

CHAPTER II

LITERATURE REVIEW

2.1 Psychology Demotivation in English Learning

Psychological demotivation refers to some external forces that reduce or impair the motivation of learners (Dornyei, 2014). The study of psychological demotivation began in the field of educational communication when researchers discovered through questionnaires the factors that caused learners to lack learning motivation (Wang & Guan, 2020). Following that, Chambers (1993) conducted the first multi-factor analysis of psychology demotivation in the field of English education. He conducted a survey of 191 students in grade nine who lacked passion for learning English and for their teachers. This study found that teachers are different from students in their understanding of factors causing psychological demotivation. Factors found by teachers include learners' mentality, learning attitude, society, history, and so on, but they argue that psychology-related demotivation is not caused by teachers. However, students believe that demotivating psychology is caused by the teacher because of teaching materials, teaching methods, and class sizes. However, Dornyei (2014) found other factors that influence psychological demotivation by interviewing 50 students who experienced a lack of motivation, namely: teachers' personalities, students' confidence, learners' attitudes, the English learning environment, learning partners, and curriculum arrangements.

According to Saepul (2015), this demotivating phenomenon of learning foreign languages appears in various countries. In England, for example, in November 2013, the British Council released a report on the phenomenon of decreased motivation to learn foreign languages among British people (citation by Saepul 2015). A condition where students lose interest in learning something affects their learning process negatively. According to Kyouha (2018), demotivation is a situation that causes a lot of problems during the process of learning a language and may lead the learner to complete rejection. According to Al-Khairiy (2013), demotivation is a complex and multidimensional phenomenon that impedes. According to the article by Talitha (2021), there are several characteristics of people who are demotivated:

- a. Isolate or alienated from the environment.

This characteristic will make it difficult for someone to blend into certain environments. This usually arises because you are feeling lazy or unenthusiastic in certain areas of the environment.

- b. Ignore the surroundings.

This characteristic can be seen through a person's body language when interacting with other people around him. When you experience demotivation, there is a feeling of having no desire to do anything, from things or work to daily hobbies that you are reluctant to do.

- c. There is too much fear.

Demotivation can appear when someone is experiencing excessive fear. Not a few of them will choose to retreat and no longer have any interest in

developing themselves. This feeling of fear will slowly hinder everything and make a person hesitate to take action. This fear is based on the extent of their thoughts, not on concrete facts.

d. Loss of interest in self-development

If you have a passion for doing something, someone will continue to look for ways to hone and develop yourself. This moment should not be wasted because at that time one's motivation is still very good. However, if someone suddenly starts to change their habits so that they are no longer interested in honing and developing themselves, this is an early sign that they are experiencing demotivation or losing enthusiasm.

e. Loss of sense of initiative.

Some people who are experiencing demotivation tend to lose their sense of initiative. It is characterized by a feeling of reluctance to start and do new things, tasks, or jobs.

(Tasya Talitha, 2021)

Harmer (2001), stated that there are 10 forms of demotivation, namely:

a. Have a fear

The fear referred to here is the fear that makes a person shy, and too careful. Generally, fear comes from imagination, not based on an accurate assessment of the risks that might occur in reality. If the fear is great, even though a person initially has the motivation to move forward, he will still be hampered because of the fear.

- b. Having a goal that doesn't match what he wants

Generally, a person is motivated because he has a desire. However, if he doesn't follow his wishes, he will distance himself from the goals that should be achieved in a learning process.

- c. Lack of clarity about what you want

Not everyone can understand what they want, including what goals they want. This greatly affects their learning motivation. Generally, people like this tend to just go through a process without being based on knowledge about what the benefits of the process will be for their future.

- d. Points conflict

When a person demands himself to get a perfect score in learning, and when he is not able to achieve it, he will experience a loss of motivation because he feels in a complicated condition.

- e. Experiencing a lack of freedom

Generally, everyone has tendencies that make them subjective. This is what causes almost everyone to enjoy autonomy, namely the freedom to be creative and express oneself in a process. If what happens is a confinement that limits autonomy or freedom, then a person is usually demotivated.

- f. Feel the lack of challenge.

If a process goes flat, without the turmoil of challenges, there will be a sense of saturation/boredom which leads to demotivation.

- g. Lack of confidence

A lack of confidence in undergoing a process will give birth to confusion, indecision, and distrust of the surrounding environment. In the context of

the learning process, a student with any amount of motivation will experience demotivation, if basically, he does not have sufficient self-confidence.

h. Feeling lonely

A learning process usually requires peer interaction (Interaction between fellow students). Demotivation can occur if a student becomes a single fighter (going through the process alone) during the learning process.

i. Feeling bored with what he is doing

Burnout is a common thing that can happen to anyone. If a student experiences boredom in the learning process, his learning motivation will automatically decrease, and even lose motivation or be demotivated.

j. Doubt about the next step

A learning process consists of sequentially interrelated stages. When a student is already in one stage, but he does not know the next stage, then he will experience stagnation which ultimately causes demotivation (Guntur, Munir & Haniah, 2016).

Demotivation is defined as "particular external pressures that impair or lessen the motivational basis of a behavioral intention or ongoing activity" (Ushioda & Dörnyei, 2011, p.143). It is also known as a condition of students when they lose interest in learning something, it affects their learning process negatively. It is recognized that demotivation has a detrimental impact on students' learning results in compulsory education settings (Hasegawa, 2004; Kikuchi, 2015). Another researcher, Meskhat and Hassani (2012) said that demotivation can be assumed as the negative

counterpart of motivation. In other sentences, Meskhat and Hassani (2012) said, Demotivation has direct educational implications and with the increasing importance of learning a foreign language, it seems necessary to investigate the related demotivates.

