

## **Chapter Two**

### **Literature Review**

This chapter elaborates the literature review from some sources such as previous researches, journals, and books related to this study. First, the researcher explains motivation in learning the second language including the importance of motivation in learning a second language and the aspects of motivation in terms of external and internal. Second, the researcher explains the definition of demotivation in second language. Besides, it includes the factors causing demotivation in second language. Third, the researcher explains non-English department student including the definition and the material that they used in the learning process. In the last part of chapter two, the researcher also puts a review of the related study and the conceptual framework.

#### **Motivation in Learning Second Language**

Motivation is an important role which the students should have in the learning process. According to Dimiyanti and Mudjiono (2006), motivation in learning affects the mentality of the students in order to keep learning. Besides, the students have the motivation to understand and get their goals in learning process easier. The statement mentioned is also supported by Chai and Richard (2017) who stated that motivation can encourage the students to achieve their goals in learning and make them get involved in the learning process. The statement mentioned is also lined with Harmer (2004) who stated that motivation is related to the person's desire to reach the goals. Therefore, motivation is crucial for students to have because as good as any learning design, if the students are not motivated, they will not absorb any information and knowledge.

In addition, in learning a second language including English, it becomes a concerning aspect because it is a complex process in which motivation has an important role (Muhonen, 2004). Regarding the statement mentioned, learning the second language is not quite easy in

terms of grammar and vocabulary. In learning English, there are some aspects in terms of grammar, pronunciation, and vocabulary (Harmer, 2001). That is why motivation in learning the second language especially English is important. If the students have the motivation, they will have positive energy to encourage them to keep learning it (Fatchurrohman, 2017).

Besides, according to Chai and Richard (2017), the students who are motivated will put their effort to develop their ability in the learning process because in learning the second language, it requires an encouragement because it is not easy to learn in a short time.

Furthermore, there are two aspects from motivation in terms of internal factor and external factors. The external factor of motivation is caused by the outside the individual. Then, for the internal in the contrast, it is caused from within the individual (Harmer, 2001). The external factor will drive the students to reach their goals and the internal factor which has fired them up. That way, the external and internal factors will be interrelated to maintain the students' learning desires until they get their goals. Also, to describe how external motivation and internal work, Muhonen (2004) stated that when the students are influenced by the external motivation in case of their goals in learning, the internal factors will control until the goals are achieved.

### **Demotivation in Learning Second Language**

The opposite of motivation is demotivation. The demotivated learner is someone who has lost their motivation (Sahragard & Ansaripour, 2014). In addition, Kaivanpanah and Ghasemi (2011) asserted that demotivation has a negative effect on foreign language learning in the process and the outcome, and it influences the students' attitude and students' behavior. The statement mentioned is supported by Falout, Elwood, and Hood (2009) who stated that demotivation brings a negative influence on students' attitude and behavior, and it decreases the students' motivation. As a result, the students will fail and get a negative outcome. Besides, one of the examples indicated that the students who are demotivated in language

learning can be seen from the students who have difficulties in learning, lazy, and not enjoyable during the class (Dörnyei, 2001). The statement is in line with this Kaivanpanah and Ghasemi (2011) who mentioned that the students might feel difficult to reach the achievement which they expect from the beginning of learning process.

To sum up, demotivation happens if the students have a lack of motivation.

Demotivation factors can come from external factors such as the teachers, the material, and the environment. As the result, for the students' feelings in the language learning process, they feel bored easily, get incompetence inactivity, do not pay attention, and feel uncomfortable during the learning process.

### **Demotivation Factors in Learning English**

Demotivation usually comes from external factors. Demotivation factors came from the external factor that affects the students' motivation in learning a language (Dörnyei, 2001). It is in line with Sugino (2010) who stated, "a demotivated person can be identified as someone who was initially motivated because of negative external influences" (p. 218).

In this part, the researcher explains several demotivation factors such as teacher's misbehavior, inappropriate teacher's method, inappropriate course book, class situation, negative group attitude, and the compulsory nature of English study. For the detailed explanations, each part is presented in the following paragraphs.

