karena takut kepada senior
		20. Saya merasa tidak percaya diri ketika junior saya bisa menjawab pertanyaan dengan benar
4.	Sikap negatif terhadap pembelajaran bahasa asing	21. Bahasa Inggris itu membosankan dan sulit untuk dipelajari
		22. Saya tidak suka belajar tata bahasa Inggris
		23. Pekerjaan saya tidak membutuhkan kemampuan berbahasa Inggris
		24. Saya tidak harus lancar berbicara bahasa Inggris

5.	Sifat wajib belajar bahasa asing	25. Saya merasa bahasa Inggris hanya mata kuliah wajib saja
		26. Saya tidak tertarik untuk belajar bahasa Inggris diluar kelas
		27. Saya merasa sudah terlambat untuk belajar bahasa Inggris
		28. Tujuan saya belajar bahasa Inggris di kelas hanya agar dapat lulus ujian
6.	Gangguan dari bahasa lain	29. Struktur kebahasaan dalam bahasa Indonesia lebih mudah dari pada bahasa Inggris
		30. Lebih mudah belajar bahasa Indonesia dari pada bahasa Inggris
		31. Nilai bahasa Indonesia saya lebih bagus dari pada bahasa Inggris
7.	Sikap negatif terhadap komunitas berbahasa Inggris	32. Saya tidak tertarik dengan budaya Inggris
		33. Saya tidak suka berbicara dengan orang asing karena bagi saya mereka berbicara terlalu cepat
		34. Saya tidak suka cara mereka melafalkan kata-kata yang dipengaruhi oleh aksen tertentu
8.	Sikap teman sekelas	35. Teman-teman saya sering mengolok-olok saya ketika saya membuat kesalahan
		36. Saya tidak suka dengan teman sekelas saya

		37. Saya merasa terkucilkan ketika teman saya mampu menjawab pertanyaan dengan benar dalam bahasa Inggris
		38. Saya merasa ada senioritas di kelas bahasa Inggris saya
9.	Buku pembelajaran	39. Bacaan di dalam buku terlalu panjang
		41. Bacaan bahasa Inggris dalam buku sulit untuk di pahami
		42. Topik bacaan terlalu membosankan



Appendix 2 Questionnaire

ANGKET TINGKAT DEMOTIVASI SISWA

Angket ini akan digunakan untuk angket skripsi berjudul “*A Study of Demotivation Factors at English Classes in POLTEKAD Malang*”. Tidak ada jawaban benar atau salah dalam angket ini. Kejujuran anda dalam merespon angket ini sangat penting. Semua data akan dijamin kerahasiannya.

Jurusan :

Tahun Masuk :

Pangkat :

Usia :

Petunjuk Pengisian : Berikan tanggapan anda mengenai pernyataan-pernyataan berikut dengan memberikan tanda centang (✓) pada kolom yang tersedia di bawah ini!

STS : Sangat Tidak Setuju

TS : Tidak Setuju

KTS : Kurang Tidak Setuju

KS : Kurang Setuju

S : Setuju

SS : Sangat Setuju

Faktor - Faktor	STS	TS	KTS	KS	S	SS
1. Guru kadang tertawa atas kesalahan yang dibuat murid						
2. Guru kadang marah atau berbicara dengan nada tinggi ketika murid salah menjawab						
3. Guru terkadang menghukum murid yang salah di depan kelas						
4. Perlakuan guru tidak sama terhadap semua murid						

5. Guru sepertinya tidak antusias saat mengajar						
6. Guru cenderung menegur siswa yang salah dalam menjawab						
7. Pelafalan guru kurang bagus						
8. Teknologi dalam pembelajaran tidak digunakan oleh guru						
9. Penjelasan guru kurang jelas						
10. Guru hanya fokus pada keterampilan menulis						
11. Guru hanya fokus pada materi tata bahasa						
12. Pengajaran berpusat pada guru						
13. Peralatan komputer jarang digunakan dalam kegiatan pembelajaran						
14. Materi visual jarang digunakan di dalam kelas						
15. Tidak ada penggunaan internet di dalam kelas						
16. Saya sering tidak percaya diri ketika berbicara bahasa Inggris karena pelafalan saya tidak bagus						
17. Saya merasa tidak percaya diri ketika nilai teman sekelas saya lebih tinggi daripada saya						
18. Saya selalu menghindar untuk menjawab pertanyaan dari guru karena saya takut salah menjawab						
19. Saya tidak menjawab pertanyaan dari Guru karena merasa tidak enak dengan senior						
20. Saya merasa tidak percaya diri ketika junior saya bisa menjawab pertanyaan dengan benar						

