



AN ANALYSIS OF DEMOTIVATION FACTORS IN LEARNING ENGLISH SPEAKING SKILLS

Uwaisa Inayati¹, Fadilla Mulyawati Zulkarnaen², M. Maesan Aldifani³

^{1,2,3}Tadris Bahasa Inggris UIN Mataram, UIN Mataram, SMAN 1 Narmada, uwaisainayati23@gmail.com,
fadilaemz01@gmail.com, mmaesanaldifani@gmail.com

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ABSTRACT

Background: Demotivation presents a critical barrier to English as a Foreign Language (EFL) learning, particularly in developing tourism-potential regions like West Lombok Regency, where speaking proficiency is vital for local economic integration. **Methodology:** This study employs a narrative synthesis literature review following Snyder's framework, examining scholarly articles from databases including Scopus, ERIC, Google Scholar, and SINTA. Data were analyzed using Braun and Clarke's thematic analysis to synthesize demotivating factors. **Results:** The findings reveal that demotivation stems from an interplay between external pedagogical constraints (rigid grammar-focused teaching, inadequate digital learning media, and curriculum mismatch) and internal psychological barriers (high foreign language anxiety and low self-efficacy/fear of negative evaluation). Unlike studies in East Asian contexts driven by university exam pressures, demotivation in West Lombok is predominantly triggered by social anxiety and unequal resource distribution. **Recommendations:** It is recommended that local educators transition toward communicative, emotionally supportive teaching strategies and integrate constructive feedback to rebuild student self-confidence. Furthermore, local education authorities should modernize learning infrastructure and tailor the EFL curriculum to align with regional strengths such as the tourism sector.

Keywords: Demotivation, English Speaking Skills, Foreign Language Anxiety, Literature Review, West Lombok

INTRODUCTION

Given that West Lombok Regency is a popular tourist destination in West Nusa Tenggara (NTB) and has direct connections to the Mandalika Special Economic Zone (SEZ) and the Senggigi tourism corridor, English is essential there (Pratama & Setiawan, 2021). There is an urgent need to raise the standard of foreign language instruction in schools due to the demand for strong English proficiency in the local labor market. However, significant affective problems, especially learning demotivation, continue to impede West Lombok kids' academic performance and linguistic abilities. At the secondary education level, this characteristic of demotivation considerably lowers learning retention and slows down language acquisition (Kikuchi, 2015).

Based on empirical data and classroom observations, preliminary research findings paint a vivid image of demotivation in the field. According to a West Lombok Regency Education and Culture Office report from 2023, more than 65% of pupils in suburban and rural areas have a tendency to be passive; they frequently decline to answer oral inquiries from teachers and are hesitant to take part in English-based group discussions. These challenges are consistent with regional evaluations of the quality of education, which indicate that English language proficiency rates are lower than those of other general subjects, with

failure rates on diagnostic tests for grammar and reading comprehension ranging from 58% to 62% (NTB Education Quality Assurance Agency, 2022). Furthermore, according to local qualitative surveys, about 70% of students have high levels of language anxiety because they are afraid of looking foolish when they pronounce words incorrectly in front of their peers. This fear eventually causes them to stop participating in class activities (Astuti & Hidayat, 2022).

Previous research on English language learning in NTB has typically only examined the efficacy of particular teaching strategies or the incremental creation of educational materials (Suryani et al., 2020). The pattern of student motivational degradation in West Lombok, particularly as it relates to sociocultural traits and regional differences in amenities, has not been thoroughly examined. Finding this gap highlights the study's uniqueness in mapping a demotivation taxonomy unique to the English as a Foreign Language (EFL) ecosystem in a growing area with prospects for tourism-based economic growth.

This study takes a position that both supports and expands on the theoretical framework of demotivation pioneered by Dörnyei (2001), contextualizing it within the socioeconomic conditions of West Lombok. Against this backdrop, the purpose of this literature-based study is to investigate and map the internal and environmental elements that contribute to demotivation, with the goal of developing meaningful remotivation recommendations for educators and local authorities.

LITERATURE REVIEW

In Second Language Acquisition (SLA), demotivation is described as a particular negative force that weakens or undermines a person's psychological motivation to meet language learning objectives (Kikuchi, 2015). In contrast to amotivation, which denotes a total lack of intention, demotivated learners still have the ability and basic desire to learn, but some disrupting factors prevent them from doing so (Dörnyei & Ushioda, 2011). Reputable international literature consistently divides demotivating factors into two main categories when addressing the theoretical question of the causes of this motivational erosion: internal factors (learner psychology) and external factors (pedagogical and environmental).

The external dimension includes elements that come from the academic setting but are not directly under the learner's control. According to research by Sakai and Kikuchi (2009), the main causes of demotivation among Asian EFL learners are teacher conduct and instructional strategies. It has been demonstrated that teaching strategies that place an undue emphasis on the strict memorizing of grammatical rules—like the grammar-translation method—without counterbalancing them with interactive exercises diminish students' interest in communication (Kim, 2011). The reduction in motivation is accelerated by variables other than teacher-related ones, such as a mismatch between the curriculum or instructional materials and the real needs of the students (Falout et al., 2009). Learners lose sight of the usefulness of the language when instructional materials are separated from real-world situations, such as the communication requirements of the regional tourism sector. Additionally, students' anger and emotions of being left behind are made worse by unequal access to technology-based media and support services (Trang & Baldauf, 2007).

