

CHAPTER II

LITERATURE REVIEW

A. Definition of Demotivation

Demotivation is a relative issue in the field of foreign Language (L2) learning motivation. Some English language learner can lose their motivation and lack of interest through the process in learning. But sometimes, the motivation is weakening for some reason. In slowly, people begin to forget even though lost the reason to do the ongoing work or learn. A condition where student feel unmotivated or lose their motivation to do something that called demotivation. Demotivation is the opposite of motivation.

According to Dornyei (2001), demotivation does not mean that a learner has lost his motivation completely. This only means that a strong negative factor limits the present motivation while other positive motives are still ready to be activated. Some researchers have similarities in the study of demotivation factors, such as the research topic, variable, or type. Demotivation forces reduce motivation during learning and demotivation get regarded as the opposite or a negative counterpart of motivation. Additionally, demotivated learners are those who have lost interest for no apparent reason.

During the process of learning a language, demotivation is a situation that can lead a learner to complete rejection and also cause a lot of problems. Thus, Demotivation could be viewed as the bad side from the motivation and demotivation contrast with motivation factor. When learner is labeled as being demotivated, it does not mean that there is no motivation left. Demotivation is a very common phenomenon (Ryan, R.M, 1985).

One of the main issues in learning is undoubtedly motivation because it provides a sustainable effort for learners to master a language. There was a motive that have a positive impact in motivation, but there is also those that have a detrimental effect on motivation. The detrimental motive that has a negative effect on motivation can be called demotivation. In short, if there was

a negative power that comes from within a person and the person's environment that can affect the decrease in motivation (Erlina et al, 2020).

Demotivation is a lack of deliberate effort, willingness, and investment in achieved specific goals. Motivating factors perform better than demotivating ones. The degree of demotivation varies from learner to learner because there are students with high and low levels of motivation, ranging from a lack of motivation until the complete lack of motivation. Undoubtedly, conducting a research study on demotivation will be of decisive importance as many educators regard their learners as demotivated in their daily classrooms within various educational contexts (Ghadirzadeh, 2012).

Furthermore, it can be said also that Demotivation can influence the negative effect to the learner. EFL is hampered and slowed down by demotivation. Demotivation does not imply total loss of learner motivation. It came to the conclusion that decreased self-confidence, a lack of emotional cognitive ability, and a lack of learning strategies were the three primary internal causes of demotivation that college English students perceived.

Definition shows that demotivation is something that makes someone less eager to work or study, and which troubles someone to achieve his or her ambition. It might come from someone, or something, or certain condition. Nonetheless, whether we see demotivation as a limit or a limitation, its study and exploration can only bring more knowledge and understanding about demotivation. It takes a considerable knowledge just to realize the extent of your own motivation limits. The solution of this problem is trust yourself and always believe that you can do it and keep try to find out the solution.

As a result, the demotivation literature review is quite limited. Hence, the review of this study's literature is organized around two main points. The first part discusses the meaning and demotivation factors while the second part explores a set of empirical studies on demotivating factors in learning a language between different groups of participants in different contexts.

B. Demotivation Factors

In second-language learning, there has been a recent shift toward demotivation, which is "another side of motivation". The motivation can happen because the people do not feel fulfilled in their needs or desires. Demotivation can come from the various factors. For instance, a boring class, activity or a strict teacher (Khusyabaroh, 2018).

Demotivating factors can be grouped under two main subheadings as internal factors (reduced self-confidence, attitudes of group members) and external factors (textbook reference, book related issues, teachers, personalities). Internal factors are student self-related with negative results, while external sources of demotivation are external sources such as teachers, books, learning environments (Jomairi, 2011).

The student's learning process is reduced and slowed down as a direct or indirect result of demotivation, which has a not good impact on learning process. Demotivation relates to those particular external forces that are responsible to capitulate the ongoing action, which takes place to achieve some purpose (Ali & Pathan, 2017). However, Sakai and Kikuchi (2009) argued that some internal factors such as lack of intrinsic motivation and lack of self-confidence may lead to demotivation. Thus, it is important to consider not only external factors but also internal factors in researching demotivation issue in learning English.

Whereas Dornyei (1998), who contributed in the early attempts to figure out the demotivation among the learners extracted nine factors, such as: 1). Teachers' attitude and teaching method; 2). Lack of facilities available at school; 3). Lack of self-confidence; 4). Negative attitude towards the foreign language studied; 5). Foreign language study as a compulsion; 6). Interference of another person; 7). No positive attitude towards the English communities; 8). Group attitude; 9). Course books studied in class.