**Teaching misbehavior.** Teaching misbehavior becomes a factor of demotivation. According to Zhang (2009), teaching misbehavior has been noted as demotivation factor across the American, Chinese, German, and Japanese cultures. Kikuchi (2013) maintained that teaching misbehavior means that the teacher has wrong behavior in a way of teaching, and it becomes a habit which is done repeatedly. The examples of teacher's misbehavior in term of incompetence are bad grammar or spelling heading to the use of bad grammar and bad English. Then, boring teachers are always monotones in giving the same activity and

always repeat the material many times. Also, the teachers give a confused and unclear explanation. Sometimes the way the teacher delivers the material does seem unclear in conveying the material explanation and makes the students do not understand the materials which have been explained well.

However, according to Stronge (2018), an ineffective teacher in teaching style also becomes negative behavior which often happens. According to Stronge (2018), the example of ineffective teaching style was based on the teacher as a person who organizes and orientates the instruction. For instance, the teacher as an ineffective person means that the bad personality of the teacher in teaching which has a bad impact on the students' learning process. For the teacher as the person who is ineffective, the teacher who ignores about the students such as the teacher ignores whether they understand or not about the material explanation and ignore about the students' opinion and the students' needs in the learning process. Then, the boring teacher cannot enliven the situation, and the teacher believes that teaching is just a job. So, the teacher only focuses on teaching without getting involved to approach the students. Besides, the teacher who is ineffective teaching in term of organizing and orienting for instruction means that the way the teacher manages the situation of the class and provides some activity is not effective. In the example of ineffective teaching style in term of organizing and orienting for instruction is the teacher will not engage the students in learning process. Also, the teacher only focuses on lesson plans which mainly consist of text or worksheets.

**Inappropriate teaching method.** The second part is the importance of the teaching method in the learning process. According to Harmer (2001), the teaching method is the way the teacher practices the relation of an approach to the students. Based on the statement mentioned, the teacher's method is the type of activities used in learning. Thus, in the teaching and learning process, the teacher should have several kinds of methods which are

appropriate for their students. The appropriate method is for the specific objective and level outcome (Ganyaupfu, 2013).

However, in several teaching methods, the students have the motivation, but the error of determining the method might be problematic in following lessons, and they tend to feel difficult to absorb the lesson (Brown, 2000). Dornyei (2001) conveyed that one of the factors making the students demotivated is the teacher's method. Regarding the statement mentioned, the appropriate teacher's method sometimes can make students learn well because the teacher feels that the method is suitable to be implemented to the students. But, the mismatch of the teacher's method can also make students feel uncomfortable and make failure learning outcome. Therefore, the teacher should understand the suitable method for the students. If the teacher applies an inappropriate method in teaching, it causes the students to feel demotivated in the learning process. Sakai and Kikuchi (2009) stated that inappropriate teaching method can be described as the teacher who cannot make learning activities enjoyable or interesting. Besides, the teacher only focuses on the material without thinking any activity to make the students encouraged in the learning process.

**Inappropriate teaching materials.** The third demotivation factor is a problem related to the curriculum such as material for classroom used. According to Muhonen (2004), textbook or coursebook becomes one of the demotivation factors. For example, the material factor is the coursebook with lack of exercises or inappropriate coursebook in activities (Aydin, 2012). In regards to the statement mentioned, the boring textbook makes the students feel bored to read when the students read the material in a textbook such as a newspaper, and sometimes, the topic is not related to daily life subjects. Besides, some exercises in the textbook are too hard to understand, the materials are always the same, and the materials have too many pages of exercises that should be done by the students. Likewise, according to Krishnan and Pathan (2013), the textbook is one of the factors of demotivation in the learning

process. They also added that too many supplementary readings, an uninteresting topic in the textbook outdated, and irrelevant teaching materials can cause the demotivated factor in learning activities.