The learner's psychological and emotional state is the foundation of the internal dimension. Anxiety related to learning a foreign language, particularly the fear of being judged negatively by classmates or professors for mispronouncing words in class, is one of the most noticeable signs (Horwitz et al., 1986). The learner withdraws from oral activities to preserve their self-esteem as a result of this worry. Additionally, learning resilience is undermined by low self-efficacy, or the conviction that one is not proficient in the foreign language (Dörnyei, 2001). A sense of incapacity (learned helplessness) is reinforced by repeated academic failure experiences in the absence of constructive feedback, which eventually turns transient demotivation into a condition of chronic learning despair (Falout et al., 2009).

METHODS

Based on Snyder's (2019) recommendations, this study uses a narrative synthesis analysis approach in its literature review methodology. In addition to reviewing international theories of demotivation, this method was modified to reflect the real-world challenges faced by West Lombok English language learners. This kind of adjustment was necessary to guaranty that the results of the literature review were truly pertinent and able to address the psychological problems and facility-related limitations that students in underdeveloped countries face.

Data was gathered in a methodical manner by examining and reviewing documents in multiple phases. Using keyword combinations such "demotivation in EFL," "language learning anxiety," "teacher-related demotivation," and "barriers to learning English in Indonesia," scholarly publications were gathered from databases like Scopus, ERIC, Google Scholar, and the SINTA portal. The identified scholarly papers were then screened according to predetermined criteria, giving priority to current academic publications and articles from recognized journals that address the reasons behind a drop in English learning motivation in an EFL environment.

Based on the framework developed by Braun and Clarke (2022), the study conducted a thorough comparison of findings throughout the literature using a content analysis technique to assess the acquired data. Important details from every article were taken out, noted, and divided into two main groups: internal barriers (such worry and poor self-confidence) and external barriers (including instructional strategies, inadequate facilities, and curriculum overload). These classified results were then combined to create a cohesive story that showed how these elements work together to cause West Lombok students to lose interest in learning English.

RESULTS AND DISCUSSION

The research findings, which are based on a synthesis of the reviewed literature, show that two interrelated domains internal factors (learner psychology) and external factors (pedagogical and environmental) are responsible for the phenomenon of demotivation in learning English among students in West Lombok.

Table 1

Matrix of Factors Triggering Demotivation and Affective Implications for EFL Learners

Factor Category	Key Trigger Indicators	Key Impact on Learners
External	Rigid instruction focuses on grammatical rules.	Decline in interest in oral communication
External	Limited laboratory facilities and digital media	Ketimpangan pemahaman antarwilayah
Internal	Language anxiety	Penarikan diri dari interaksi aktif di kelas
Internal	Low self-confidence	Sikap apatis dan keputusasaan belajar

According to Table 1's findings, internal psychological barriers first arise as a result of external constraints. In developing nations like West Lombok, traditional approaches to teaching English continue to predominate, emphasizing grammatical rule mastery as a means of preparing students for exams. These approaches cause pupils to see English as a difficult academic load rather than as a dynamic instrument for communication. The absence of resources in rural schools to facilitate interactive learning exacerbates this issue and increases the comprehension gap among students. As a result, students experience high levels of language anxiety because they worry about being singled out for mistakes by peers or professors. Students' self-confidence is steadily undermined by this ongoing fear, which ultimately results in apathy.

This discussion has theoretical and practical implications for the advancement of education in the area. Practically speaking, this mapping gives teachers in West Lombok a foundation on which to change their approach to teaching from simply imparting grammar knowledge to fostering a classroom environment that is both communicative and emotionally supportive. The study's results theoretically support the idea that remotivation—the restoration of students' self-confidence—must be accomplished through constructive feedback techniques in order to address demotivation.

When compared to earlier research conducted in Asia, these results support the findings of Kikuchi (2015) and Trang and Baldauf (2007), who found that the most important external factors causing a drop in EFL student motivation were teacher behavior and repetitive teaching techniques. But when it comes to the impact of regional environmental conditions, a basic distinction becomes apparent. In contrast to Sakai and Kikuchi's (2009) findings in Japan, where demotivation was primarily caused by university entrance exam pressures, students in West Lombok are more severely impacted by social anxiety resulting from speaking embarrassment and unequal access to school technology. This suggests that students in developing areas with tourism potential actually have a natural interest in English, but that interest is suppressed by too strict and frightening teaching methods.

CONCLUSION

Students in West Lombok are largely demotivated to learn English because of the interplay between their psychological states and the methods used in the classroom. This study comes to the conclusion that strict teaching strategies that place an excessive emphasis on grammatical formulae in the face of inadequate learning resources are the main causes of students' anxiety and fear of making mistakes, which eventually results in a loss of self-confidence. By operating as a tool for introspection and a useful manual for regional educators and education officials, the research provides real benefit. Students' motivation can be reinvigorated and they will be better equipped to take advantage of future chances if the classroom environment is made more welcoming, participatory, and relevant to local strengths, like the tourism industry.

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