21. Bahasa Inggris itu membosankan dan sulit untuk dipelajari						
22. Saya tidak suka belajar tata bahasa Inggris						
23. Pekerjaan saya tidak membutuhkan kemampuan berbahasa Inggris						
24. Saya tidak harus lancar berbicara bahasa Inggris						
25. Saya merasa bahasa Inggris hanya mata kuliah wajib saja						
26. Saya tidak tertarik untuk belajar bahasa Inggris diluar kelas						
27. Saya merasa sudah terlambat untuk belajar bahasa Inggris						
28. Tujuan saya belajar bahasa Inggris di kelas hanya agar dapat lulus ujian						
29. Struktur kebahasaan dalam bahasa Indonesia lebih mudah dari pada bahasa Inggris						
30. Lebih mudah belajar bahasa Indonesia dari pada bahasa Inggris						
31. Nilai bahasa Indonesia saya lebih bagus dari pada bahasa Inggris						
32. Saya tidak tertarik dengan budaya Inggris						
33. Saya tidak suka berbicara dengan orang asing karena bagi saya mereka berbicara terlalu cepat						
34. Saya tidak suka cara orang asing melafalkan kata-kata yang dipengaruhi oleh aksen tertentu						
35. Teman-teman saya sering mengolok-olok saya ketika saya membuat kesalahan						

36. Saya tidak suka dengan teman sekelas saya						
37. Saya merasa rendah diri ketika teman saya mampu menjawab pertanyaan dengan benar dalam bahasa Inggris						
38. Saya merasa ada senioritas di kelas bahasa Inggris saya						
39. Bacaan di dalam buku hanjar bahasa Inggris terlalu panjang						
40. Bacaan bahasa Inggris dalam buku hanjar sulit untuk di pahami						
41. Topik bacaan terlalu membosankan						
42. Guru kadang menertawakan murid yang salah						
43. Guru kadang meneriaki atau memarahi murid yang salah dalam menjawab						
44. Guru kadang mempermalukan murid yang salah di depan umum						
45. Guru tidak memperlakukan murid sama rata						

Pertanyaan :

Menurut anda, dari 9 faktor di bawah ini faktor nomor berapa yang paling berpengaruh dalam menurunkan tingkat motivasi anda belajar bahasa Inggris? (*silahkan pilih satu faktor saja*) Sertakan alasan anda!

1. Kepribadian guru, komitmen guru dalam mengajar, kompetensi guru dan metode pengajaran.
2. Fasilitas sekolah kurang mendukung proses pembelajaran.
3. Turunnya rasa percaya diri, dikarenakan pernah mengalami kegagalan dalam belajar bahasa Inggris.
4. Kurang tertarik dalam belajar bahasa Inggris.
5. Bahasa Inggris sebagai mata kuliah wajib.
6. Adanya pengaruh pembelajaran bahasa asing lain selain bahasa Inggris.
7. Kurangnya rasa ketertarikan terhadap orang asing yang berbahasa Inggris.

8. Sikap teman sejawat dalam belajar bhs inggris.
9. Buku yang dipakai dalam pembelajaran bahasa Inggris.

Alasan:



Appendix 3 Expert Validation

Surat Permohonan Validasi Instrumen

Kepada

Yth. Ibu Dr. Putu Dian Danayanti Degeng, S.S., M.Pd.

Fakultas Ilmu Budaya

Universitas Brawijaya

Dengan hormat,

Terkait dengan penelitian kami yang berjudul "A Study of Demotivation at POLTEKAD Malang," kami mohon bantuan Ibu untuk melakukan validasi pada instrumen *Questionnaire of students' demotivation* kami yang diadaptasi dari *Maiko Tsuchiya (2006)*, *Sakai & Kikuchi (2009)* dan *Yo Hamada (2011)* ke dalam Bahasa Indonesia. Tujuan dari penggunaan instrumen tersebut adalah untuk mengukur tingkat demotivasi siswa berdasarkan sembilan domain : guru (kepribadian, komitmen, kompetensi dan metode pengajaran), fasilitas sekolah, penurunan rasa percaya diri, sikap negatif terhadap pembelajaran bahasa asing, sifat wajib belajar bahasa asing, gangguan pembelajaran bahasa lain, sikap negatif terhadap komunitas Bahasa Inggris, sikap teman sekelas dan buku pembelajaran (Dörnyei, 2001).

