

Chapter Two

Literature Review

This chapter focuses on the review about related theories underlying this research. The theory of demotivation, demotivating factors, strategies to carry out the demotivating factors, and related study are highlighted in this chapter. Finally, this chapter explains the conceptual framework of the study.

Demotivation

Learners without motivation and learner who felt demotivated are something different. Learners with no motivation are learners who are feeling unmotivated from the beginning. However, on the other hand, learner who felt demotivated are learner who are just unmotivated because some cases or reason (Christophel & Gorham, 1995). Beside, Christophel & Gorham argued that demotivation mean a state or condition that hinder a person from doing his or her best in achieving a specific purpose. Dörnyei (2001) proposed the notion of demotivation. He defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p.273). Thus, demotivation could be regarded as the negative counterpart of motivation.

Demotivating in learning English are common problem faced by students because some factor can decrease their motivation to achieve their target language proficiency. Furthermore, in the other study, Dörnyei (2001) claimed that a demotivated person is “someone who initially have had the motivation to fulfill a goal or to engage in an activity and has lost the motivation to do because of negative external factors related to the environment in which learning takes place such as the classroom and school” (p.55). In addition, Arai, Falout and Maruyama (2004) stated, “demotivation is not solely external factors and it is also included internal factors such as a lack of self-confidence and negative attitude within learners themselves” (p.3-9). To sum up, demotivation is a condition of the

students who lose their motivation and lack of interest in achieving their target language proficiency because of several reasons.

Demotivating Factors

Students' demotivating factors are crucial factors that make student's attitude and behavior become negative and cause unwillingness to achieve their target language proficiency. The demotivation phenomena are the common problem in teaching learning process. Various factors affected students' demotivation. Chang and Cho (2003) found demotivating factors of English language learning such as learning difficulties, threats to self-worth, monotonous teaching, poor teacher-student relationship, punishments, general and language-specific anxiety, lack of self-determination, and poor classroom management. Chang and Cho (2003) also stated that students learning difficulties were the main students' demotivating factors and usually it is related to grammar context. Students have learned to dislike English, feeling demotivated by the dominant pedagogical practice called grammar aspect.

Some experts argued that students demotivating in learning English can be caused by many factors both the factors from the students itself and factors caused by the environment. Additionally, Sakai and Kikuchi (2009) argued that grammar-based teaching, teacher's behavior, course contents, and teaching materials, effects of low-test scores, classroom environment, and lack of self-confidence and interest were all cited as demotivating factors in learning English. In this study, Sakai and Kikuchi (2009) also explained that learning content and materials were the most demotivating factors. On the other hand, they mentioned that lack of intrinsic motivation linked in with students' lack of self-confidence and interest in learning to achieve their target language proficiency. In addition, Alavinia (2012) showed that teachers' personality and behavior, teaching method, learning material and content, learning environment, learners' lack of success and learner

characteristics were the sources of students' demotivating factors. Alavinia (2012) also stated that learning environment and learners' lack of success were the dominant students' demotivating factors. However, Hosseini and Jafari (2014) in an attempt to find sources of students' demotivating factors, found that insufficient school facilities, lack of intrinsic motivation like students lack of self-confidence, and inappropriate teaching materials were the most detrimental predictors of EFL learners' demotivation.

Teacher attitude toward teaching learning process also influenced students' motivation to achieve their target language proficiency. In addition, the other factors which make students demotivated in learning English also comes up from environment and government policy. Ayadin (2012) investigated six main factors that cause demotivation during the EFL teaching process. They are including problems relating to the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administrators, and physical conditions. Ayadin (2012) also stated that curriculum would be highlighted as the main factor of the teacher demotivation that affects students' demotivating factors in achieving their target language proficiency. Some problems relating to the curriculum, such as lack of supportive material for classroom used, invalid central examinations, and problems with the course books regarding the disunity and coherence, and imbalanced activities presented in the books are other sources of demotivation. Ghadirzadeh, Pourabolfathe, and Shokri (2004) also argued that there were five demotivating factors such as lack of perceived individual competence, lack of intrinsic motivation, inappropriate characteristics of teachers' teaching methods and course contents, and focus on difficult grammar. Based on the explanation from several researchers above, some students' demotivating factors that commonly happened are explained as follows.

Grammar aspect. In learning grammar, students are forced to memorize grammar and it makes students' demotivated. In terms of grammar-based teaching, students feel that

teacher's over-emphasiz the grammar, so students' lack opportunities to communicate using English language in the classroom. In addition, students are expected to memorize fast rules of grammar, and a large number of English words. They are not exposed to the communicative approach that can increase the motivation of students in learning English. This finding is in line with the study conducted by Sakai and Kikuchi (2011) who found grammar-based teaching as a demotivating factor for junior high school students. Furthermore, the study by Lehtikoinen and Leinonen (2010) also confirmed grammar-based teaching as the prime cause of demotivation among upper secondary students.

