

Chapter Two

Literature Review

This second chapter discusses about theories that are related to the research about demotivating factor that are experienced by students in learning English as a foreign language. There were four points was discussed in this chapter. Those four points were; demotivation, learning English as a foreign language, demotivation in learning English as a foreign language and the last is conceptual framework.

Demotivation

Demotivation is negative side of motivation that decreases the student's motivation in learning process. This demotivation can influence the student's learning outcomes and lead to unsuccessful mastery of course materials. Demotivated learner is someone who loses their interest for some reasons in learning process.

Definition of Demotivation. There are many definitions of demotivation which are expressed by the experts stated that demotivation decreases the student's motivation in learning process. According to Dornyei (2011), demotivation is the “specific forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action” (p. 139). Based on Dornyei's definition, demotivation is caused by external factors that can decrease the students' motivation to learn English language.

In addition, Li and Zhou (2013) defined that, "demotivation as the detrimental forces impeding second language acquisition" (p. 01). Based on that

definition, demotivation is an obstruction in learning English as a second/foreign language which is can make the students loses their interest in learning process. Moreover, this demotivation can reduces the students' action for doing their activities in learning which deliver to unsuccessful mastery of English.

Factors Causing Demotivation. There are many factors that can make the students demotivated in learning English such as teacher's competence, course material and curriculum, and inadequate school facilities. According to Dornyei (2011),

The main demotivating factor are; the teacher, inadequate school facilities, reduced self-confidence, negative attitude towards the second language, compulsory nature of second language study, interference of another foreign language being studied, negative attitude toward second language community, attitudes of group members, and course book (p. 149).

This research only discussed about the external factors of demotivation. Therefore, there were five factors that selected from Dornyei's theory that will be discussed in this research, namely; the teacher, inadequate school facilities, interference of another foreign language being studied, attitudes of group members, and course book.

Teacher. Teacher was the frequent source of demotivation which is related to the teachers' personality, commitment to teach and attention paid to students. In addition, teachers' competence, teaching methods, and style were the most important causes of students' de-motivation in second language learning. Moreover, lack of clear explanations about the instruction also can make the

students demotivated in learning English. For instance, the teachers' explanations were not easy to understand and he or she always concentrated on his or her favorite students. There was a study that supported the teacher can demotivate students in learning English was expressed by Meshkat & Hassani (2012), "poor teachers' teaching methods and strict teacher were found as the demotivating factors" (p. 749). On the other hand, the teacher who was unfair in treating the students was also the source of demotivation in learning English as a foreign language. Based on the study that conducted by Ghonsooly et al. (2017) "unfair treatment and peer comparison by the teacher could demotivate learners to a large extent" (p. 430).

Inadequate School Facilities. Inadequate school facilities meant that most of teaching media was not work properly. For instance, there was a problem with audio visual equipment that available. Moreover, dissatisfaction with the classroom device also can demotivated student in learning English such as computer equipment was not used. Hence, they can not learn the materials that need audio visual equipment. According to the study that conducted by Bahramy and Araghi (2013), "some students feel demotivates because they had no access to modern technological facilities for improving their language skills" (p. 843).

Interference of another foreign language. The interference of another foreign language meant that students are learning two or more foreign languages in the same time which the processes of interference may impact negatively on motivation for one or the other language. Therefore, the other language being studied was seen as the threat to the mastery of other language such as English.

For instance, German and English languages are so similar that they get mixed up easily when the student learns those two languages in the same time.

Attitudes of group member. Demotivation related to the attitude of group member toward weaker students that they were always laughed at him or her because of his or her poor English skills. It was placed the beginners in a disadvantaged position because weaker student had turned out to include students who already knew English. According to Cavani and Brick as cited in Bartram (2010) identified “peer-group pressure as one of the key reasons for pupil demotivation” (p. 69).

