CHAPTER 2
LITERATURE REVIEW

This chapter is divided into three main parts of the literature review namely, motivation overview, demotivation overview, and homework overview. All of them will be discussed in more detail below.

2.1 Theoretical Framework

2.1.1 Motivation Overview

Motivation, according to cognitivism, is more closely linked to the learner's decisions. Motivation increases the possibility of executing an action, while demotivation decreases it (Dörnyei & Ushioda, 2011). Further, Gardner (1972) said that motivation is inextricably linked to language acquisition success. Motivation is the process by which a person achieves his or her objectives.

There are some factors in students' motivation. Keller (1983) categorizes motivation into four dimensions:

1) Intrinsic interest, which is concerned with the learner's personal needs, values, or objectives.

2) The likelihood of success and satisfaction in the outcome of an activity, as well as the intrinsic and extrinsic rewards associated with it.

3) Teacher-specific motivational components, such as the affiliative motive to please the teacher, authority type (authoritarian or democratic teaching style), and direct socialization of student motivation (modeling, task presentation, and feedback), in relation to the teacher's behavior, personality, and teaching style, and finally.

4) Goal-orientedness or group-specific motivational components, the norm and incentives system, and the classroom goal structure are examples of group-specific motivational components.

5) The learner group's dynamics (competitive, cooperative, or individualistic).

Further, Gardners' theory (1972), which divides motivation into two types, integrative and instrumental motivation, has long dominated the second definition of motivation in the context of language acquisition and learning (foreign). Integrative motivation involves positive views toward target language speakers and culture on the part of students. In terms of instrumental motivation, this relates to the learner's view that learning the target language is necessary in order to achieve something important in his life, such as a good education or a stable job.

The process through which a person achieves his or her goals is known as motivation. Motivation enhances the likelihood of completing an action whereas demotivation decreases it. The success of language acquisition is strongly tied to motivation.

2.1.2 Demotivation Overview

Demotivation is defined as specific external influences that weaken or reduce the motivational basis of a behavioral purpose or a continuing action (Dörnyei & Ushioda, 2011). In contrast, other academics namely Arai (2004) dispute the idea that demotivation is solely caused by external factors. Demotivation contrasts with motivation, whereas Rachel et al., (2020) define demotivation as students' psychological condition that shows the students' highly motivated being confined in their way of achieving the goal caused by internal or external factors. Demotivating influences have the potential to bring motivation to a halt. It is well recognized that students who are highly motivated might have greater success in their language learning (Dornyei & Csizer, 1998). It implies that motivation plays a significant role in language learning. Despite the significance of motivation, demotivation can sometimes occur and have a detrimental impact on the success of language learning. Further, demotivation is defined by the Cambridge online dictionary as a lack of excitement for and interest in

work. This explanation of demotivation leads us to the conclusion that it occurs when we are not motivated to complete the tasks at hand.

The same thing happens when we lose interest in or the desire to do what we usually do (Uastianto, 2021). In addition, demotivation does not equate to the complete annulment of the initial positive basis of motivation; on the contrary, it was the observation that the resultant motivational force has been greatly reduced by a highly detrimental influence, whilst not neglecting the fact those other positive influences might also come into play (Uastianto, 2021). An example to illustrate this concept was how a student who had lost interest in studying English due to the dislike of the teacher might nonetheless believe in the importance of this language as a potential world language.

Students, according to Trang and Balduaf's (2007) study, believed that their inability to make enough progress in previous classes left them with significant knowledge gaps that prevented them from catching up with their peers. Further, Chong et al. (2019) said the demotivation they felt as English learners was largely their poor test results. In the Chamber's (2003) study hypotheses' regarding how learner experiences relate to test scores six out of seven teachers attribute some demotivating behaviors to pupils who do not make an attempt to learn, and produce little or no homework.

Numerous factors can contribute to demotivation. Demotivation in language learning can be impacted by learner-related factors, primarily those resulting from internal problems (Chong, et al. 2019). Additionally, the students' friends served as a distraction and discouraged them from studying (Harmoko & Nasution, 2020). Further, Harmoko and Nasution (2020) stated demotivation can result from a variety of factors, including pressure from the students' families. They claimed that parents who compelled their children to act in a certain way would also cause their children to lose their interest in learning. The next consequence of this demotivation was a decline in academic performance.

Dörnyei and Ushioda, (2011) try to categorize the factors that demotivate students into the following categories:

a) The teachers' attitudes and teaching methods

b) The lack of school facilities

c) The lack of self-confidence

d) There is a negative attitude toward the foreign language studied

e) A foreign language study as a compulsion

f) The interference of other foreign languages that the students are studying

g) There is no positive attitude toward English-speaking communities

h) The group attitude, and

i) The course books.

In addition, Ranjha (2021) stated numerous factors of student demotivation such as Teaching Material; The Teacher; Inappropriate Teaching Methodology and style; Difficult/improper tasks/ activities; Classroom/Learning Environment; The personality of the Teacher; Lack of Self-confidence; The negative attitude of the learner towards the language; Inadequate School facilities; Evaluation/Grading Criteria; Vocabulary and Learning Difficulties; Miscellaneous (e.g negative transfer, a social attitude, fear of punishment, a threat to one's self-worth, learning many languages at once, social status and ineffective guidance, familial pressure. The researcher has selected a few of the mentioned components above to use as interview indicators that are relevant to the requirements of answering research questions.