Demikian surat permohonan ini dibuat, atas perhatiannya diucapkan terimakasih.

Hormat kami,



Khodijah Ismatul Azizah

FORM PENILAIAN ANGKET TINGKAT DEMOTIVASI SISWA

Mohon untuk memberikan penilaian pada masing-masing butir pernyataan berdasarkan relevansi dengan domain faktor demotivasi dan penggunaan Bahasa Indonesia dengan memberikan tanda centang (✓) pada kolom nilai.

0 = tidak valid

1 = kurang valid

2 = cukup valid

3 = valid

No.	Domain	Indikator	Nomor Butir Pernyataan			
			0	1	2	3
1.	a. Kepribadian guru	1. Guru sering menertawakan murid yang salah				✓
		2. Guru sering meneriaki atau memarahi murid yang salah dalam menjawab				✓
		3. Guru sering mempermalukan murid yang salah di depan umum				✓
	b. Komitmen guru	4. Guru tidak memperlakukan murid sama rata				✓
		5. Guru tidak terlihat antusias saat mengajar				✓
	c. Kompetensi guru	6. Guru sering menghukum siswa yang salah dalam menjawab			✓	
		7. Pelafalan guru sangat buruk tidak bagus		✓		
		8. Guru tidak menggunakan teknologi dalam pembelajaran				✓
	d. Metode Pengajaran	9. Guru tidak bisa menjelaskan materi kepada murid secara jelas				✓
		10. Guru hanya fokus pada kepenelitian <i>ketertarikan menulis</i>		✓		



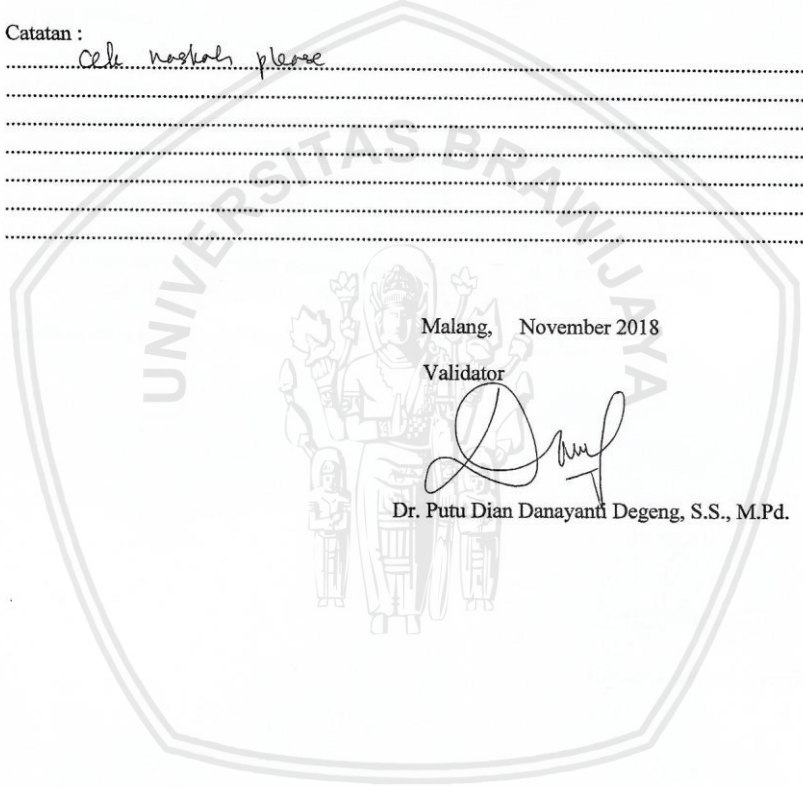
	Penyajaran hanya berpusat pada guru	11. Guru hanya fokus pada materi grammar saja tidak ^{tidak}		✓		
		12. Guru hanya menggunakan metode ceramah di kelas		✓		
2.	Fasilitas sekolah yang kurang memadai	13. Peralatan komputer jarang digunakan dalam kegiatan pembelajaran				✓
		14. Materi visual jarang digunakan di dalam kelas				✓
		15. Tidak ada penggunaan internet di dalam kelas				✓
3.	Penurunan rasa percaya diri	16. Saya sering tidak percaya diri ketika berbicara bahasa Inggris karena pelajaran saya yang buruk kurang ^{buruk}			✓	
		17. Saya merasa tidak percaya diri ketika nilai teman sekelas saya lebih tinggi daripada saya				✓
		18. Saya selalu menghindar untuk menjawab pertanyaan dari guru karena saya takut salah menjawab				✓
	Sy blak tidak menjawab pertanyaan dari Guru karena takut kepada senior	19. Saya merasa tidak enak dengan senior saya ketika sering menjawab pertanyaan guru		✓		
		20. Saya merasa tidak percaya diri ketika junior saya bisa menjawab pertanyaan dengan benar				✓
4.	Sikap negatif terhadap pembelajaran bahasa asing	21. Belajar Bahasa Inggris itu membosankan dan susah untuk dipelajari			✓	
		22. Saya tidak suka belajar grammar ^{dan} grammar ^{belajar} Inggris			✓	
		23. Pekerjaan saya tidak membutuhkan bahasa berbahasa ^{kemampuan} Inggris			✓	
		24. Saya tidak harus latihan ^{latihan} dalam berbicara bahasa Inggris			✓	