**Class situation.** Tsuchiya (2004) asserted that one of the factors of demotivation that makes the students lose their motivation is the class condition. In this study conducted by Tsuchiya (2004) mentioned that the class situation becomes one of the factors. She also mentioned that composing the classes is not based on students' achievement because when the students have same abilities in the class, it will be boring, and there is no challenge to make them feel more interested in the learning process. Besides, according to Dornyei (2001), the composing of the students' class should be cohesive so that in a classroom, there are some students who have different abilities. The statement mentioned aims to increase students' motivation because they can see in each of the different ability, so they will feel challenged in learning.

**Negative group attitude.** One of the troubles that often happen in the group related to the negative attitude were the students not comfortable with the members of the group which has been settled up by the teacher. In the group, the students would feel awkward because they did not know each other until the active and smarter students dominantly showed. Besides, they did not even give the chance to other members since they thought that they were smarter than the others. It will trigger the students who are quiet to feel uncomfortable in a learning situation (Harmer, 2001). Thus, the quieter students will be less participating in the group.

According to Tsuchiya (2004), negative group attitude becomes one of the demotivating factors of lower achievement for Japanese English learners. The result of this study showed that the students feel demotivated if one of the students have the low ability joining the group that the students mostly have the high ability or otherwise. In Tsuchiya's

study, one of the participants said, *“I did not think my English skill improved because of the influenced from my friends”* (p.173). In regards to the statement mentioned above, the students who have low ability felt uncooperative and started to be unconfident about their ability. It is in line with Bahramy and Araghi (2013) who stated that placing students in a group should be considered in order to avoid the embarrassing atmosphere. So, when the students with low ability put in a group which mostly have high ability, they will feel embarrassed because they feel that they did not equal to others. Hence, when the students felt embarrassed, they would be unmotivated, and the factor of it can cause the error in determining a group in classroom activity.

**Compulsory nature of English study.** Most of the students were required to learn English in their school so that most schools and colleges now have put English lesson into a compulsory lesson or additional lesson. Trang and Baldauf (2007) asserted that there are a lot of schools and colleges make English as a compulsory lesson. This situation provoked the students not to take English subject, and it damaged the teaching and learning process. It is supported by Tsuchiya (2004) who stated that the compulsory nature of English study becomes one of the factors which provoke the students to feel demotivated because there is a compulsion. Besides, anything which was forced would have a bad impact, and surely there was no motivation in it. In Tsuchiya’s study (2004), it mentioned that some students learn English because it was just a subject they have to learn. One of the students mentioned that *“I learn English just because it was a subject”* (p. 177). From the statement mentioned, the students only learn English not because of their desire or interest but it was the requirement they must follow. Therefore, there was pressure in learning English, and it made the students felt uncomfortable and triggered them to lose their motivation

## **Non-English Department Students**

In this part, the researcher described the definition of the non-English department which also consisted of the explanation about learning English in the non-English department. This part also explained the instructions the non-English department students used in learning English. The last explanation was about the materials for the non-English department. For more detailed explanation, it explained in the following paragraphs.

Non-English Department students were the students who do not learn English as the main major of their courses, but it was one of the courses the students should learn. Besides, non-English department students learned English only for requirement from the college. It is supported by Brutt (2002) who stated that learning English is only for the requirement from the university as an additional lesson in a course. The aim of learning English was to pass the examination, and the students would succeed until having a graduation. Trang and Baldauf Jr (2007) maintained that English has become an important language in most countries around the world as an international language. Thus, the numbers of students were required to learn English as compulsory programs in schools and universities.

The non-English department referred to English for General Purposes (EGP). The EGP tended to strengthen students' receptive skills including listening and reading and productive skills covering speaking and writing. The statement mentioned is supported by Liu, Chang, Yang and Sun (2011) who stated that EGP has a purpose to strengthen students in two aspects such as receptive skills about listening and reading and productive skills in speaking and writing. Besides, the English lecturers in non-English department usually used English textbook as a tool to teach students. Nunan (2003) asserted that textbooks are used by the teachers and the students in language course as a main basis for developing the language skills. Thus, the textbook was used to ease students to understand clearly about the material taught by the teachers.