Therefore, Negative consideration of motivation that lacks of elements between extrinsic and intrinsic motivation, as discussed in the previous paragraph, is known as demotivation. It came to the conclusion that the

primary causes of college English students' internal demotivation were a lack of self-confidence, emotional cognitive ability, and learning strategies are the major factors category.

C. Learning English

1. Definition of Learning

Education as an indicator of the nation's progress is important in the development process, therefore it is necessary to have a continuous improvement process so that the quality of education is increased. But unfortunately, there are still some problems in the learning process. The learning process that leads to a change in a person's personality is reflected in an increase in both the quantity and quality of their behavior increases in skills, knowledge, attitudes, habits, comprehension, intelligence, and other abilities, for example. In order to achieve the learning goals, learn should be motivating for all students, especially when they are learning a second language like English.

Study is the process of someone interaction formal or informal situation, to get the new behavior change and informed view by thinking, understanding, and using the skill in participated to the environment as the result of the experience (Aydin, 2015). It means to show that the environment needs to be improved effectively to encourage learning. Mechanistically, the learning is defined as changes in the organism brought about by experience. While functionally, learning is defined as changes in behavior brought about by experience.

Learning defined as actionable knowledge can reside outside of focus on connecting specialized information sets and the connections that enable us to learn are more important than our current state of knowing and learning it comes from study or observe the way things work in everyday to daily life (Kang, 2012). And learning is the acquisition of knowledge or skills through study, experience, or being taught. It doesn't only come from books or teacher, can come from personal experiences and also from other

people. It definitely comes from these things but, don't forget to remember that learning opportunities are all around us too.

Therefore, the success or failure of achieving educational goals depends on the learning process experienced by the student both when s/he is in the school, home or community environment. Learning is a series of physical, psycho-physical soul activities towards the full development of the human person, which means it concerns the cognitive, affective, and psychomotor realm (Sardiman, 2014).

From the description which refers to the experts opinion above, It is possible to comprehend that learning is a process of behavior change that involves the mind, body, soul spirit resulting and leads to changes in knowledge, understanding, values, and attitude that an individual carries out through practice and experience in interaction with the environment, referred to as learning outcomes.

And another explanation, Learning, is an activity that can bring about changes in the individual's behavior, knowledge and so on where the change does not occur by itself but through continuous exercises. Students who have high learning motivation will usually show characteristics such as interacting with the teacher, submitting opinions, doing assignments, having a willingness to learn the material provided by the teacher.

However, to raise learning motivation in students, it is almost certain that students experience various difficulties that can affect it, that's why not all students have the same level of achievement. Therefore, getting student to improve their performance is not an easy as it seems, because learning is an individual's or someone's efforts in new ways of behaving according to their experiences and exercises which of course in trying it will not be separated of the disturbance factors that must be faced.

2. The Purpose of Learning English

Learning is about growing up, that is gaining real skills that directly apply to the world outside. With knowledge, you are able to live a fulfilling life and sharing your knowledge and experiences helps others to learn and

grow. Constantly, learning helps you grow as an individual. It helps you to make better choices in life. You become smarter and more productive.

The goals of learning English in life is that to gain knowledge expand on what you already know. Learning English can help you meet a new people for sharing culture too. English is the official language from 53 countries, It is also used as a mutually known language by people from around the world. In this era, Learning English is important to do because it is useful for work, travel, business, etc.

In addition, the importance of mastering English is social life in the globalization era can be seen in various perspectives. In the perspective of global communication, mastering English has very strategic role. It is showed that mastering English is an access to science and technology innovation, and it is the media of across culture introduction and appreciation (Setyaningrum, 2017).

In short, there are several goals in learning such as: To practice thinking skill, and develop intelligence, improving information processability and social skills, adapted better in the environment, thus, people need open their mind to receive various kinds of knowledge that will be useful in deal with any change, Improve the ability to be independent and discipline, and also have more freedom in choosing.

The study focuses on how students can maximize their potential as lifelong learners while also preparing for the future. It indicated that individual is empowered to voice their express ideas and opinions with confidence. So, learning is an important thing to do because it affects our knowledge and improve our skills more.

3. The Factors Affect Learning

According to Slameto (2010: 54), the factor that affect learning can be classified into two groups, namely:

- a. Internal factor, are factors that come from within student. Internal factors can be grouped into three factors, namely: physical factor, psychological factor, and fatigue factor.

- 1) Physical factor, these factors affecting health and body
 - 2) Psychological factor, these factors affecting intelligence, attention, interest, talent, motivation, maturity and fatigue
 - 3) Fatigue factor, it is affecting learning, in order for student to get a good quality learning they must keep themselves away from fatigue.
- b. External Factor, are factors that come from outside the student. It can be grouped into three factors, namely: family factor, school factor and community factor.
- 1) Family factor, students in learning will receive other influence from the family in the form of: the relationship between family members, household atmosphere, the way parents educate and family economic conditions.
 - 2) School factor, in this case the most of affect student learn is the method of teaching, curriculum, teacher relationships with students, student relationships with friends, school discipline, between lessons or school time, a standar lessons, a state of the building, learning method and home duties.
 - 3) Community factor, included activities in community, mass media, social person and other community life forms, all of which affect learning.