5.	Sifat wajib belajar bahasa asing	25. Saya merasa bahasa Inggris hanya mata kuliah wajib saja				✓
		26. Saya tidak tertarik untuk belajar bahasa Inggris diluar kelas				✓
		27. Saya merasa sudah ^{telat} untuk belajar bahasa Inggris _{terlambat}				✓
		28. Tujuan saya belajar bahasa Inggris di kelas hanya agar dapat lulus ujian				✓
6.	Gangguan dari bahasa lain	29. Struktur kebahasaan dalam bahasa Indonesia lebih mudah dari pada bahasa Inggris				✓
		30. Lebih mudah belajar bahasa Indonesia dari pada bahasa Inggris				✓
		31. Nilai saya lebih bagus di bahasa Indonesia, dari pada Inggris _{lebih saya lebih baik}			✓	✓
7.	Sikap negatif terhadap komunitas berbahasa Inggris <i>Saya tidak suka cara mereka melafalkan kata2 yg dipengaruhi oleh aksan tertentu</i>	32. Saya tidak tertarik dengan budaya Inggris				✓
		33. Saya tidak suka berbicara dengan orang asing karena bagi saya mereka berbicara terlalu cepat				✓
		34. Saya tidak suka cara mereka berbicara dengan membedakan aksan Amerika atau Inggris			✓	
8.	Sikap teman sekelas	35. Teman-teman saya sering ^{mencajak-jah} mempermalukan saya ketika saya membuat salah _{kesalahan}				✓
		36. Saya tidak suka dengan teman sekelas saya				✓
		37. Saya merasa terkucilkan ketika teman saya mampu menjawab pertanyaan dengan benar				✓

dan bls Inggris

		38. Saya merasa ada senioritas di kelas saya			✓	
9.	Buku pembelajaran	39. Bacaan di dalam buku terlalu panjang				✓
		41. Bacaan terlalu sulit untuk di pahami		✓		
		42. Topik bacaan terlalu membosankan			✓	

Catatan :
cek masalah please



Malang, November 2018

Validator

Dr. Putu Dian Danayani Degeng, S.S., M.Pd.

Appendix 4 Interview Guideline

INTERVIEW GUIDELINE

1. Ada berapa jumlah jurusan di POLTEKAD Malang?
2. Berapa jumlah keseluruhan mahasiswa di POLTEKAD Malang?
3. Apakah semua mahasiswa tersebut telah mengambil mata kuliah bahasa Inggris?
4. Dalam satu kelas terdapat berapa siswa?
5. Berapa rata-rata rentang usia mahasiswa POLTEKAD Malang?
6. Berapa lama rentang waktu dinas pasa tentara hingga ditarik kembali untuk belajar di POLTEKAD?
7. Berapa jumlah tenaga pengajar bahasa Inggris di POLTEKAD Malang?
8. Apakah seluruhnya merupakan tentara atau sipil?
9. Setahu saya, apabila di sekolah atau universitas biasanya ada pelatihan secara berkala untuk para pengajar, bagaimana apabila di POLTEKAD Malang?
10. Metode apa saja yang biasanya di pakai dalam mengajar bahasa Inggris di kelas?
11. Bagaimana pengajaran bahasa Inggris dilakukan (apakah untuk TOEFL atau hanya sebagai *Compulsory subject*) apa pertimbangannya?
12. Bahasa Inggris diajarkan hanya dalam 1 semester atau lebih?
13. Apakah ada buku khusus mata pelajaran bahasa Inggris yang dipakai?
Seperti apa?

