

CHAPTER 2

Literature Review

2.1 Theoretical framework

2.1.1 Learning English in Junior High School in Indonesia

English as a foreign language has yet to have an official position in Indonesia, so the language is not widely spoken all over Indonesia. In Indonesia, English is a foreign language known as EFL (English as a Foreign Language). This statement is supported by Hakiki R. (2021) In the Indonesian context, where English is more of a foreign than a second language, junior high school students only get a few opportunities to practice English informally outside the class. This is because English is so infrequently used in daily life.

Teaching and learning in junior high school involve various factors, including school facilities, teacher methods, and curriculum. The curriculum plays a crucial role in this process. Lander and Brown (2001) Stated, “Institutions dictate the school curriculum and can be far removed from even the teacher’s choice, forced onto pupils, whether they like it or not. Tests and exams, many of which are standardized and given high credence in the world, are imposed on students with no consultation with the students themselves.” Due to these extrinsic motivators, teachers in schools forced students to complete their schoolwork as well as they could without considering their knowledge and experience.

Related to the curriculum in Indonesia, the Ministry of Education and Culture is attempting to reform learning by designing a Merdeka Belajar curriculum that allows schools, teachers, and students to innovate and learn independently and creatively (Sherly and Edy D, 2020). The Merdeka Belajar curriculum's concept offers solutions for problems with the practice of learning. Teachers are given autonomy in designing and evaluating student learning, administrative support, and openness to any challenges they may encounter when creating lesson plans (Yamin and Syahrir, 2020). As a result, an appropriate and exciting combination of curriculum and creativity must be highlighted to create an effective classroom

teaching environment, mainly when dealing with texts. The teacher's role is to identify and develop students' characteristics through appropriate materials that encourage motivation. It is a challenge for a teacher to develop a unique set of lesson plans to ensure that the English teaching and learning process runs smoothly.

2.1.2 The Nature of Motivation

Motivation is a context that describes the encouragement that strengthens behavior. According to Vakilifard et al., (2019) Argue that motivation is a term that can be used to define the main driver that inspires human behavior. Motivation becomes important for students to achieve their goals. A student who is only inspired to graduate in a subject has a distinct educational process from a student who understands the course material to prepare for the next level of education. (Pratama et al., 2022). On the other hand, motivation is often emphasized in language and linguistics since it affects what, when, and how we learn. Motivated students engage in activities that they believe will help them learn, but unmotivated students cannot make systematic efforts to learn (Takahashi, 2018). Based on the above statement, motivation encourages people to achieve their goals in education.

Two aspects influence students' motivation to learn English. Gardner and Lambert (1959) Divide motivation into intrinsic and extrinsic.

- a. Intrinsic motivation is a desire from within an individual to put effort into a goal. When students have intrinsic motivation, they will show how they act in the classroom, such as being active and responsive to learning English, because they enjoy it. In line with that, Gardner and Lambert (1959) Also, state that intrinsic motivation consists of three components. These include effort, desire, and attitude. Students with intrinsic motivation are more likely to perform effectively in class since they are ready to learn new material. In line with that, Lander and Brown (2001) Identify two types of intrinsic motivation: instrumental and integrative.
 - 1) Integrative motivation refers to the desire to acquire a second language to communicate with and acquire knowledge of the members of the second language society (Anjomshoa & Sadighi, 2015). Integrative

motivation involves an interest in and desire to engage in the culture. Emotions or affective factors dominate because of an intention to participate or integrate into the second language-using speech community.

- 2) Instrumental motivation refers to the learner's desire to use their second language to achieve their goals. According to Gardner and Lambert (1959), learning a language is motivated by the desire to achieve real-world goals like advancing a career, reading technical material, translating, etc. This describes a situation where students believe learning the target language will help them get more excellent job opportunities, positions, and benefits. As a result, students learn English based on their internal motivation instead of external factors.
- b. Extrinsic motivation is the factor that motivates students to learn English, including their environment, educational needs, and social factors. According to Harmer (2007) Extrinsic motivation can be triggered by various external factors, such as the need to pass an exam, an expectation of financial reward, or the chance of future travel. When a student learns because he is promised or wants rewards, he is highly motivated to attend classes, learn, and achieve the goals that have been set for him. However, when these rewards are taken away, or sometimes even if they do not see any punishment, the student will no longer be interested in coming to class and learning the language.

