Chapter Two

Literature Review

This chapter focuses on the review about related theories underlying this research. The theory of demotivation, motivation factors and the strategies to carry out demotivating factors, and review of related study are highlighted in this chapter. Conceptual framework is also presented in this chapter.

Demotivation

A demotivated student is someone who was once motivated but has lost his or her commitment or interest for some reasons. According to Dornyei (2001), who stated that learning a second language is not only learning a subject matter, but the learner has to engage in culture learning, and motivation plays as a key role in the learning process. Another study was done by Vallerand (1997), who stated that demotivation can result from a capacity-ability belief, meaning that the learners think that they do not have the ability to perform an action. In addition, Palmer (2009), also said that without motivation, learners may not start the act of learning at all, and for those who have started to learn, they may not be able to maintain their learning once experiencing hardship in the process.

Learners who do not have motivation and learners who feel demotivated are different. Learners with no motivation are learners who are feeling unmotivated from the beginning. However, learners who feel demotivated are learners who are just unmotivated because of some cases or reasons (Christophel & Gorham, 1995). Besides that, Christophel and Gorham also argued that demotivation means a state or condition that hinders a person from doing his or her best in achieving a specific purpose. Dornyei (2001) 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.

Demotivation in learning English is a common problem faced by students because of some factors which can decrease their motivation to achieve their target language proficiency. Furthermore, in the other study, Dornyei (2001) claimed that a demotivated person is someone who actually has had a motivation in their life and lost the motivation because of negative external factors related to the environment such as classroom and school. In addition, Arai, Falout, and Maruyama (2004) stated, "demotivation is not only external factors and it is also included internal factors such as lack of self-confidence and negative attitude within learners themselves" (p. 3-9) To sum up, demotivation is a condition in which the students lose their motivation, and they are lack of interest in achieving their target language proficiency because of several reasons such as classroom or school environment.

Demotivating Factors in Learning English

Students' demotivating factors are crucial factors that make students' attitude and behavior become negative and cause unwillingness to achieve their target language proficiency. Additionally, Chang and Cho (2003) found out that demotivating factors in English language learning are 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 also stated that students learning difficulties are the main students' demotivation factors.

Some experts argued that students' demotivation in learning English can be caused by many factors such as the factors from the students and factors caused by environment. Additionally, Sakai and Kikuchi (2009) argued that grammar-based teaching, teacher's behavior, course content, and teaching materials, effects of low-test scores, classroom

environment, and lack of self-confidence and interest are all cited as demotivating factors in learning English. Sakai and Kikuchi also explained that learning content and material are the most demotivating factors. Moreover, Sakai and Kikuchi mentioned that lack of intrinsic motivation linked in with students' lack of self-confidence and interest in learning English to achieve their target language proficiency. In addition, Alavina (2012) showed that teachers' personality and behavior, teaching method, learning material and content, learning environment, learners' lack of success, and learner characteristics are the sources of students' demotivating factors. Alavina also stated that learning environment and learners' lack of success are the dominant students' demotivating factors. However, Hosseini and Jafari (2014) in 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 are the most detrimental predictor of English Foreign Language (EFL) learners' demotivation.

Teacher's attitude toward teaching learning process also influences students' motivation to achieve their target language proficiency. In addition, the other factors which make students demotivated in learning English also come up from environment and government policy. Ayadin (2012) found out six main factors that cause demotivation during the EFL teaching process; the factors are problem relating to the teaching profession, curriculum, working condition, students and their parents, colleagues and school administrators, and physical conditions. Ayadin also stated that curriculum is highlighted as the main factor of the teacher demotivation that affects students' demotivating factors in achieving their target language proficiency. Some problems related to the curriculum are 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. Based on the explanation from several researchers above, some students'
demotivating factors that commonly happened are explained as follows:

Teachers' methodology. Several teachers in their learning process usually use
monotonous teaching methodologies. Some of them use conventional method to teach.
Several teachers also use teacher-centered approach in teaching, and it can lead to poor-
student relationship because they have limited opportunities to communicate with others, 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 using the same method. Teachers are expected to improve their ability in delivering
the same material with different teaching methodology to make students enthusiastic in
teaching and learning process.

Teacher could be the one who motivated students' and also can demotivate them in
the same time. In line with Kikuchi (2009), who stated that too many textbooks and
supplementary readings, uninteresting topics, and outdated and irrelevant teaching materials,
boring lectures and lessons, lengthy English lesson become sources of students demotivating
factor. It is also in line with Hirvonen (2010) who revealed that ineffective teaching materials
and teaching methods demotivate students. Besides that, Sakai and Kikuchi (2009) revealed
that characteristic of course contents and teaching materials discourage secondary school
students to learn English language effectively.

