

## **CHAPTER 1**

### **INTRODUCTION**

This chapter, serving as the introductory section of this study, will discuss the background of the study, the research questions, the purposes of the study, the significance of the study, and the organization of the paper. To begin with, the background of the study on which the research questions and statements of problems are based will be explained. Following it, the research questions as the guidance for this study will be explained. The purposes of the study will also be explained in the later section. The significances of the study are stated in the next section. In the end of this chapter, the organization of the paper will be shown as general guidelines of the research paper.

#### **1.1 Background**

Motivation empowers students with the will to reach the goals they have set before. It is one of the important factors that determine students' accomplishment in language learning. Yet, motivation is not a static attribute that always stays high all the time; it will dynamically change depending on the student's motivational situation (Dörnyei & Ottó, 1998). At certain times, students will be motivated to learn language in the class. However, in the other time, they may feel not as motivated as it was before in that it results in the decline of performance in the classroom, particularly in the four main language skills development.

Writing, as one of the main language skills, is essential in human life as one of the ways to communicate. However, unlike speaking that exists as a process in the negotiation of meaning, writing exists as a product that already combines the whole structures of language in a properly arranged organization (Halliday, 1989). This condition further puts an impact on the learning process in English as a Foreign Language (hereby abbreviated as EFL) classroom, where learning to write needs an

extensive amount of scaffolding to assist the students to properly achieve the goal of their writing (Kim & Kim, 2005). Additionally, students themselves are unique learners in that they are highly likely different from one student to another. If the scaffolding is not properly provided to every student, students with deficit proficiency in writing are likely to become demotivated learners (Hamada, 2011).

The aforementioned condition leads to various strategies that students may resort to to remotivate themselves into their former selves before getting demotivated, where one of the strategies is the use of activities involving language that are not monitored in any way by others (Ushioda, 1998), where one of these activities may be in forms of self-regulated language learning strategies (Carpenter et al., 2008; Trang & Baldauf Jr, 2007). By employing self-regulated language learning strategies, students do not only learn the importance of realizing their strengths and limitations in their learning, but it is also critical in that “a major function of education is the development of life-long learning skills” (Zimmerman, 2002, p. 66). Thus, by considering the previous statements, there is a need to examine the factors in EFL writing classroom that contribute to students’ demotivation and to investigate the language learning strategies students utilize to remotivate themselves in EFL writing in Indonesian context. Furthermore, this study was conducted based on two main reasons, which are the need to carefully examine the factors to students’ demotivation and the necessity to contribute to the field of demotivation in Indonesian context.

Firstly, there is a need to examine the contributing factors to students’ demotivation. Writing has been known to generate motivational and anxiety problems to EFL writers. For the most part, students’ motivational problems may occur due to two possible factors, which are internal within learners themselves and external to the learners.

Firstly, the internal factors of demotivation include students’ negative attitudes towards EFL learning (Carpenter et al., 2008; Falout, Elwood, & Hood, 2009; Gorham & Christophel, 1992; Hasegawa, 2004; Lee & Lee, 2011) and the

problem with students' intrinsic motivation (Ghadirzadeh, Hashtroudi, & Shokri, 2012; Gorham & Christophel, 1992; Kim, 2011; Lens & Decruyenaere, 1991). At times, students feel threatened by their language teacher's negative behavioral actions in that they do not feel any comfortable feeling when learning language. These mistreatments towards students develop their negative attitude towards the learning process, which directly affects their learning performance. If it is not treated properly, students may encounter amotivation, which has higher possibilities to hamper all students' control over mastering language skills due to the absence of self-motivational strategies (Vallerand, et al., 1992).

Secondly, the external factors contributing to demotivation have been identified, where many studies indicate that teacher-related problems are the main sources of students' demotivation (Carpenter et al., 2008; Falout, Murphey, Elwood, & Hood, 2008; Kikuchi & Sakai, 2009; Sakui & Cowie, 2012; Sugino, 2010). Additionally, other problems occurred due to lessons in the classroom (Carpenter, Falout, Fukuda, Trovela, & Murphey, 2008; Ghadirzadeh, Hashtroudi, & Shokri, 2012; Hamada, 2011; Lee & Lee, 2011), textbooks-related problems (Gorham & Christophel, 1992; Hamada, 2011; Kikuchi & Sakai, 2009; Kikuchi, 2009), test-related problems (Falout, Murphey, Elwood, & Hood, 2008; Rastegar, Akbarzadeh, & Heidari, 2012; Wang & Malderez, 2006), and school facilities (Ghadirzadeh, Hashtroudi, & Shokri, 2012; Hassaskhah, Zafarghandi, & Fazeli, 2014; Soureshjani & Riahipour, 2012). As the result, these demotivating factors should be properly negated by remotivating students into their former motivational state (Ushioda, 1998).