14. Selain bahasa Inggris, bahasa apa saja yang dipakai di POLTEKAD Malang? Apa pertimbangannya?
15. Kesulitan seperti apa yang dihadapi pengajar ketika mengajarkan bahasa Inggris ke para tentara?
16. Setahu dan sepengetahuan saya ada variasi kepangkatan yang berbeda dalam satu kelas. Bagaimana tantangan yang muncul terkait hal itu?
17. Apa saja fasilitas di dalam kelas dan sekolah ?



Appendix 5 Descriptive Statistics

9 Demotivation Factors

Factor	Mean	Deviation Standard	Rank
F1	3,78	1,43	6
F2	2,94	1,37	5
F3	2,91	1,45	4
F4	2,87	1,36	9
F5	2,82	1,38	7
F6	2,79	1,44	1
F7	2,65	1,36	2
F8	2,51	1,35	8
F9	2,48	1,36	3

Frequency of Respondents

Factor	f	%
F1	16	10,1%
F2	22	13,8%
F3	14	8,8%
F4	4	2,5%
F5	9	5,7%
F6	75	47,2%
F7	8	5,0%

F8	6	3,8%
F9	5	3,1%

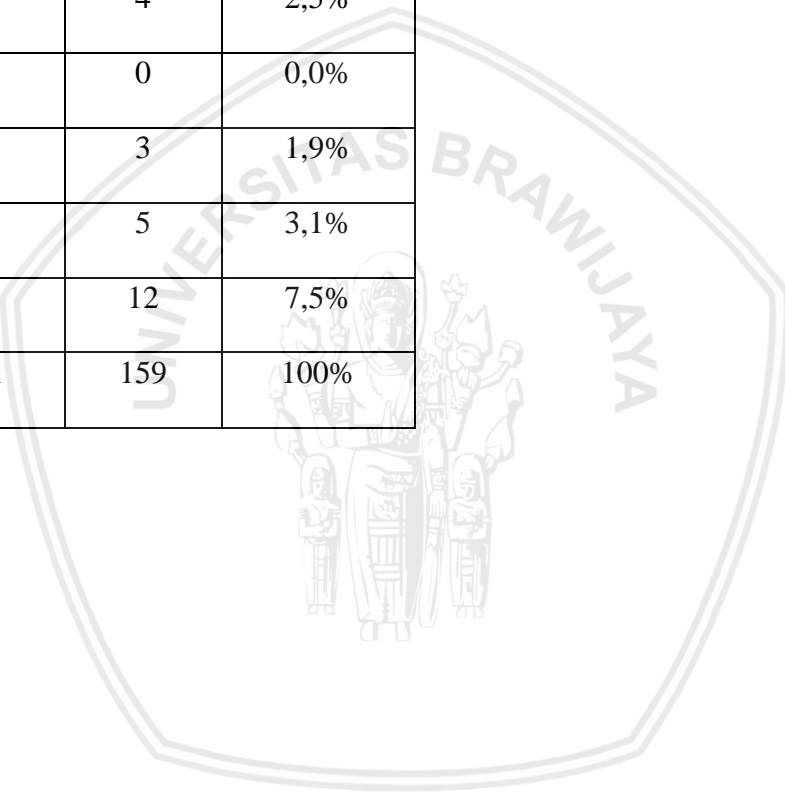
11 Demotivation Factors Analysis

Factor	Mean	Deviation Standard	Rank
F1	2,79	1,43	6
F2	2,82	1,37	5
F3	3,09	1,46	2
F4	2,48	1,36	11
F5	2,68	1,39	7
F6	3,78	1,44	1
F7	2,94	1,36	3
F8	2,49	1,32	10
F9	2,91	1,36	4
F10	2,54	1,38	9
F11	2,57	1,35	8

