

FACTORS OF STUDENTS' DEMOTIVATION IN ATTENDING BILINGUAL CLASS IN IAIN PURWOKERTO

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Abstract: This research was aimed at revealing factors of students demotivation in attending bilingual class in IAIN Purwokerto. This research was driven by the fact that some students were found proposing themselves to quit from the bilingual class. In addition, some others seemed reluctant to attend the lectures. This condition showed that they were demotivated in attending the bilingual class. This research is a survey study using a quantitative approach. The data of this research were gained through questionnaire using total class sampling. Among 393 respondents of bilingual class students, 309 of them returning the questionnaire. Respondents were asked two questions, one of which was a closed-ended question, asking whether they had ever experienced a feeling of demotivation. The other question is an open-ended question, asking the factors causing their feeling of demotivation. Students are allowed to give more than one answers. Data were analyzed using descriptive statistics analysis, counting the presentage of each factor. This research found that there are 8 factors causing students' demotivation in attending bilingual class, i.e. (1) lack of language ability (228 respondents, equals to 73.79%); (2) language experience (34 respondents, equals to 11.0%); (3) lecturer factor (21 respondents, equals to 6.80%); (4) task factor (18 respondents, equals to 5,83%); (5) lack of interest (17 respondents, equals to (5.50%); (6) environment factor (13 respondents, equals to 4.21%) (7) Friend factor (4 respondent, equals to 1.29%); and (8) facilities (2 respondents, equals to 0.65%).

Keywords: demotivation, bilingualism, bilingual education,

Abstrak: Penelitian ini bertujuan mengungkap faktor-faktor yang menyebabkan mahasiswa kurang termotivasi dalam mengikuti kelas bilingual di IAIN Purwokerto. Penelitian ini dilatarbelakangi oleh fakta bahwa terdapat beberapa mahasiswa yang mengajukan diri untuk pindah dari kelas bilingual ke kelas reguler. Selain itu, beberapa mahasiswa yang lain tampak enggan mengikuti perkuliahan di kelas bilingual. Kondisi ini menunjukkan bahwa mereka kurang termotivasi untuk mengikuti kelas bilingual. Penelitian ini adalah penelitian survei dengan menggunakan pendekatan kuantitatif. Data penelitian ini diperoleh melalui kuesioner menggunakan total kelas sampling. Di antara 393 responden siswa kelas bilingual, 309 dari mereka mengembalikan kuesioner. Responden diberi dua pertanyaan, salah satunya adalah pertanyaan tertutup,

menanyakan apakah mereka pernah mengalami perasaan demotivasi. Pertanyaan lain adalah pertanyaan terbuka, menanyakan faktor-faktor yang menyebabkan mereka merasa kehilangan motivasi. Siswa diperbolehkan memberikan lebih dari satu jawaban. Data dianalisis menggunakan analisis statistik deskriptif, menghitung persentase masing-masing faktor. Hasil penelitian ini menunjukkan bahwa ada 8 faktor yang menyebabkan mahasiswa kurang termotivasi dalam mengikuti kelas bilingual, yaitu (1) kurangnya kemampuan bahasa (228 responden, sama dengan 73,79%); (2) pengalaman bahasa (34 responden, sama dengan 11,0%); (3) faktor dosen (21 responden, setara dengan 6,80%); (4) faktor tugas (18 responden, sama dengan 5,83%); (5) kurangnya minat (17 responden, sama dengan 5,50%); (6) faktor lingkungan (13 responden, sama dengan 4,21%) (7) faktor teman (4 responden, sama dengan 1,29%), dan (8) fasilitas (2 responden, sama dengan 0,65%).

Kata kunci: demotivasi, bilingualisme, pendidikan bilingual

A. INTRODUCTION

In this global era, where distance is no longer an obstacle for communication, people have greater chance to access information from all over the world. There is no difficulty for them to get news from the other part of the world because communication technology is everywhere. The invention of communication technology, such as television, mobile phone, and the latest and most sophisticated one of the previous century, the internet, has brought greater possibility for people all over the world to access whatever they want, even at the same time when it is happening. This is what we call *real time* access. People in Indonesia, for instance, can get information about what happen in America just by holding their smartphone and going seaching. Accordingly, at the time something happens, people all over the world may get the information about it.