Course book. Demotivating factor that related to the course book is English passages in the textbooks were too long and much grammar. Focus on grammar and vocabulary in the process of learning which all of the students have to give attention to the grammar and vocabularies that used will make the students bored in the classroom. The study that support the course book can make the students demotivated was conducted by Aydin (2012), “problems related to the curriculum, such as lack of supportive material for classroom use, and problems with the course books regarding the disunity and coherence, and imbalanced presented in the books are the sources of demotivation” (p. 09).

Those theory are supported by the study that conducted by Li and Zhou (2013) found that, Chinese college EFL learner’s de-motivational behaviors and summarized “six demotivators including inadequate facilities, negative attitude toward target language and culture, learning strategy deficiency, the teachers, confidence deficiency, and learning environment” (p. 05). Based on that study,

confidence deficiency will not be discussed in this research because it belongs to the internal factor while this research is only discussed the external factor of demotivation in learning English.

On the other hand, the factors which can demotivate the student in learning English as a foreign language, based on the study that conducted by Kikuchi and Sakai (2009, p. 195), investigated five effective factors on demotivation, are: the first is course book which is related to the contents that focused on grammar, long reading passages. The second is teacher that related to teacher's attitude that they were shows in classroom. This factor includes the teacher's teaching competence and language proficiency is not ready to teach. Furthermore, that make students does not interest to learn English.

The next factor is test score. The disappointment of test score makes the student demotivated in learning English. The study that presented by Kaivanpanah and Ghaesemi (2011) support the test score demotivate students in learning English, "experience of failure that related to the students' low or disappointing score in examination was the source of the students' demotivation" (p. 104).

Fourth factor is inadequate school facilities. This factor is related to the multimedia learning environment which is the students cannot learns the materials which is needs audio visual equipment. The last factor is non-communicative methods which related to teachers' teaching methods that applied in classroom such as teacher center learning.

Learning English as a Foreign Language

English as a foreign language is belongs to the countries that English is not

used in the normal of daily life. In these countries, English is commonly learned at school but all of the students have the opportunity to learn in outside of the classroom with little motivation to learn. For example, Indonesia, China, Japan and the other countries in the Middle East are the countries that English is called by English as a foreign language. According to Kachru as cited in Quirk and Widowson (1985), “there are three circles model countries listed as being in the inner circle, outer circle and expanding circle” (p. 12). Based on these statement, Indonesia is belongs to the expanding circle same as China, Egypt and the other countries which means that English is a Foreign language.

Difficulties in Learning English. Learning English as a foreign language is very challenging especially in Indonesia, it is because the students find that it is difficult to spell, understand the word meaning and how to pronounce it. The difficulties in learning English as a foreign language is commonly faced by the students in some aspects, they are:

Spelling. Spelling is very important in written English and any mistake in spelling can affect the written product and can make misunderstanding. It is important to care about the spelling of word, because it can influence the words meaning. Moreover, there are many spelling error that the students commit in learning which lead to the wrong meaning. Benyo (2014) said that “the spelling performance of the students indicated that the students commit spelling errors of letter omission, addition, transposition, and substitution” (p. 366).

Moreover, there are many words that are ordinarily spelt in the same way, but they are different in their pronunciation. For example, word lead which is

pronounced /li:d/ in a sentence like, “lead the way”, but /led/ in another phrase lead pipe. On the other hand, there are some words spelt differently, but the sound are the same. For example, rain, rein, reign, which all of them are pronounced /rein/. Furthermore, it is important for the student to care about the spelling of words.

Pronunciation. Many studies have demonstrated that the pronunciation errors made by the speakers of other languages who speak English. The main problem of the speakers of other language who speak English is the imitation or substitution of sound which is they imitate the sound that they don’t have in their native language with other sound that are close to them in the pronunciation. Based on the study by Hassan (2014) stated that, “many students fail to identify the exact pronunciation of a particular vowel which has more than one pronunciation in a particular word” (p. 41).