Students' lack of self-confidence. Learners' lack of self-confidence which is the
result of their earlier experience of failure also becomes one of demotivation factors for the
students. Tsuchiya (2006) stated that students' self-confidence is deeply interrelated
especially with test. The correlation between reduced self-confidence and test is the strongest
factors that can influence students' motivation. The disappointed feeling after receiving poor

test result can demotivate them more than being unable to understand the lessons. Kikuchi (2011) also confirmed that lack of confidence and interest are influential sources of demotivation among high school students. Although lack of self-confidence is an internal problem, students can be motivated by providing a more conductive enviroment 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 motivation factors at the school. The inadequete classroom facilities such as lack of computer equipment and audio, video materials, and lack of access can demotivate students to learn English effectively. Besides that, other related factors influencing students' grouping based on proficiency levels, students' dislike to their classmates, and overcrowded classroom make students feel demotivated. These arguments supported by Dornyei (1998), who revealed that lack of facilities in the classroom can demotivate secondary school students.

Furthermore, Hirvonen (2010) also confirmed that classroom environment as a source of demotivation among students. Since lack of facilities creates unfavorable L2 learning environment, university classrooms should be facilitated with video projectors and language laboratories to enhance the motivation level among second language learners (Jomairi, 2011). Besides that, English language is a skill subject in which L2 learners are required to perform various drill and activities to attain proficiency, so over-crowded classrooms do not provide students equal opportunities to get teachers' proper feedback, and they become demotivated to sustain their interest in English language learning (Chambers, 1993).

Course contents and teaching materials. Course contents and teaching materials are also included to the cause of demotivation factors for students. These factors come up in the form of supplementary reading and assignments assigned by the teachers and the use of

uninteresting topic in English lessons. Moreover, Hamada (2010) stated that usually the textbooks contain more unfamiliar words. Besides that, uninteresting teaching materials cause boredom and decrease students' motivation in learning English. In addition, Richards and Renandya (2002) also stated that well-designed teaching materials do not only address the needs of L2 learners, but they also keep 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.

Review of Related Studies

There are some of studies that invastigate the factors of students' demotivation in learning English. Firstly, a study conducted by Hamada (2011). This study invastigated different factors of demotivation faced by students in senior and junior high school in Japan. This study only focused on the three points such as the differences between demotivator for junior high school learner and senior high school learner in Japan. The factors ranked higher or lower as demotivators for junior high school learners and senior high school learner in Japan respectively. 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 the senior high school learners. The result of this study also indicated that the there are differences between demotivational factors for junior and senior high school in Japan. The result showed that test, nature of English, reduced self-confidence, and textbook demotivated more for junior high school learners. Meanwhile, for senior high school, students' demotivating factors such as reducing self-confidence, lesson style, and textbook.

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 factors of students' motivation in junior high school but also in

senior high school and vocational high school. The research done by Hamada (2011) is different from the current research in term of the participants. The research done by Hamada involved both junior and senior high school students, while the participants of this study was only senior high school students. However, the study done by Hamada (2011) is still useful for the researcher because the research gives several informations about the demotivating factors among junior and senior high school learners. The research done by Hamada can be used as one of the references, because the purpose of Hamada's study and this research is similar.
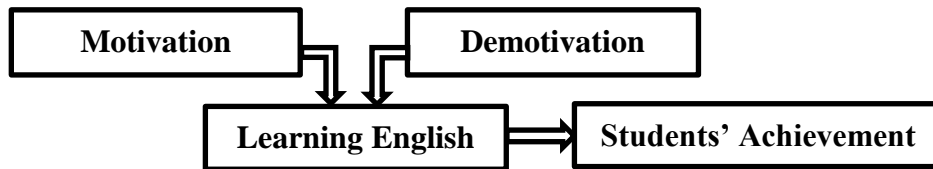
The second study reviewed by the researcher was done by Falout (2012). This study adopted descriptive qualitative design to gather the data. The purpose of the study is to investigate English Foreign Language (EFL) learners' demotivation process in learning English. Falout also explain the strategies to increase students' motivation. The result of this study showed that several students' demotivating factors such as learning environment, grammar translation, negative thought, and students' low of self-confidence.

In this study, there are differences between this research and the current because the purpose of this research does not only to know the factors of students' motivation but also to know students' demotivation factors. In this study, the researcher only want to know students' demotivating factors without the factors of students' motivation. However, this study is useful for the current research, because this study provide information about interview guideline that can be a reference for the researcher.

Conceptual Framework

This research was conducted to find out students' demotivating factors in learning English in one vocational high school in Yogyakarta. Based on the literature review, demotivation in learning English is a common problem faced by students in learning English.

It is something negative that can affect English teaching and learning process. There are some factors that make students demotivated in learning English such as classroom environment, teaching method, course content, and students' lack of confidence. Finally, the conceptual framework of this research can be figured out below:

Figure 1. Conceptual Framework