However, getting real time information is not merely supported by this modern communication technology equipments. There is one thing that also determine the success of information access. That is *language*. As we know, people in different parts of the world use different languages. Real time information will not be easily accepted when people do not know the language in which it is presented. For that reason, knowing the languages of the world has become the need of modern people who wants to access information and other modern necessities. Based on the above explanation, we realize that international language mastery is necessary and becomes one of the most important needs of human being in this global era. By mastering the international languages, especially English, people will be able to access the development of information and technology. As we know, most of the development of information

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and technology is presented in international languages, most especially English. Therefore, English mastery is really needed by those who need to access every development of information and technology in this era.

Various efforts to master English are done by individuals and institutions. As we know, there are so many English courses spread out all over the world, and Indonesia is not the exception. This condition is one of the indicators that there are many people individually want to master the language. In addition, we also know that English is taught in preschool to higher education institutions. This shows that English mastery has become an effort of not only individuals, but also institutions, in this case, the government. In accordance with the above condition, there is also a trend in many education institutions to open a bilingual class. Some years ago, the Indonesian Government issued a policy to open international classes in junior and senior high schools, which was famous as RSBI (*Rintisan Sekolah Bertaraf Internasional*). In such classes, English was used as a communication language. Although such classes has been formally closed, the emphasis of using English as communication language in the classroom is still practiced by many schools in Indonesia. Nowadays, such classes are offered in many higher education or universities with various names, such as bilingual class or international class.

One of the universities offering an English bilingual class program is State College on Islamic Studies (IAIN) Purwokerto. Since the academic year 2010/2011 IAIN Purwokerto has opened bilingual classes for some disciplines, i.e. Islamic Education, Arabic Education, and Islamic Economics. Each program offers at least three subjects in which English or Arabic is used as the communication language. This program is under the coordination of Language Center of IAIN Purwokerto. According to Dr. Supriyanto, M.S.I, the former head of Language Center, this program was aimed at preparing some students of IAIN Purwokerto be ready to face the high competition in this global era, one of which was by equipping the students with international language mastery, at least one foreign language, English or Arabic, and hopefully both of them (Pre-research interview in 19 October, 2017).

From the above statement, it can be concluded that English mastery is the main goal of this program. In fact, most of bilingual students' English or Arabic is better than that of regular class students. Particular language training is also given to the students of bilingual class as well as their are more frequently exposed to English or Arabic communication since some of the lectures are delivered in English or Arabic. Moreover, in the year 2014-2015, bilingual students were offered a dormitory program in which they got English and Arabic courses program daily in

the dormitory. Training for English and Arabic thesis writing is also given to them. During the seven-year implementation of bilingual classes in IAIN Purwokerto, there is an interesting phenomenon that attracts the writer's attention. In spite of the special treatment to this program, i.e. the selection of students to join this program, the selection of lecturers, and the budget spent to run this program, there have not been any convincing proofs that this program has achieved its goals. One of the measurable targets is students's thesis written in English or Arabic. This target has not been completely achieved because not all bilingual students wrote their thesis in English or Arabic. Most of the students in Syaria Economics wrote their thesis in Bahasa Indonesia, instead of English.

Another interesting phenomenon is that the writer found there are a number of students every year that propose to leave the class and join the regular class. One example is the case of Rahmat Cahyo Utomo, a student of Syaria Economics Department, who left the bilingual class because of the difficulties in understanding the materials presented in English. Further he explained that he got less understanding about the contents if compared to the regular class (pre-research interview on October 1, 2017). Another case was told by Husdaeni Rahmawai, an Islamic Education (PAI) student, telling that many of her friends felt under pressure joining the bilingual class, wanted to join the regular class, and felt the bilingual class could not really support their English development (pre-research interview on October 4, 2017).

The two cases presented above represent that there are students who are demotivated to join the bilingual class in IAIN Purwokerto. This is a negative trend for the bilingual class program as it can influence the other students to be reluctant to attend the class and achieve no difference in language mastery with other students in regular classes. If this happens, one of the goals of bilingual program in IAIN Purwokerto as a way to facilitate students to foster their English or Arabic mastery will eventually fail. To avoid this, there should be valid and reliable information about about factors of students' demotivation in attending bilingual class in IAIN Purwokerto so that further negative effects can will not occur. For that reason, the research on factors of students' demotivation in attending bilingual class in IAIN Purwokerto will be needed to solve this.