## **Review of Related Studies**

In conducting this study, there are three prior studies which were reviewed by the researcher. The researcher took those studies conducted by Krishnan and Pathan (2013), Hosseini and Jafari (2014), and Kim (2015).

The first research was conducted by Krishnan and Pathan (2013). In their study, it aimed to investigate the demotivating factors in learning a second language in Pakistani undergraduates at the University of Balochistan, Quetta. This study discussed the students who faced difficulties in learning English. Besides, mixed-method was used to gather the data. The population of the study was 116 undergraduate students who were still in the first semester, and the instrument used in this study was questionnaire comprised 35 close-ended items about demotivating factors. In addition, the interview was also done in order to get rich data. Krishnan and Pathan used open-ended interview asking about the students' experience in learning English. The findings showed that classroom environment, course contents, teaching materials, grammar-based teaching, and effects of low test scores were impacting the demotivation of undergraduate students at the university.

The second research was conducted by Hosseini and Jafari (2014), the study aimed to investigate the demotivation among Iranian secondary school students. In Iran, students, especially at school age, did not want to go to the English course at school. This study used a quantitative method, and the necessary data were gathered from 604 secondary school male and female students. The participants were selected from among the students of both genders studying in the three fields of study namely art, humanity, and math in different cities and schools. The participants were 421 male and female students in the second and the third grade of four high schools in Iran. Besides, this study collected the data using the questionnaire adopted from Sakai and Kikuchi (2009) related to the students' experience in learning English. The result of this study showed that the factor of demotivation was the absence of

intrinsic motivation This study mentioned that absence of intrinsic motivation was more important than external because, in this study, Hosseini and Jafari stated that individual experience about the failure of educational context gave more influences and became a factor of demotivation.

The third research was conducted by Kim (2015) who conducted a study which was about the demotivation and motivation in learning English in the Korean language. This study examined the factors affecting Korean college students toward demotivation and students' reaction on it. The participants in this study were recruited from the TOEIC program held at the university in the summer of 2014. Each class was divided into different target score started from 500-900 on the TOEIC, and each class had about 25-30 students. This program aimed to know the various amounts of motivation in learning English based on the students' different experience in learning English. The participants in this study were twenty-nine students from 10 males and 19 females. In collecting the data, this study used the interview as the instrument divided into some questions related to the students' experience in learning English. For the findings, this study showed that the first factor of demotivation was lack of meaning purpose. In regards to the statement mentioned, the students only knew the grammatical rule, but they did not know the meaning. The second factor was lack of improvement and lack of success experiences, and it seemed that the students studied hard, but in doing a test, they still felt confused and difficult. The third demotivating factor was lack of self-determination which led the students to blame themselves in learning English. For instance, the students always felt less in understanding the material given by the teacher.

Based on the previous researches mentioned above, those have similarities to this study. The first study purposed to find out the demotivating factors, and it is the same as this study focuses to investigate the factors of demotivation which make students feel unmotivated in learning English. In the second study, it includes the instrument using the

interview to collect the data, and it is similar to this study which uses the interview to gather the data to be more detailed because the data are based on the students' experience in learning English. That way, using the interview is definitely suitable for conducting this research. However, the differences of the first study to this study are that the number of the participants which are more than four students because to collect the data. This study uses two instruments such as interview and questionnaire. Besides, in this study, it only uses interview which only takes four participants. In the second previous study, it found that the result of demotivating factor includes intrinsic motivation, and it may have a different result to this study focusing to find out the external factor occurring demotivation in learning English.

### **Conceptual Framework**

In the process of learning the second language, it is found that there are some problems happened. One of the problems is demotivation. Demotivation is the opposite of motivation where it brings negative value in process of learning especially in English. Besides, demotivation can occur from an external factor. The external factors can be teacher's misbehavior, inappropriate teacher method, inappropriate course book, class situation, negative group attitude, and compulsory nature of English. From those external factors, those can make a lot of detriments toward the students' learning process. For example, the students will not achieve their goals in learning English. Therefore, this research focuses to investigate the external factors that provoke the students to become demotivated in learning English.

Figure 1

*Conceptual Framework*