According to Chambers (1993), the demotivated students can be seen from these characteristics. They show little or no effort to learn, they have little or no interest in the lesson, lack concentration, do little or no homework, leave his/her materials at home or lose them, do not believe in his/her own capability, demonstrate no response when praised, is reluctant to cooperate, disturbs his/her mates.

2.1.3 Homework Overview

The term "homework" refers to a set of activities. That is, an endeavor on the part of the teacher to provide a sustainable student learning process outside of the classroom. Homework related to learning activities is a type of responsibility that entails a series of related actions with a clear and identifiable end result, as well as sequence, timing, and intent (Astiara et al., 2017). In addition, providing homework has a positive impact on average success, however, it is not significant (Rønning, 2008). It can be said that the term "homework" refers to a collection of tasks. Then, giving homework can be viewed as a type of teacher evaluation and also allows students to review and re-learn what they have learned. All sorts of directed study, such as home courses and in-school study are not included in homework. Cooper (2001) suggested that homework could serve both instructional and non-instructional purposes. The model includes four instructional purposes they are practice or review of in-class material; preparation of material to be learned in subsequent classes; extension, which refers to applying previously learned material to new situations; and integration, which refers to homework assignments requiring completion for various competencies, such as projects. Communication between parents and children, carrying out instructions, punishment, and community interactions make up the five non-instructional purposes.

There are some types of homework that can develop effective homework in any situation; they are practice (to strengthen skills), preparation (to get ready for activities), extension, and cooperation (Samah, 2019).

a) Practice type of homework. In this type, the teacher helps students acquire and retain information by giving them material reinforcement. In this situation, the instructor can assist students in mastering the course material. In other words, the instructor gives students more reading material. For instance, the instructor might describe how to write a procedure text in class. Therefore, the teacher is required to

assign homework using the same procedures and materials as in class. When students are at home, they must use the text notion of the independent procedure to answer the problem. Students can review, revise, or provide strategies and skills that are strengthened in this situation. Exercises for consolidation, such as content on procedural texts. In this case, students could memorize and work on questions from the teacher about definitions or formulas of the procedure text. Revise information about the topic or material while in class. Practice for mastery, for example, students can read or write essays about homework material given by the teacher when in class. However, these types must be applied and complemented by remembering that the teacher must provide opportunities for students to practice working on the questions perfectly. In this case, students will find it easier to remember the material explained by the teacher when in class.

b) Preparatory type of homework. In this type, the teacher introduces the new information that will be covered in a subsequent lesson. This kind of instruction aims to teach new content to students before the teacher presents it and clarifies it to them. Therefore, students already comprehend the new content before the teacher explains and presents it in class. For instance, the teacher may instruct the class to study books, look for fresh information online, or gather objects. Students have the chance to introduce information about new content to one unit of study through the preparation-type of homework. In order for the students to learn more and better prepare for the next meeting and lesson,

c) Extension type of homework. This type of extension is a long-term homework. To accomplish this work, students must use prior knowledge. For instance, a teacher can assign homework for students to create a wall magazine or postcard by looking up materials online. The purpose of this kind of homework is to help students develop their previously gained skills, such as their ability to gather knowledge and analyze critically. Additionally, homework is meant to inspire students

to expand their knowledge on their own and creatively. In this kind of school project, the teacher requests that the students combine their knowledge of a number of different subjects with one work.

d) Cooperative type of homework. When a teacher assigns homework for a group project, the students are working cooperatively. Students will have the opportunity to learn and develop the numerous social skills necessary for cooperation through these types of homework tasks. The teacher does not expect students to complete this kind of assignment on their own. Instead, the teacher must give assignments in groups or cooperatively when two students are needed to solve the problem. The teacher must also emphasize to the students that cooperation and social skills are necessary for group projects. Cooperative jobs require teamwork rather than individual effort.

In addition, according to Killoran (2003), there are some problems or why students do not complete their homework. First, In behaviorism theory, incompleteness is reinforced positively. Teachers and parents should choose suitable reinforcement and provide it to the students once their homework is finished in order to change this habit. Second, children are doing at a lower level than the required homework (it is too challenging). A constructivist contends, in accordance with Jean Piaget, that the student does not finish their homework because the level of the task is not one at which the child can construct knowledge.

Third, they lack comprehension of the work and are not developmentally prepared to do it. Because students are not developmentally ready to acquire the material, the maturation theory encourages teachers to give them some extra time instead of pushing them. The last, the student's environment (ecological systems) interferes with their ability or motivation to finish their homework. These settings can include times spent at school with friends, times spent away from school at extracurricular activities, or times spent at home.

2.2 Studies of The Relevant Research

Astiara et al., (2017) found some reasons why students did not do their homework. His research was conducted on third-grade elementary school students. The findings show that there are various factors that influence students, both internal and external factors.

According to Elemento (2018) in his research entitled "Voice Out Now: Factors Influencing the Grade 12 Students of STCDCFI in Doing Homework". The goal of his research is to find out what factors encourage students in Theresia to finish homework. Its results show about motivation factor 55 percent to 58 percent of students argue that it helps one understand what is going on in class, gives opportunities to practice skills from lessons in class, helps develop a sense of responsibility, helps one learn study skills, get good grades, brings forth teacher approval, and provides opportunities to learn from classmates, all of which have received a high percentage of grades. Students, on the other hand, argue that homework is approved by all parents. They also argued that they do not finish homework simply because they do not enjoy it or because it serves little or no purpose. Rather, they recognize the significance and advantages of doing homework.