B. METHOD

This research is a survey study using a quantitative approach. The data of this research were gained through questionnaire using total class sampling. Among 393 respondents of bilingual class students, 309 of them returning the questionnaire. Respondents were asked two questions,

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one of which was a closed-ended question, asking whether they had ever experienced a feeling of demotivation. The other question is an open-ended question, asking the factors causing their feeling of demotivation. Students are allowed to give more than one answers. Data were analyzed with descriptive statistic analysis, including number of students giving the same category of answer and its percentage comparing to the whole population by the following formula:

$$\text{Number of students} \div \text{Number of sample} \times 100\%$$

C. BILINGUALISM AND BILINGUAL EDUCATION

The term 'bilingualism' is broadly defined, representing a spectrum of definitions ranging from one end to the other end. The definitions of bilingualism often represents of categories, scales, and dichotomies such as ideal vs partial bilingual, coordinate vs compound bilingual, etc., which are related to factors such as proficiency, function, etc. Bilingualism, having such a spectrum of definitions, has one end that, like Blommfield's (1933:56), would specify native like control of two languages as the criterion. By such a definition, Bloomfield suggests that a person is bilingual when he can produce utterances just like a native speaker does. By contrast, Haugen (1953:7) focuses on the other end and suggests that bilingualism begins when the speaker of one language can produce complete meaningful utterances in the other language. Besides these two definitions, Diebold (1964), however, gives what might be called a minimal definition of bilingualism. He uses the term 'incipient bilingualism' to characterize the initial stages of contact between two languages. In doing so, he does not give certain criteria of the absolute minimal proficiency required in order to be bilingual and allows for the fact that a person may be bilingual to some degree, yet not be able to produce complete meaningful utterances. In reality, a person might, for example, have no productive control over a language, but be able to understand utterances in it. In such instances, linguist generally speak of 'passive' or 'receptive' bilingualism. Hockett (1958) uses the term 'semibilingualism'.

Mackey, as quoted by Romaine, considers a broader definition of bilingualism. He states that bilingualism is as simply as the alternative use of two or more languages. This means that bilingualism in this perspective does possibly contain not only two languages but also more languages. Further, Mackey explains that there are four questions which the description of bilingualism must address: degree of bilingualism, function, alternation, and interference. The

question related degree of bilingualism concerns with proficiency someone has about the languages, i.e. How well does the bilingual know each of the language? A person's language proficiency of in the two or more languages most probably will not be the same. For this fact, Mackey suggests that bilingualism is commonly defined as the use of at least two languages by an individual. This definition is suggested by ASHA (American Speech-Language-Hearing Association, 2004). Children and adults perform bilingualism as a fluctuating system whereby use of and proficiency in two languages or more conditionally, depending on the opportunity to use the language and exposure to other users of the language (www.asha.org). However, there is not only a single definition of bilingualism. The definition of bilingualism ranges from the softest to the hardest one.

Bilingual education, as well as bilingualism, is a term representing gradual meaning. In one hand, it can refer to an education system in which students switch between two different languages with the aim of becoming familiar with the language they are learning. On the other hand, bilingual education can also be approached as parts of the different areas of the curriculum in the second language, with the objective of developing the student's knowledge of the second language by linguistic immersion (Mackey, 1970).

Bilingual education has been practiced all over the world. The countries apply this system of education considering the increase of second language learning interest, especially English. English is undeniably an international language by which all nations can communicate and involve in the international relationship, including economy, social relationship, and education (Yunus, 2019). For that reason, bilingual class is intended to prepare students to face the competition in this global world in which communication is the basic skill to acquire.

Bilingual education differs on its models. At least there are two different model of bilingual education, i.e. transitional bilingual education and two-way or dual language immersion bilingual education. The transitional bilingual education involves education in a child's native language, typically for no more than three years, to ensure that students do not fall behind in content areas like mathematics, science, and social studies while they are learning English. Research has shown that many of the skills learned in the native language can be transferred easily to the second language later. The goal is to help students transition to mainstream, English-only classrooms as quickly as possible, and the linguistic goal of such programs is English acquisition only. In a transitional bilingual program, the student's primary language is used as a vehicle to

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develop literacy skills and acquire academic knowledge. It is used to develop literacy and academic skills in the primary language (wikipedia.com).

Two-way or dual language immersion bilingual education are designed to help native and non-native English speakers become bilingual and biliterate. The two-way bilingual immersion program has 90% of the instructions in grade K-1 in minority language which is less supported by the broader society and 10% in the majority language . This proportion gradually changes in the majority language until the curriculum is equally divided in both languages by 5th grade. The two-way bilingual immersion program is based on the principle of clear curriculum separation of the two languages of instruction. Teachers do not repeat or translate the subject matter in second language but strengthen concepts taught in one language across the two languages in a spiral curriculum in order to provide cognitive challenge. The languages of instructions are alternated by theme or content area. This type of immersion is required to develop the dual language proficiency, as social language can be mastered in couple of years, but a higher level of competency is required to read social studies texts or solve mathematics word problems, roughly around 5 to 7 years.

