

Chapter Two

Literature Review

In this chapter, the researcher writes some essential studies from the previous research, books, and also journal articles related to this research. In this literature review, it covers the definition of Learning English and demotivating which discusses many parts of demotivating such as demotivating factors in learning English, factors causing demotivating factors in learning English, and students' strategies used to cope with demotivating factors in learning English. Also, it includes the review of related studies. The last part of this chapter will provide conceptual framework. In the last of chapter two, the researcher also puts the conceptual framework.

Learning English

Learning English is the step from a learner who wants to know about English. English language skill will develop if students want to learn English. According to Piaget (2016), learning English is closely connected to possibilities and limits of the individual cognitive capacity and development. The students' desire to learn English comes from themselves without coercion from others.

Besides, the students who have learn English will get new knowledge about English. As often as they learn, they will get new knowledge about English more. The knowledge that they will get when learning English such as getting new vocabulary and grammar, and the students also is able to speak English.

The students also will know about some skills when learning English. There are four skills taught in English namely listening, speaking, reading and writing. Listening and speaking skills will make students understand how to speak English. In reading and writing skills, the students will learn about how to read and write in English such as how to spell words in English and how to write correct English sentences.

Demotivation

Demotivation comes from human self when the humans are not motivated to achieve something. The humans who feel demotivated in some way will show negative attitudes. Also, they will show that they do not like to do something. For example, they do not want if they feel demotivated. For more detailed information of demotivation, it is explained in the following paragraphs briefly.

Definition of demotivating factors. Dörnyei (2001b) defined that demotivation is a decrease or drop in level of motivation. The students who get demotivating factors in learning English can get a decrease in motivation to learn. Thus, the students will ignore the English subject in their school, and it happens because the students' motivation to learn English has decreased.

On the other hand, Dörnyei as cited in Falout (2000) stated that demotivation concerns various negative influences that cancel out existing motivation. Besides, the students might get demotivated when they lose their motivation, and they will show negative attitudes if they get demotivated. From the definitions mentioned, it can be concluded that demotivation is the loss of the

motivation of students. Thus, the students will lose the motivation to achieve what they want if they get demotivated.

Demotivating factors. There are several factors that can lead the students to be demotivated in learning English. Sakai and Kikuchi as cited in Ghadirzadeh (2012) investigated that six factors on demotivation based on previous studies on demotivation such are teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest. For more detailed information, each factor is explained in the following paragraphs.

Teachers. Teachers' attitude, teaching competence, language proficiency, personality and teaching style are also the factors which can make the students feel demotivated (Kiwa, 2004; Christophel and Gorham, 1995; Falout and Maruyama, 2004; Gorham and Christophel, 1992; Gorham and Millette, 1997; Ikeno, 2003; Kikuchi, 2009; Kikuchi and Sakai, 2007; Kojima, 2004; Tsuchiya, 2006; Zhang, 2007). Besides, the teachers might demotivate students by their teaching style or the way that teachers teach in the classroom. Some of them might be demotivating factors of the students when learning English.

Characteristics of classes. Characteristics of classes might be demotivating factors in learning English. Kiwa as cited in Ghadirzadeh (2012) stated that demotivating factors come from the class which focus on difficult grammar or vocabulary, course contents and pace, monotonous and boring lessons, a focus on university entrance exams and the memorization of the language. From the statement mentioned, the characteristics might be demotivated

students when learning English. Students might not enjoy the class when the class focuses on difficult grammar and memorizing the language which make the students feel bored in the class in learning English context.

Experiences of failure. Christophel and Gorham as cited in Ghadirzadeh (2012) stated that disappointment due to test scores and lack of acceptance by teachers. Besides, feeling unable to memorize vocabularies and idioms are responsible for students demotivating factors when learning English. Students who get low scores when they do an assignment might be demotivated because they did not get high scores. Likewise, the students also get demotivated when they are unable to memorize vocabulary in English.

Class environment. According to Kiwa as cited in Ghadirzadeh (2012), attitude of classmates, compulsory nature of English study, friends' attitudes, inactive classes, inappropriate level of the lessons and inadequate use of school facilities such as not using audio-visual materials are demotivating factors of students when learning English. Attitudes of classmates such as selfish friends and the classmates who do not want to mingle might make the students feel demotivated in the classroom when learning English. Besides, the students also might feel demotivated when learning process does not use school facilities because it can make them feel bored in joining the class.

Class materials. Kiwa as cited in Ghadirzadeh (2012) stated that not suitable or uninteresting materials can be demotivating factors for the students when learning English. The materials which are not suitable or uninteresting

material will make students confuse to understand the lessons, so they will get demotivated when learning English in the classroom.