In addition to the aforementioned reason related to factors contributing to motivational problem, the study conducted by Alwasilah (2001) found that one of the factors hindering EFL writers' ability development is the inappropriate approach used in teaching writing, which is in line with aforementioned studies on demotivation pointing out the teachers as the main source of demotivation. Not only the teacher

uses an inappropriate and uncreative approach in the classroom, their attitudes and behavioral actions as well as the classroom management also tend to be inappropriate. Inappropriate teacher's attitudes and behavioral actions in the classroom have been proved to be the most demotivating factor to demotivate EFL learners who are in need of assistance of their teachers (Hamada, 2011; Ghadirzadeh, Hashtroudi, & Shokri, 2012; Lee & Lee, 2011; Sakui & Cowie, 2012; Sugino, 2010; Trang & Baldauf Jr, 2007). In this case, to some extent, some students who are being demotivated may attempt to remotivate themselves by utilizing activities that involve the use of language not monitored by others to cope with their demotivation in their EFL writing classroom (Ushioda, 1998), where in this case may refer to the use of self-regulated language learning strategies.

Secondly, apart from the contributing factors to demotivation and the use of language learning strategy as remotivator, the lack of literature in this particular matter in Indonesian EFL context also raises more concerns. Most studies on demotivation were conducted in United States (Gorham & Christophel, 1992), Japan (Falout, Murphey, Elwood, & Hood, 2008; Hamada, 2011; Kikuchi & Sakai, 2009), South Korea (Kim, 2011; Lee & Lee, 2011), Iran (Hassaskhah, Zafarghandi, & Fazeli, 2014; Rastegar, Akbarzadeh, & Heidari, 2012), and Belgium (Lens & Decruyenaere, 1991). The study conducted in Indonesian EFL context has yet to emerge in order to contribute to the variety of students' demotivation as a whole. Thus, the reason of why this study is conducted is based on that aforementioned reason.

As parts of the concepts of individual differences in SLA, demotivation and language learning strategies are unique yet essential in the success of language learning. The context of English as foreign language writing classroom, which is in Indonesian context, is also different with other cases of foreign language writing classroom. Thus, based on the aforementioned reasons, this study is proposed to

examine the factors contributing to demotivation and to investigate the use of language learning strategies as remotivator in foreign language writing classroom.

## **1.2 Statements of the Problem**

This study focuses on investigating the following questions:

- a. What factors contribute to students' demotivation in EFL writing classrooms?
- b. What language learning strategies in writing do demotivated EFL students utilize most frequently in coping with their learning of EFL writing?

## **1.3 Aims of the Study**

This study aims to investigate how demotivation and language learning strategies in foreign language writing classroom take place, particularly to:

- a. investigate factors contributing to students' demotivation and language learning strategy in foreign language writing classroom
- b. examine what language learning strategies demotivated EFL students utilize most frequently in coping with their learning of EFL writing

## **1.4 The Significance of the Study**

This study is significant theoretically, practically, and professionally. Theoretically, this study is expected to provide a reference on demotivational study by filling in the gap between how demotivation and language learning strategies in writing relate to each other, especially in the Indonesian EFL context. Thus, it is also expected that this study provide general condition of how demotivating factors and language learning strategies in writing take place in the Indonesian EFL high school. Practically, this study covered preliminary basis to support teacher in providing general treatments to solve problems related to demotivation and language learning

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strategies in English writing as well as to assist students to cope with their demotivation and language learning strategies in writing in order to learn English writing better. Professionally, the researcher invites relevant parties to concern with the teaching of writing in Indonesian senior high schools, particularly writing instructors and supervisors.

### **1.5 Organization of the Paper**

This paper consists of five chapters. Each chapter is subdivided into subtopics that will further elaborate the investigated issue. Chapter one is the introduction of the paper. This chapter elaborates the nature of the study, including the background of the study, the research questions, aims of the study formulation, the scope of the study, significance of the study, and the organizations of the paper. Chapter two is the review of theoretical foundations covering demotivation, language learning strategies in writing, and language learning strategies as remotivating strategy to regain one's motivation. The information presented in this chapter will become the base of the study. Chapter three is the research methodology of the study. In this chapter, research design, hypothesis, population, sample, data collection, data collection procedure, and data analysis will be further discussed. Chapter four is about findings and discussion of the findings. The analysis and the discussion of data obtained from the instruments will be elaborated. Chapter five is conclusion and suggestion. Reference ends the paper.