From the description, which refers to the opinion that come from the experts above, it can be concluded that learning outcomes is change in behavior after going through between teaching and learning process includes in realm of cognitive, affective, and psychomotor. Learning outcomes can be determined by assessing the extent to which the assessment criteria have been reached, the assessment can be done through a test.

Indicators of learning outcomes are learning objectives that are expected to be owned by students after they carry out certain learning processes. Thus, indicators of learning outcomes are student abilities that can be observed (Sanjaya, 2009). Indicators in planning the learning

process are arranged to determine the success of achieving basic competencies. Thus, indicators are formulated as the basis for developing assessment tools.

As for the criteria in formulating indicators, namely first, indicators are formulated in the form of behavior that can be measured the level of success; second, the measured behavior is oriented towards learning outcomes, not the learning process; third, each indicator contains only one behavior; and fourth, the behavior in the indicators must be significant with the main competencies in language learning, namely listening, speaking, reading, and writing. Each competency contains several aspects as objectives to be achieved, namely:

- 1) Knowledge, namely the ability of the cognitive field of students.
- 2) Understanding, namely the depth of knowledge possessed by individual.
- 3) Skills, namely the individual's ability to practically carry out the tasks assigned to him.
- 4) Values, namely didactic norms for students.
- 5) Attitude, namely the individual's view of something.

D. Previous Study

The researcher considered those researchers can be additional and valuable sources of information. From the literature review, There are several researchers who have conduct research related on student's interest in learning. They are:

First, the journal written by Meshkat and Hassani (2012). Entitled, "Demotivating factors in learning English: The case of Iran". It also conducted a study on what discourages people from learning English. 421 Iranian students received questionnaires from them. They demonstrate an outcome and an excessive emphasis on formal linguistic elements that Iranian students lack in school facilities. They also lack educational content and resources, as well as teacher competence. Girls and boys different in terms of the content and

resources they use to learn, as well as their teachers' competence and teaching methods.

Second, the journal by Ghadirzadeh, R. Hashtroudi, F. P (2012). Entitled, “Demotivating factors in second language learning among university students”. The current study's objective was to examine the most important factors that deter Iranian university students from learning English. Approach: Using the multi-stage sampling approach, 260 university students (150 males and 110 females) were chosen to begin. The Persian version of the Demotivation Questionnaire for English Language Learning (DQELL) was completed by students. The DQELL's factorial validity was calculated using principal component analysis, and a multivariate analysis of variance was used to compare more motivated and less motivated students based on demotivation factors. These results suggest that Iranian students' demotivation to study them cannot be ignored by internal forces.

Third, the journal written by Adara, R. A. (2018). Entitled, “Demotivating Factors of Indonesian College Students to Learn English as A Foreign Language”. This writing briefly introduces the outlines causes of demotivation, and puts forward practical solutions to increase demotivation. The present study aimed to analyzed what demotivates factor in EFL learning. The present study employed a mixed-methods approach to obtain the results. Researcher describe that motivation is significant in influence the college student to foreign language learning.

Fourth, the journal written by Kushabaroh et al (2018). Entitled, “Demotivating Factors in Learning English: Students’ Perspectives”. They obtained the data through a simple survey and lottery. The result was there four factors of demotivation, such as: The teacher, classmates, textbooks, activities, and characteristics of the students were the four sources of demotivation.

This research is about importance the use of qualitative and quantitative method for learners. In the meantime, training is exceptionally practical to help their lives from now on. There are ways that should be possible in defeating the low mindfulness and deterrents of training. That is by holding socialization

about how significant formal or non-formal training is for individuals' lives in this modernization.

Furthermore, there is another journal written by Fajrina, N. (2018). With entitled, "Students' demotivating factors in learning English". Bachelor thesis, Universitas Islam Negeri Ar-Raniry. In which the findings of this research revealed that consider looking at motivation, awareness, education, are the limitation of the previous studies. Demotivation as a limitation for the human agent of social change, it can influence different aspects of one cognitive abilities, rationality, and perspective. The hypotheses or the theories are limited by embodied perception.

This study aims to find out some factor that are influence demotivation on learning such as internal factor and external factor. The Internal factor consist of physical and psychological attitudes, while the external factors consist of the family environment, school or community and so on. This research used mixed-method.