2.1.3 Demotivation

There is a negative side to motivation, which is demotivation. According to Dörnyei (2001, as cited in Hosseini & Jafari, 2014), demotivation is "Specific external forces that reduce the motivation basis of a behavioral intention or an ongoing action." According to Dörnyei's (2001) definition, demotivation is the negative aspect of motivation that can make a learner less inspired to learn. Furthermore, while Sakai and Kikuchi (2009) contended that internal factors should be considered, Dörnyei's theory clarified that demotivational factors only involve

external factors. According to some studies, as Sahragard and Ansaripour (2014) explained, the internal factors are learners' negative attitudes and lack of self-confidence. Therefore, it is equally important to identify the demotivation factors for both internal and external factors.

Demotivation, or the reduction or loss of initial motivation, frequently prevents active participation in learning processes, especially among passive learners. According to Dörnyei and Ushioda (2021) Demotivation comes from a variety of factors, including repetitive tasks, a lack of perceived relevance, and negative teacher-student interactions, all of which reduce learners' willingness to participate. Passive learners, defined by minimal engagement, reliance on external prompts, and limited initiative, are particularly vulnerable to demotivation. According to Jung (2019), passive learners often struggle to find intrinsic motivation because they focus on extrinsic goals, such as grades, rather than developing a deep interest in the subject. Furthermore, a lack of active participation limits opportunities for meaningful learning, sustaining a cycle of disinterest and poor performance (Usher and Morris, 2020). To reignite intrinsic interest and active participation in learning tasks, targeted interventions that promote autonomy, foster relevance, and provide constructive feedback must be implemented.

2.1.4 Demotivation Factors

Demotivation in language learning can be caused by both external factors, such as monotonous teaching methods or uninteresting learning materials, and internal conditions, such as low self-confidence and a lack of perceived progress. According to Gao and Liu (2022) Innovation in learning materials and the use of technology can significantly reduce demotivation, whereas a lack of confidence in speaking tasks or exams frequently decreases interest in learning. Furthermore, Loewen et al. (2019) Discovered in a study of Duolingo users that, while gamification features and platform flexibility can boost motivation, "frustration with instructional material" continues to be a significant barrier to student learning sustainability.

Demotivating factors were mentioned by Hosseini and Jafari (2014), who identified six possible demotivation factors: (1) teachers; (2) class characteristics; (3) failure experiences; (4) classroom environment; (5) teaching tool; and (6) lack of interest. Additionally, based on the interviews conducted for this study, the researcher will apply the theory developed by Hosseini and Jafari (2014). The following gives more details about each of the six categories of demotivation factors.

2.1.4.1 Teachers

Teachers' attitudes have a significant impact on students' motivation. The specific attitude examined in this study is how teachers handle students' mistakes. This point illustrates how teachers' attitudes toward students can motivate students. For example, students can learn well from teachers who can make them feel comfortable in their presence and have a positive attitude toward their mistakes. According to Bhargava & Pathy (2014) When teachers have a positive attitude toward developing a learner-friendly environment, the students will not feel ignored by them. Dişlen (2013) Also mentioned that negative feelings like low confidence and self-esteem, excessive anxiety, a teacher who is harsh and discouraging, and a mentally insecure classroom environment cause students to lose interest and enthusiasm in language learning. The statement clarifies that encouraging students and not being essential to them will increase their motivation.

Teacher behaviour is the most critical factor in motivating excitement and student learning. Students' self-determined learning and motivation are positively correlated with supportive behaviour from their teachers and their perception of their independence. (Zahid Hussain et al., 2024). The way teachers respond affects how much students become demotivated. Teacher behaviour in this study is defined by whether or not they make fun of students' mistakes. When a teacher makes fun of their students, they often become depressed and lose interest in learning.

Another sub-factor of the teacher factor is teaching style. As stated by Sheikh and Mahmood (2014), the teaching style significantly affects students' motivation. Teaching style is how teachers present information in the classroom; therefore, when the delivery fits the subject matter and the learning objective, the style of

instruction may boost students' motivation. Moreover, Sheikh and Mahmood (2014) acknowledged that using an improper teaching approach will cause students to fail.

2.1.4.2 Characteristics of classes

As stated by Hosseini and Jafari (2014) According to Hosseini and Jafari (2014), a wealth of vocabulary and grammar is provided, and students are required to prepare for the university entrance test by memorizing the language with a focus on form and structure instead of meaning. This description provided information about the class's characteristics. In Indonesia, junior high schools do teach vocabulary, even though most schools do not teach it for students to pass the university entrance exam. However, grammar is only taught implicitly in Indonesian secondary schools, even though it is also taught there.