Lack of interest. Christophel and Gorham (2012) argued that sense of English used at schools is not practical and not necessary. Little admiration toward English speaking people might be demotivating factors in learning English. Language which is not partial will be difficult to understand for students who learn English. Through those difficulties mentioned, the students will feel demotivated when learning English.

Students' Strategies Used to Cope with Demotivating Factors in Learning English

According to Griffiths (2014), strategies are the techniques or devices which the learners may use to acquire knowledge. Besides, the strategies can be a way or effort to achieve the knowledge that they want to learn. Every student has many strategies to motivate themselves in learning especially in learning English. Robertson (2011) stated that there are six categories of students' strategies to cope with demotivating factors. Those strategies are memory strategy, cognitive strategy, compensatory strategy, metacognitive strategy, affective strategy, and social strategy. For more detailed information, each strategy is explained in the following paragraphs.

Memory strategy. Memory strategy can help the learners remember, store, and retrieve new information when there is a need for communication. This strategy is achieved through using words in sentences, connecting words to a mental picture of a word, grouping, and reviewing lessons frequently like representing sounds in memory, grouping, and using physical responses.

Cognitive strategy. Cognitive strategy helps the learners understand and produce a new language through practicing, summarizing, reasoning deductively, and analyzing such as repeating and taking notes. Besides, this strategy will make the students not feeling confused when learning English through practicing the lesson, summarizing, and analyzing the lessons students can enjoy and interest with the lesson.

Compensatory strategy. Compensatory strategy enables the learners to use the language to overcome any limitations and gaps in their linguistic knowledge through guessing, making up new words, and using circumlocution and synonyms (e.g., language switching, making gestures, and seeking help).

Metacognitive strategy. Metacognitive strategy can help the learners control their own cognition and enable them to maximize learning through monitoring their language use, planning, coordinating the learning process, and looking for opportunities to use the language such as linking new information with old information, self-monitoring, planning, evaluating, and seeking practice opportunities.

Affective strategy. Affective strategy can help the learners to lower their anxiety levels, increase their motivation, and control their emotions namely discussing feelings with others and using music to lower anxiety. With this strategy, the students will not feel anxious when learning English, and they will enjoy the classroom by discussing feeling with classmates. Also, their motivation will increase. They also will be able to control their emotions when

learning English in the classroom using school facilities such as music and monitor.

Social Strategy. In social strategy, it can help the learners to interact, communicate, cooperate, and empathize with others to maximize learning outcomes such as developing cultural understanding and cooperating with others. Through this strategy, the students will be more cooperative to mingle with their classmates when learning English in the classroom. Also, the students will also be more confident when expressing their opinions to their classmates when learning English in the classroom.

Review of Related Studies

In this part, the researcher reviewed two studies regarding the students' demotivating factors in learning English. The title of the first study was "Demotivating Factors in Learning English: The Case of Iran." This research was conducted by Maryam Meskat and Masoumeh Hassani (2012). This study aimed to investigate what the demotivating factors for learning English were. The respondents of this study were 421 girls and boys in second and third year of four senior high schools in Iran. The data were gathered by using a questionnaire consisting of 21 5-point, Likert-type questions which were administered. The respondents were required to choose one of the alternatives such as 1) strongly disagree, 2) disagree, 3) no idea, 4) agree, and 5) strongly agree. Thus, the findings of the present study revealed that "Inadequate School Facilities" were strongly demotivating.

The title of the second study was "Demotivation: Affective States and Learning Outcomes". This research was conducted by Joseph Falout, James

Elwood, and Michael Hood (2009). This study was aimed to investigate the demotivating factors in learning English as foreign language (EFL) in Japan. The participants of this study were EFL university learners of seven universities in Tokyo. The data were gathered by using questionnaire. Besides, the findings from this study indicated that in the beginning, less-proficient learners in English majors were least likely to control their affective states to cope with demotivating experiences.

Those previous studies mentioned are beneficial for the researcher because they have the same topic as the research topic. Also, they can be references for the researcher in doing research. Both of related studies have similar aims with the researcher. Those two related studies are aimed to investigate what the demotivating factors in learning English are, and the researcher also has same aims as the previous studies. There are the differences between this research and those two previous studies. Those two related studies focus on quantitative research, but in this research, the researcher uses qualitative as research design. Those two related studies use questionnaire to gather the data, and in this research, the researcher uses interview to collect the data.

Conceptual Framework

In this research, the researcher wants to research about Students' demotivating factors in Learning English. The researcher also wants to know what the strategies employed by the students to cope with the demotivating factors. Demotivation is the loss of motivation of the students to motivate themselves in learning. Of course, every student has the strategies to cope with the demotivating

factors. In this research, the researcher has many points to know students' demotivating factors in learning English and the strategies used by students to cope with the demotivating factors. The following chart is to simplify the concept of the research.

Figure 1

Conceptual Framework