D. DEMOTIVATION IN LANGUAGE LEARNING

Demotivation is derived from the verb *to motivate* combined with suffix *-ion* and prefix *de-*. Suffix *-ion* form a verb into a noun, while prefix *de-* form a negative or opposite meaning to the word it attached to. Accordingly, demotivation can be defined as the negative counterpart of motivation (Meshkat, 2010). The term motivation is derived from the Latin verb *movere* (*to move*). Motivation then refers to something that gets us going, keeps us working, helps us complete tasks (Schunk, 2017). Since the word demotivation has the same root as the word motivation, the discussion in this literary review will also deal with motivation. Motivation has a strong relationship with learning. It can affect both new learning and the performance of previously learned skills, strategies, and behaviors. Motivation and learning achievement are reciprocal and interrelative. If a student is motivated, he tends to achieve better and reciprocally, if the achievement is higher, the motivated the student will be. A learner who is motivated will be eager and willing to involve in the learning process, spiritfull to work and and to complete his tasks. Conversely, demotivation will affect learner in the way that he will be reluctant to involve in the learning process, to work, and to complete his task.

The study on demotivation is considered relatively new in second or foreign language learning if compared to motivation. It is true that in spite of its great significance, demotivation received very little attention in mainstream psychology or second language research. In relation to motivation, there is a different classification proposed by educational psychologist and psycholinguist. The table below shows the differences.

Table 1.
Classification of Motivation (Xuezheng, 2014).

Educational Psychologist	Intrinsic Motivation	Doing something because it is inherently interesting or enjoyable – the motivation comes from inside the learner.
	Extrinsic Motivation	Doing something because it leads to a separable outcome – the thing motivating is outside the learner.
Psycholinguist	Integrative Motivation	Learning a second language in which a learner shows a genuine interest in learning the language in order to come closer psychologically to the other language community.
	Instrumental Motivation	Learning a foreign language for pragmatics like, –I want to get a good job, or –Speaking the foreign language will be important for my future career, or –I can be better educated.

Based on the table, it can be inferred that demotivation can also be classified into such a pattern. What differs from motivation is that demotivation causes negative impacts to learning or lack of interest in it. As such, intrinsic demotivation covers all uninteresting and unenjoyable inherent conditions of the learner. Demotivating factors in foreign language learning have been studied many times. The study conducted by Reyhaneh Ghadirzadeh et al. found that there are five demotivating factors for English language learning among university students, i.e. (a) lack of perceived individual competence, (b) lack of intrinsic motivation, (c) inappropriate characteristics of teachers' teaching methods and course contents, (d) inadequate university facilities and (e) focus on difficult grammar (Ghadirzadeh, 2012). The other study was conducted by Xuezheng Ji and Lijuan Wei, who studied why students in China were underperforming in learning English. It

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reveals that the problems are caused by lack of motivation. This study also reveals the causes of demotivation, which includes low degree of integrative motivation, insufficient teacher rapport, too strong sense of course difficulty and disinterest in learning. Moreover, the writers propose some ways to motivate students to be effective learning, which include creating lessons cater to different students, promote cooperative learning, giving useful feedback, promoting learner autonomy, and inspiring learner's own effort (Xuezheng, 2014).

Both researches found that demotivation is one of the factors found in the occurrence of problems in learning. Demotivation does not mean the total absence of learners' motivation, this only means that a strong negative factor limits the present motivation while other positive motives still stay ready to be activated (Maryam, 2010). Therefore, a student being demotivated is possibly gain back his/her motives if appropriate treatments are applied to him. The other study was conducted by Ashinida Aladdin, who studied demotivating factors in Arabic language classroom of non-Muslim learners. Ashinida study what demotivates non-Muslims learners when they learn Arabic. This study found that there are nine demotivational factors in that case, namely (1) subject-related factors; (2) teacher-related factors; (3) class-related factors; (4) negative attitudes towards the FL; (5) course materials and learning content; (6) the compulsory nature of the Arabic course; (7) time constraints; (8) lack of opportunities to communicate in Arabic; (9) lack of ability (Aladin, 2013). Based on the above theories proposed by some scholars, the writer of this research will analyze the factors of students demotivation in attending bilingual class of IAIN Purwokerto.