Demotivation can also occur internally and externally. Another factor that occurs externally is the teaching method, teacher personality, facilities of the school, the unsupported environment at the campus, etc. Another citation by Christophel and Gorham (1995) noted that teacher behavior and course structure factors were negatively affecting motivation. Dörnyei (1998b) later researched demotivated learners in Budapest, identifying key factors in their demotivation. These factors, from most to least common, are: Teacher factors – personality, commitment, competence, teaching method, school environment – group size, level, teacher changes, self-confidence – failure experiences, negative attitude, compulsory study, Interference from another foreign language study, negative view of community, group members' attitudes, course book impact.

As for other factors such as the surrounding environment both externally and internally, the role of parents and one's thoughts influence the reasons a person experiences demotivation. One of the external factors that occur is the bullying experienced by students. According to Fante (2005), is a condition that is defined by repeated, intentional verbal or physical abuse of classmates by one or more individuals. Most studies claim that bullying cause's poor academic performance and reduced earnings once students graduate from high school (Le et al., 2005; Kosciw et al., 2013;

Ponzo, 2013; Kibriya et al., 2015). Following factors may help to explain these outcomes, which are among the worst in terms of academic success: The probability that bullying victims may express sadness, loneliness, and a lack of close friends at school is increased (Boulton & Underwood, 1992).

In addition to being a widespread issue, bullying is also extremely costly, particularly because both those who bully others and those who are bullied themselves experience long-term negative effects (Urza and Sarzosa, 2015). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. (Einarsen, Hoel, Zapf, & Cooper, 2003, p. 15). By repeatedly engaging in this activity, the oppressor can demonstrate their emotional fragility and intense psychic pain. According to Kibriya et al. (2015), it is possible that a student's lower academic performance is related to their experience with bullying, or that their worse academic performance increases their risk of being bullied.

It's surprising how little attention university-based researchers have given to bullying in their communities. For several reasons, this error is intriguing. First, it contrasts with credible evidence of other hostile and degrading actions on campus, like staff and student disrespect in the classroom (e.g., Braxton & Bayer, 2004). Second, collegiality and other aspects of interpersonal relationships play a significant role in faculty retention (Norman, Ambrose, & Huston, 2006). Third, the vast literature on conflict and misconduct in higher education (Cameron, Meyers, & Olswang, 2005; Euben & Lee, 2006; Holton, 1998) underscores the

institutional and interpersonal chances for disagreement and potentially hostile behavior in such contexts. And last, the academic environment has several organizational and work features that increase the likelihood of hostile interpersonal behaviors (Neuman & Baron, 2003; Twale & De Luca, 2008).

Bullying victims may suffer from a variety of conditions that harm on their psychological health, such as low self-esteem among adolescents who are bullied (Jelita, Purnamasari & Basyar, 2020). After being bullied, a person may experience low self-esteem, mental health issues, nightmares, and a sense of terror, which can all lead to a lack of confidence. It is also not rare for acts of violence against minors to result in the victim's death (Novilia, 2016). Self-confidence also plays a big role for students, with students tending to internalize the reasons for the difficulties they feel. Most dictionaries define self-confidence as a feeling of trust in their ability, and judgment (Jabor, Ghani, Abdulhussain, 2017). In another statement by Jabor, Ghani, and Abdulhussain (2017) self-confidence is one of the most influential variables which affect the process of learning. It is one of the central drives in human beings and can exercise a determining influence on a person's life, for good or bad.

Factors such as authoritarian parenting or what is commonly called 'Strict Parents' also affect the impact of demotivation psychology on students. Authoritarian parenting is a strict parenting style, where parents tend to force their will on their children without much reason. The characteristics of this parenting style include that parents are very dominant

in the power and control of parents over children's behavior very tightly (Fadhilah, Handayani, & Rofian, 2019). This is very impactful and will cause problems in the future. According to Danziger (1976) parental interaction can be divided into two, namely demands (demand) and support (support). Demands can be both positive and negative, positive demands are demands that can motivate and encourage children to develop while negative demands are demands that are given by continuing to urge children to fulfill the wishes of their parents. If children are forced to take these demands simply because of coercion from their parents, they will experience negative impacts such as laziness, stress, despair, lack of motivation to study, loss of enthusiasm for college, and not infrequently it ends with dropping out of the college (Guna, Seosilo, Windrawanto, 2019). According to Raihanal Miski, Marty Mawarpury (2017) the results showed that there was an influence of authoritarian parenting on the subject's decision-making as indicated by the demands and involvement of parents in the decision-making process, but the subject did not feel burdened trying to think of the positive meaning of the demands he received. This causes students to feel afraid to take steps for themselves in the future or even children become stressed because of this.

On the other hand, internal factors, such as the practice or habit of thinking about something excessively or generally known as overthinking, also have a significant impact on demotivating psychology. Marwani (2021) defines overthinking as literally thinking too much about the significance, causes, and effects of the feelings one has had as well as the issues they have

led to. When a person has an idea or series of thoughts ingrained in him but no way to get rid of them, this is known as overthinking. The inability to resolve the issue that is still stuck in his mind would make the individual stressed. Students that experience this develop anxiety disorders or even stress.