Teachers' methodology. Several teachers in their teaching learning process usually use monotonous teaching methodologies, some of them use conventional method to teach. Several teachers also use the centered approach in teaching and it can lead to poor teacher-student relationship because students are lack of opportunities to communicate with other and it makes students feel bored in the teaching-learning process. However, students also feel demotivated when they learn about the same material like reading comprehension, grammar aspect in the same method. Teachers are expected to improve their ability in delivering the same material with the different teaching methodology to make students enthusiastic in teaching learning process. In addition, Kikuchi (2009) stated that too many textbooks and supplementary readings, uninteresting topics, and outdated and irrelevant teaching materials, boring lectures and lessons, lengthy English lessons became sources of students demotivating factors. The findings also support a study by Hirvonen (2010) who revealed that ineffective teaching materials and teaching methods demotivated students. Besides, the study by Sakai and Kikuchi (2009) revealed that characteristics of course contents and teaching materials discouraged secondary school students to learn English language effectively.

Students' lack of self-confidence. Learners' lack of self-confidence, which was the result of their earlier experience of failure also becomes one of the demotivating factors for

students. Tsuchiya (2006) stated that students' self-confidence was deeply interrelated especially with tests. The correlation between reduced self-confidence and tests is the strongest demotivating factors. The disappointed feelings after receiving poor test results demotivated them more than being unable to understand lessons or English. Students' demotivation started with a failure to understand content in lessons, which caused their poor performance at tests. Then, students lost their self-confidence and became more demotivated to achieve their target language proficiency. Kikuchi's (2011) study also confirmed that lack of confidence and interest were influential sources of demotivation among high school students. Although the lack of self-confidence is an internal problem, students can be motivated by providing a more conducive environment, which is stress-free, in which they can be encouraged to practice the English language regardless the fear of making mistakes.

Classroom environment. Classroom environment becomes one of the demotivating factor at school. The inadequate classroom facilities such as lack of computer equipment and audio and video materials, lack of internet access can demotivate students to learn English language effectively. Besides, other related factors including students' grouping based on proficiency levels, students' dislike to their classmates, and overcrowded classrooms triggered the students to feel demotivated. These arguments are supported by Dörnyei (1998) which revealed that lack of facilities in the classroom demotivated secondary school students. Furthermore, Hirvonen (2010) also confirmed classroom environment as a source of demotivation among students. As the lack of facilities creates an unfavorable L2 learning environment, university classes should be facilitated with video projectors and language laboratories to enhance the motivation level among second language learners (Jomairi, 2011). Besides, English language is a skill subject in which L2 learners are required to perform various drills and activities to attain proficiency, so over-crowded classrooms do not provide students equal opportunities to get teachers' proper feedback and hence they become

demotivated to sustain their interest in English language learning (Chambers, 1993).

Therefore, the number of students needs to be reduced to facilitate students to interact with teachers effectively. Small-sized classrooms pave a way for effective L2 teaching and keep L2 learners motivated and focused in performing assigned tasks (Morrisette, 2001).

Course contents and teaching materials. Course contents and teaching materials were also attributed to the cause of demotivating factors for students. These factors come up in the form of supplementary readings and assignments assigned by the teachers and the use of uninteresting topics in English lessons. Related to this, reasons, which demotivated students, have included too many textbooks, outdated and irrelevant teaching materials. Moreover, (Hamada, 2010) stated that usually the textbooks contained more unfamiliar words to students daily lives. Besides, uninteresting teaching materials caused boredom and decreased students' motivation in learning English. Additionally, Richards and Renandya (2002) also stated that well-designed teaching materials did not only address the needs of L2 learners but they also kept students motivated to ameliorate their interest in L2 learning. On the contrary, inappropriate teaching material fails to address the needs of students and discourages them from learning the second language effectively.

Related Study

There are a lot of studies which investigate demotivational factors in EFL. Firstly, a study conducted by Hamada (2011). This study investigated different factors of demotivation faced by students senior and junior high school learners in Japan. This study focused only on three points, such as the differences between demotivators for junior high school learners and high school learners in Japan, the factors ranked higher or lower as demotivators for junior high school learners and high school learners in Japan respectively. How do the strong demotivators change over time in high school. The result of this study showed that the nature of English was more demotivating for junior school learners, besides, lesson style and

teachers were more demotivating for high school learners. The result of this study also indicated the other differences demotivational factors for both Junior and senior high schools in Japan. The result showed that tests, nature of English, reduced self-confidence, and textbooks demotivated more for junior high school learners. Meanwhile, for senior high school, students demotivating factors such as reduced self-confidence, lesson style, and textbooks.

In this study, there are differences between this research and the current because this research used qualitative as data collection method and also the purpose of this research does not only want to know the demotivating factors in junior high school but also the demotivating factors in senior high school. However, this study is still useful for the researcher because this research gives several information about students' demotivating factors among junior high school. So, this study can be used as the reference for researcher study, because the purposes of this study are similar.

Secondly, another study related to this research was coined from Falout (2012). This study using descriptive qualitative design to gathered the data. The purpose of the study is to investigated English Foreign Language (EFL) learners' remotivation process in learning English. They included the strategy to increase students' motivation. However, this study provided several students' demotivating factors such as learning environment, grammar translation, negative thought, and students' low of self-confidence.

This study is useful for the current because this study provide information about interview guide line and the current researcher adapted the question from Falout study.

Conceptual Framework

The title of this research is students' demotivating factors in learning English among junior high school Yogyakarta. From the title, the researcher intends to conduct a research based on problems were comes up and the researcher want to know students' demotivating

factors faced by one stated junior high school in Yogyakarta. The conceptual framework is presented in the following figure.

Figure1. Conceptual Framework