According to Hamri et al. (2024) Defines classroom characteristics as observable features and conditions in which teaching and learning occur, such as the nature of interactions, instructional approaches, teacher and student roles, and assessment practices. In an exam-driven setting, these characteristics often lead to teacher-centered instruction, rote memorization, and limited student autonomy. Mahmud emphasizes that in such classrooms, students tend to become passive recipients rather than active participants in the learning process. Furthermore, Sakhiyya (2025) Point out that traditional classroom characteristics in Indonesian secondary education frequently prioritize accuracy over meaning, structure over engagement, and assessment. These rigid conditions influence classroom dynamics, limiting meaningful communication and authentic language use.

Furthermore, the classes' limitations consist of

- a. the chance for students to communicate in English in a classroom setting,
- b. Grammar is a basis of English lessons..
- c. English lessons are designed for university entrance exams, with the expectation that students produce error-free sentences,
- d. the requirement that students memorize, translate, and
- e. Sentence repetition following teachers.

The previous six categories illustrate some of the rigid characteristics of the classroom. For instance, when students are required to learn English to pass university entrance exams, and the emphasis of the learning process is on translating grammar and memorization as well as translation, those conditions make students feel as though they have no chance of succeeding in their studies, which ultimately demotivates them.

2.1.4.3 Experiences of Failures

One demotivating factor in learning a language is experiencing failure. Receiving a low score is one example of experiencing failure. This low score is included in negative feedback, which lowers the students' self-confidence regarding their goals to become successful English learners. The explanation above is based on Leenknecht et al., (2021) Who proposed that “evaluative or negative feedback can lead to negative outcomes such as negative affect and poor performance” Thus, when a learner receives negative feedback that indicates failure, the student may become demotivated, and vice versa. This phenomenon is also influenced by classroom factors such as climate, teacher-student interaction, peer support, and emotional environment. Classrooms that lack psychological safety, empathy, and encouragement may worsen the negative consequences of failure. According to Xie and Derakhshan (2021) The classroom environment has a significant impact on students' emotional engagement and resilience; a supportive environment can mitigate the negative effects of negative feedback. Similarly, Miri and Pishghadam (2021) Emphasize the concept of "emotioncy" and claim that students' emotional experiences in the classroom influence motivation and performance. As a result, creating a positive classroom environment is critical for addressing the demotivation caused by failure.

2.1.4.4 Class Environment

Hosseini and Jafari (2014) Stated that the class atmosphere is where learners fear being mocked, disrespected, or humiliated. This component takes into consideration whether or not students feel comfortable in their classroom. Additionally, it involves how classmates and other class members treat students.

One factor contributing to the classroom atmosphere is dislike for other students. Disliking classmates can be a demotivational factor when the quality of their relationships is unsatisfactory. Dörnyei and Ushioda (2021) Developed this theory, arguing that student relationships are one of the most apparent in classroom settings. Furthermore, class characteristics such as cohesion, support, competition, and openness have a significant impact on class dynamics. A cohesive and supportive classroom environment increases active participation, whereas a competitive or indifferent environment may reduce student motivation and engagement. (Youngren, 2021). Classroom characteristics reflect not only interpersonal relationships but also the implicit norms and values shared by students. For example, a class that values collaboration over individualism tends to strengthen bonds among classmates and fosters a sense of belonging, which can boost motivation to learn the language.

2.1.4.5 Teaching Tool

Everything that provides information or explains the English language being learned can be used as a teaching tool. Richards and Schmidt (2010) Support the availability of learning materials like textbooks. Teachers can also create their own by compiling knowledge from various sources, such as newspapers, the Internet, and articles, and then adapting it to suit the needs of their students.

According to Korkmaz and Toraman (2020), teaching tools enrich the learning experience by supporting different learning styles and increasing student engagement. They emphasize that well-designed learning tools can help to concretely and meaningfully represent abstract language concepts. Similarly, Badroeni et al. (2022) emphasize the importance of incorporating digital-based

learning tools into English language instruction, especially for younger students, because these tools can create an interactive and self-directed learning environment.

The development of learning tools must consider various factors, including the materials' impact, making the learners feel comfortable and confident, helping them feel that the material is relevant and valuable, requiring and promoting the learners' self-investment, and ensuring that the learners are prepared to understand the lesson being taught.

2.1.4.6 Lack of Interest

Hosseini and Jafari (2014) stated that “learners generally feel that the English taught at school is different from the one spoken by native speakers.” This statement is supported by Mido and Asmita (2023) In terms of interest, who state that students' interest has a significant impact on their low motivation to learn; this low motivation is caused by differences in writing and reading styles in English. Because motivation is a critical factor in developing effective learning, it is also clear that when someone loses interest in doing something, they lose motivation to do the activity.