E. PROFILE OF IAIN PURWOKERTO'S BILINGUAL CLASS

1. The birth of Bilingual Class

The bilingual class of IAIN Purwokerto first open in the academic year 2010/2011. At that time, the Head of IAIN (at that time it was STAIN) Purwokerto, Dr. Luthfi Hamidi, M.Ag. suggested to open bilingual classes because of the following considerations. The mastery of foreign languages, especially international languages has become a must to those who want to win the competition in job vacancies. As we know, foreign language mastery is an added skill that is really needed in any field of employment. Knowing such a condition, the head of IAIN Purwokerto realized his concern to the quality of IAIN graduates by holding a bilingual program. The second consideration is for the realization of IAIN Purwokerto as a world class university. We realize that this high achievement needs gradual steps until it is really achieved. The other consideration is

that IAIN Purwokerto need to have students with high performance of language skills, especially English and Arabic. For that reason, a bilingual class is a must.

The bilingual class of IAIN Purwokerto are held for 3 departments, i.e. Islamic Education, Arabic Education, and Syaria Economics. Among parallel classes in each department, there is only one class for each department that is treated as bilingual class. Therefore, since the academic year 2010/2011, there are 3 classes of bilingual class of each level, and this means that by this year, there are 12 bilingual classes in IAIN Purwokerto.

2. Selection of Bilingual Students

Students of bilingual classes are selected through questionnaire and selection in language placement test held by UPT Pengembangan Bahasa (Language Centre) of IAIN Purwokerto. The questionnaire given to students is aimed at knowing whether a student is interested in joining the bilingual class or not. Meanwhile, the language placement test is aimed at knowing students' competence of the language, both English and Arabic. Based on the two aspects, approximately 50 students are selected to be the bilingual students for each class.

F. FACTORS OF STUDENTS DEMOTIVATION

Following the fact that there were some students being demotivated in attending bilingual class, this research was aimed at knowing the factors of students demotivation in being so. There were 2 questions asked to the respondents of this research. The questions are delivered in Bahasa Indonesia. 1) *Apakah Anda PERNAH merasa kurang termotivasi untuk mengikuti kelas bilingual? (Have you even been demotivated in attending bilingual class?)*; and 2) *What factors makes you feel demotivated?*. The answers of the questions are main data of this research.

a. Question 1:

Have you even been demotivated in attending bilingual class using English or Arabic for communication language? (Apakah Anda PERNAH merasa kurang termotivasi untuk mengikuti kelas bilingual dengan pengantar bahasa Inggris/Arab)

Table 2: Recapitulation of question 3 answer based on Department and Semester

Department/Semester	Answer/Number of students	
	YES	NO
Islamic Education/1	35	5
Islamic Education/3	37	-
Islamic Education/5	35	1
Arabic Education/1	11	18
Arabic Education/3	25	4

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Arabic Education/5	24	4
Syaria Economics/1	38	6
Syaria Economics/3	21	7
Syaria Economics/5	21	3
Total	271	38
Percentage	87.7	12.3

The total number of students giving YES-answer is 271 (87.7%) and the students giving NO-answer is 38 (12.3%). This condition shows that experience of being not motivated is dominant among the students. The number of 87.7% can be categorized into high category. Moreover, there is a class all the students of which give YES-answer to the question. This means that all students have ever felt being not motivated. That is students of Islamic Education Department of semester 3. Conversely, the lowest number of students who give YES-answer is Arabic Education class of semester 3. Among 37 students who return the questionnaire, 18 students give NO-answer, which means that they are always motivated in joining the bilingual class. Meanwhile, 11 others give YES-answer, telling that they have experience a feeling of demotivation. In this class, the number of students who give YES and NO-answer is approximately the same.

b. Question 2:

What factors make you feel demotivated? (Faktor apa sajakah yang menyebabkan Anda merasa kurang termotivasi untuk mengikuti perkuliahan dengan pengantar bahasa Inggris/Arab?)

Based on the data gained through questionnaire, answers to this question are categorized into 8 factors as follows.

1) Lack of language ability

This is the most dominant factor that students mention. 228 of 301 students give this answer to question number 4. They perceived that they are lack of language ability that it makes them not motivated to attend bilingual class. The number of students giving this answer equals to 73.79%.