Frequency of Respondents

Factor	f	%
F1	14	8,8%

F2	19	11,9%
F3	25	15,7%
F4	4	2,5%
F5	10	6,3%
F6	63	39,6%
F7	4	2,5%
F8	0	0,0%
F9	3	1,9%
F10	5	3,1%
F11	12	7,5%
Total	159	100%



Appendix 6 Result of Open-Ended Question

Factors	Frequency of respondents	Frequency of chosen topic	Reasons
1	46	Teacher's Personalities	Students did not like learning in high tense and we need humorous teacher which friendly and have a good characteristic not only a smart teacher.
		Teacher's Competence	Teachers play important role in classroom because teacher is the reflection of their students.
		Teaching Methods	Methods that used in the classroom should be vary so the students motivated to learn English
2	33	Language Laboratory Facility	There are a lot of broken heaphones in the laboratory
		Lack of facilities	Lack of facilities makes me less motivated in learning
			visual equipment as media for learning is rarely used
			In the laboratory there is no computer supported with internet

3	23	Experience of failure	I always have a bad score in English Subject
		Experience of failure related to age	I have ever learned English in the middle school and I could not understand the language very well, so I think it is too late for me now.
		Facing Difficulties	I find it difficult to pronounce words, translate and memorize the grammar.
4	22	Negative attitudes	I did not interesting in English because I could not get the understanding and motivation from my surrounding.
			I did not interesting in English because it is not my daily language.
			I did not interesting in English because I there is no friend that support me.
5	13	English should be a compulsory subject	Because English could be very useful for me in taking a service overseas.
			Because we have to keep the pace with globalization.
			Because English is needed in every aspect as my area of work.
6	1	Language mistake	there is misuse of English and it made me lost the interest in learning the language

7	3	Attitude toward the community	because the foreign culture is not convenient to my life especially to my personalitias and my surroundings
8	5	Attitude of group members	I feel demotivated because my classmates did not accustomed to speak English.
			I feel demotivated because there is no friends who have the same vision in learning the language
		Rank	I feel demotivated because there is senior and junior in the classroom and the junior is more active than the senior.
9	3	Book's theme	the book is boring and monotonous
	149		

Appendix 7. Research Consultation Form

KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI
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BERITA ACARA BIMBINGAN SKRIPSI

1. Nama : Khodijah Ismatul Azizah
 2. NIM : 155110507111017
 3. Program Studi : Pendidikan Bahasa Inggris
 4. Judul Skripsi : A Study of Demotivation Factors at English Classes in POLTEKAD Malang
 5. Tanggal Mengajukan : 18 Agustus 2018
 6. Tanggal Selesai : 15 Juli 2019
 7. Nama Pembimbing : Yulia Hapsari, M.Pd.
 Keterangan Konsultasi :

No.	Tanggal	Materi	Pembimbing	Paraf
1.	18 Agustus 2019	Pengajuan Judul	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
2.	18 September 2019	Konsultasi Judul	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
3.	1 Oktober 2019	Pengumpulan draft Bab 1-3	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
4.	15 Oktober 2019	Revisi Bab 1-3	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
4.	20 December 2019	Revisi Bab 1-3 dan ACC Seminar Proposal	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
5.	30 Januari 2019	Pelaksanaan Seminar Proposal	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
6.	31 Maret 2019	Konsultasi Bab 1-5	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
7.	24 Mei 2019	Revisi Bab 1-5 dan ACC Seminar Hasil	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
8.	17 Juni 2019	Pelaksanaan Seminar Hasil	Yulia Hapsari, M.Pd..	<i>[Signature]</i>
9.	2 Juli 2019	Konsultasi Masukan Seminar Hasil	Yulia Hapsari, M.Pd.	<i>[Signature]</i>

10.	3 Juli 2019	Revisi Bab 1-5 dan ACC Ujian Skripsi	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
11.	5 Juli 2019	Pelaksanaan Ujian Skripsi	Yulia Hapsari, M.Pd.	<i>[Signature]</i>
12.	15 Juli 2019	Konsultasi Masukan Ujian Skripsi dan ACC Jilid Skripsi	Yulia Hapsari, M.Pd.	<i>[Signature]</i>

Telah dievaluasi dan diuji dengan nilai :

A

Malang, 15 Juli 2019

Mengetahui,

Ketua Jurusan Pendidikan Bahasa

Dosen Pembimbing

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