In addition, first language or mother tongue also can influence the learner’s pronunciation. This problem can lead the students who learn English as a foreign language to mispronounce the words. On the other hand, it is hard to change the pronunciations’ habit that the learner obtained since they were a child. Hassan (2014) said that, “pronunciation errors occur from the interference of the mother tongue and the differences in the sound system between first language and second/foreign language” (p. 41).

Grammar. Many type of difficulties faced by students and teachers with regard to grammar instruction in English as a second or foreign language context. This problems caused by the students have difficulties in internalizing grammar

rules. Moreover, the problem for English as second or foreign language learners is that there is a time-lag between awareness of changes and their acceptance as the proper use of the language. According to Viskari (2005) “students often have difficulties in seeing patterns, finding rules, and understanding grammatical terms in their language” (p. 96).

Review of Related Studies

There were some studies related to the demotivating factors in learning English as a foreign language. The first study was conducted by Al-Khairi (2013) aims to investigate the common factors that are perceived as demotivating factor in learning English as a foreign language. This study was conducted in Taif University and there were 300 respondents involved in this study. The result of this study reported that Saudi university undergraduate felt demotivated because of the factors related to textbook, English faculty behavior, peer pressure, teaching methods, insufficient use of modern teaching aids, difficult English vocabularies and grammar.

The second study was conducted by Kaivanpanah and Ghasemi (2011). This study was investigated the main sources of Iranian student's demotivation in second language learning. This study was a quantitative research. There were 327 native speakers of Persian who learned English as a second language involved in this study covering junior high school, senior high school and university student. The results of this study reported that there were five categories of demotivating factors identified, namely: learning contents, material, and facilities, attitude toward English speaking community, the teacher, experience of failure, and

attitude toward second language learning.

The third study by Ghadirzadeh, Hashtroudi and Shokri (2012) analyze that the effective factors on demotivation for English language learning among a group of Iranian university students. This research was quantitative research which conducted in bachelor degree of Engineering and Human Sciences in Islamic Azad University Iran. There were 260 university students involved in this study which was divided into 150 males and 110 females. There were five demotivating factors extracted in this study, namely: lack of perceived individual competence, lack of intrinsic motivation, inappropriate characteristic of teacher's teaching methods and course contents, inadequate university facilities, and focus on difficult grammar.

The fourth study was conducted by Meshkat and Hassani (2012) investigated the demotivating factors for learning English. There were 421 high school students involved in this study. The result indicated that Iranian students considered lack of school facilities, overemphasis on grammar, long passages, and expectancy to use grammatically correct English in classroom as strong sources of demotivation, learning contents and materials, and teacher's competence and teaching styles are moderate sources of demotivation, statistically significant differences were found between girls and boys in general and with respect to learning contents and materials, and teachers' competence and teaching style.

Based on those four studies related to this research, the researcher conclude that there are many studies investigated about demotivating factors in learning English as a second or foreign language. Those four studies were

quantitative research while this research was qualitative research which providing more detail information about demotivating factor in learning English as a foreign language.

Conceptual Framework

Demotivation is the negative side of motivation which is can influence the students' motivation in the process of learning English as a foreign language. This problem also influences the students' learning outcome which is can lead to unsuccessful mastery of English language. The demotivated student is someone who loses their interest in learning process for some reason and can be known from their behavior such as demonstrated poor concentration, showing no interest, lacked a belief in their own capabilities, and unwilling to cooperate.

Moreover, there are many factors that the students experienced which can make them demotivated in learning English. Those factors are; first, the teachers' attitude that related to teachers' personality, commitment to teach and attention paid to students. Second factor was inadequate schools' facilities that related to teaching equipment such as visual media, CD player, Speaker, and projector. The next factor was interference of another language being studied. It's meant that students are learning two or more foreign languages in the same time. However, those other language being studied was seen as a threat to the mastery of this other language. Moreover, attitude of group members also included to the factors that demotivate student and the last factors was course book which is related to the materials content that focus on grammar rules, long reading passage, and the expectancy to use correct English grammar in learning process.

Figure 1. Conceptual Framework