In line with this, a lack of interest is frequently identified as an important obstacle to second language learning. When students are uninterested in the subject matter or how it is presented, their level of engagement decreases, resulting in poor memory retention and academic performance. According to Yulfi and Aalayina (2021) Students who are uninterested in English lessons struggle to keep up and are more likely to become passive learners. They explain that a lack of interest can be caused by internal factors, such as fear of making mistakes, or external factors such as boring teaching methods and irrelevant material.

2.2 Study of Relevant Research

The current study is similar to previous ones. The current study researcher will name three previous studies as research references. The previous studies were mainly carried out by non-Indonesian researchers. Furthermore, the current study draws on three previous studies because they share similarities.

The first study was conducted by Wang and Guan (2020). The research is entitled “Exploring Demotivation Factors of Chinese Learners of English as a Foreign Language Based on Positive Psychology.” The research aims to identify the factors that suppress their motivation for EFL learning. Then, the potential influencing factors were identified through a multi-factor analysis of variance, and the correlation between the students’ psychological demotivation intensity and their English test scores was discussed through a Pearson correlation test and regression analysis. For this purpose, a questionnaire survey was conducted among 265 Chinese EFL learners attending a Chinese-foreign cooperation program at Henan University, China. The results show that teacher-related factors, self-related factors, and institution-related factors are the main causes of psychological demotivation among Chinese EFL students; the English test score has a significant negative correlation with psychological demotivation intensity; the English test score has a significant negative correlation with psychological demotivation intensity; the first- and second-year students had an insignificant difference in the institution-related factor. The research findings shed new light on the sustainable psychological development of Chinese EFL learners. (Wang and Guan, 2020).

The similarity between the previous and current studies is that both studies identify the factors that reduce EFL learning motivation. The difference is the previous study of two hundred and sixty-five (265) college students in China. The current study was carried out on three ninth-grade students in Indonesia. The previous study used a questionnaire survey to gather the data. The current study will use semi-structured interviews to gather the data.

Another study that serves as a reference is Talpur et al. (2021). The research is entitled “Perspectives on College Students' Demotivation Factors for Learning English Language.” This research took place in Pakistan. This study aimed to determine demotivation factors that influenced the English language learning of college students. This study included 200 college students, 100 male and 100 female, from two different colleges, as potential respondents. The random sampling method was employed as a research technique. The data collection instrument was a survey questionnaire. The findings revealed significant differences in 'class

material and lack of interest' among first- and second-year college students. However, 'experiences of failure, class environment, and class materials' got poor scores. Study insights would be helpful for teachers, heads of institutions, academicians, and policymakers in the field of academia to promote effective English language learning and teaching in Pakistan. (Talpur et al., 2021).

The current study and the previous study conducted by Talpur et al. have similarities in that both sought to identify demotivation factors among students. The difference is that the previous study researched college students in Pakistan. In comparison, the present study carried out the research for second-grade students in junior high schools. The previous study used two hundred college students as participants for the research. This current study only uses three students as participants. The previous study engaged a quantitative research design. In contrast, this current study engaged in a qualitative research design. The previous study used questionnaires as data collection instruments, while this current study uses semi-structured interviews as data collection instruments.

The last previous study was conducted by (Huwari et al., 2023). There is barely any of research in Jordan that investigates demotivating factors influencing English learning among Jordanian undergraduate students. As a result, this study aims to investigate the factors that influence Jordanian undergraduate students' acquisition of English as a Foreign Language (EFL). The data were gathered using a questionnaire adapted from Sakai and Kikuchi (2009). The survey included 35 questions on a point Likert scale about six demotivation factors: class characteristics, teacher attitude, course content and teaching materials, the effects of poor grades, classroom environment, and a lack of self-confidence and interest. The sample for this study consisted of 110 undergraduate students from the arts faculty at Zarqa University in Jordan. Data were analyzed using descriptive statistics. The data revealed that the classroom environment is the most demotivating element impacting Jordanian undergraduate students' EFL learning, whereas lack of self-confidence and interest were the least demotivating factors. (Huwari et al., 2023)

The current study and the previous study conducted by Huwari et al. have similarities in that they both look for search factors that cause demotivation in students. Whereas the differences lay in data collection, previous studies used a questionnaire adapted from Sakai and Kikuchi (2009). This research gained data from semi-structured interviews. This current study will use three students as participants, while the previous study's sample included 110 undergraduate students from the faculty of arts at Zarqa University in Jordan.

The researcher will conclude by outlining the three previous studies. Different demotivating factors can emerge from research conducted in various areas, including geographical conditions, subjects, student characteristics, learning environment, and other elements. The three previously mentioned studies show different findings from one another. Thus, demotivation factors for some learners are not a consistent result that can be applied to all learners.