Students' perception about their language ability gives a strong effect to motivation. In fact, they are low motivated or even demotivated in attending bilingual class because they have a perception that they have low language ability. This low language ability causes the difficulty in understanding the material delivered in English or Arabic. Most of the students who state that their language ability is low continue their answer that it is difficult for them to understand the material delivering in English or Arabic.

When a student get difficulty in understanding the materials, and he knows what makes him so, he

2) Lack of interest

17 students state that they are not interested in the language, which equals to 5.50%. They are lack of interest in learning using foreign language. They say that they are not interested in learning language or they do not want to learn it. As mention above, interest can be a motivational factor, so when interest is low,

motivation will also low. This condition can give an answer to the situation when students are low motivated, they most probably will have an experience of demotivation.

3) Language Experience

There are 34 students (11.00%) giving this answer, telling that previously they have never engaged in bilingual learning. For some students, this new experience become a demotivating factor since they feel nervous and unconfident to face the new experience. This factor is mostly strengthened by their lack of ability in the language used as communication language in the class. Some factors work together and make them feel demotivated. For that reason, the number of students giving this answer is a bit more significant compared to other factors except factor of lack of ability.,

4) Lecturer: 21

Lecturer is one of the factors that students experience a feeling of demotivation. In education, the role of teacher or lecturer is very significant in a learning process. Lecturer should be able to be the motivator, facilitator, and manager of the class as well as instructor. A lecturer who can play his or her role well can raise students' motivation in attending his or her class. Conversely, a teacher lack of ability in playing such roles may decrease student's motivation. Among the characteristic of bilingual class lecturers which are mentioned by the students and causes demotivation are: a) they are not motivating enough, 2) they do not give enough chance to the students to talk, c) they explain the material unclearly, and d) lecturer delivers the material uninterestingly. There are 21 students (6.80%) who answer that lecturer is one of their demotivating factors. This number is not really significant comparing to the number of students who answer that they are lack of language ability. However, this can be a reminder for the lecturers and the institution that how lecturers perform their teaching affect students. When the lecturers do not perform a good teaching, it can demotivate students in attending his or her class, in the case the bilingual class.

5) Friend

Only 4 students (1.29%) state that they their friends influence them of their demotivation. Because some of friends have no motivation, the students also feel the same. Negative comments from friends also elicit this situation. This answer is given by respondent number 4, 283, 211, and 215.

6) Facilities

The number of students who say that facilities affect their condition related to motivation is very low. There are only 2 students (0.65%) mentioning that facilities demotivate them in learning. They say that the facilities are not sufficient for their learning. Unfortunately, the students do not mention what facilities they mean. Most probably, based on researcher understanding, the facilities which are mentioned to

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be not sufficient are the availability of reference books written in the two languages, English and Arabic. There are only very few collections of books written in English and Arabic. This fact can be traced from the reference books used in writing thesis. Most students use Indonesian reference book for writing thesis, even though they write it in English. This is the weaknesses of facilities that can be traced. Although the number of students giving such answer is very low, this information is useful as a reflection to the running of bilingual class in IAIN Purwokerto.

7) Environment

13 students (4.21%) state that environment become their demotivating factor. Most students do not clearly state what they mean by environment, they just mention that they experience a feeling of demotivation because of environment factor. This answer are given, for instance, by respondent number 112, who answers that she is influenced by environment in the community.

8) Task

One of the characteristics of bilingual class of IAIN Purwokerto is the duty of every student to write thesis in English or Arabic. Seeing the average ability of the students, most of them get difficulty in writing thesis in English or Arabic. Among 301 students, 18 students (5.83%) explicitly mentioned that they feel stressful thinking about writing thesis in English or Arabic. They think that writing in a foreign language is a burden for them.

G. CLOSING

Having analyzed the data, the researcher draws the following conclusion: *first*, there are 8 factors of students demotivation in attending bilingual class, i.e. 1) lack of language ability (228 students), 2) low interest (17 students), 3) language experience (34 students), 4) lecturer (21 students), 5) friend (4 students), 6) facilities (2 students), 7) environment (13 students), and 8) task (18 students). From the result, the most dominant factor can be ranked as follows: Lack of language ability (228); Language experience (34); Lecturer (21); Task (18); Low interest (17); Environment (13); Friends (4); Facilities (2). *Second*, Based on the number of students compared to the total population (309 students), here is the percentage of factors: lack of language ability 73.79%; language experience 11.00%; lecturer 6.80%; task 5.83%; low interest 5.50%; environment 4.21%; friends 1.29%; and facilities 0.65%.

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