

Stories from the Frontlines: In-Service Teachers' Demotivating Factors and Policy Recommendations

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Abstract

The purpose of this current study was to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia through demographic background surveys and semi-structured in-depth interviews. The research design was qualitative in the case approach. The interviews data were analyzed through using the constant comparative method developed by Glaser and Strauss (1967), six salient and interweaved themes related to the demotivating factors that emerged in this research were students' limited basic knowledge in English language, students' lack of motivation, school environment, limited supporting facilities, working conditions, and teachers' workload. Policy recommendations and implications of findings and future research are also discussed.

Submitted

01 May 2015

Revised

20 July 2015

Accepted

07 August 2015

Keywords:

*Demotivating factors,
Indonesian English
teachers,
Senior high schools.*

Suggested Citation:

Mukminin, A., Muazza, Hustarna, & Sari, S. R. (2015). Stories from the frontlines: In-service teachers' demotivating factors and policy recommendations. *International Journal of Academic Research in Education*, 1(2), 40-52. DOI: 10.17985/ijare.56085

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INTRODUCTION

Interest in the issues or factors that influence teacher practices and behaviors in foreign language classrooms has been growing as governments and educational policymakers realize that there is an important interlink among effective teaching practices, students' school achievement, and education policies that will be made. One of the important issues or factors in teaching English as a foreign language in Indonesia is demotivation that may exist among teachers and may negatively influence their practices, attitudes, and behaviors and hence leading to the undesired teaching outcomes. In the words of Dornyei and Ushioda (2011), demotivation refers to "the specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (p. 139). The definition suggests that demotivation exists due to some strong and external factors that decrease an individual's motivational basis of a behavior intention to do something. To put it simply, in the context of this current study, teacher demotivation is related to the extrinsic factors that lessens teachers' motivational basis to teach English as a foreign language. According to Dörnyei (2001), the teacher demotivation factors result from stressful nature of work, inhibition of teacher autonomy, insufficient self-efficacy, content repetitiveness, and inadequate career structure. The definition suggests that teacher demotivation should receive more attention as it directly contributes to teachers' practices, attitudes, and behaviors inside the classroom.

The importance of teacher demotivation has become a research topic for scholars from different countries such as from Mexico (Johnson, 2000), Turkey (Aydin, 2012), Hungary (Menyhárt, 2008), Sri Lanka (Hettiarachchi, 2013), Iran (Soureshjani & Riahipour, 2012), Greece (Tiziava, 2003), Palestine (Fattash, 2013), USA and Korea (Doyle & Kim 1999), UK (Addison & Brundrett (2008), India (Mooij, 2008), Spain, Hungary and the Czech Republic (Linares, Diaz, Fuentes, & Acien, 2009), USA, China, Germany, and Japan (Zhang, 2007), Australia, New Zealand, and England (Dinham & Scott, 2000), and UK (Spear et al., 2000). Most of these previous studies have suggested that the teacher demotivation issue highly contributes to the quality of teaching and learning processes. Many factors contribute to teacher demotivation. For example, a study done by Johnson (2000) indicated that the demotivating factors were related to students' lack of motivation, low salaries, unavailability of secondary teaching materials, work overload, inflexible curriculum, and limited resources for teaching. Additionally, Lynch (2008) listed lack of learner motivation, insufficient time, resources and materials and overcrowded classrooms as the three critical sources of teacher demotivation in English language learning and teaching. These factors suggest that teacher demotivation is an important issue that should be considered in teaching and learning processes, particularly in teaching English as a foreign language.

However, although a substantial number of previous studies have addressed teacher demotivation in various countries, Indonesian teacher demotivation in teaching English as a foreign language still remains a highly unexplored area of research. Additionally, despite the fact that the participants of previous studies are teachers, they are not culturally homogeneous. As a result, these studies might not be able to identify unique and individual experiences of Indonesian teachers, thus obscuring our understanding of their demotivating factors in teaching English as a foreign language. This study is an attempt to fill a gap in the international teacher demotivation literature and to inform the lack of literature and information on Indonesian teacher demotivation.

Purpose of the study

The purpose of this current study was to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia. One main and general question guided this study in an attempt to explore the demotivating factors among Indonesian senior high school English teachers: "What are the demotivating factors experienced by nonnative English teachers in teaching English as a foreign language in Indonesian senior high schools?"

METHOD

Design

For this study, a qualitative design in the case study tradition was used to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia. In the words of Marshall and Rossman (1999), historically conducting a qualitative inquiry has been “to explore, explain, or describe the phenomenon of interest” (p. 33) and a case study is one of the five qualitative traditions (Cresswell, 2007, 2011).

More specifically, Merriam (1998) claimed that a qualitative case study is an intensive and holistic description, explanation, and analysis of “a bounded system” (p. 27) or phenomenon such as a person, a program, an institution, a process, a social unit, a group, and a policy. She further claimed that an exploratory case study is fitting when the subject of the research interest has not been studied exhaustively as is the case with demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language. Merriam (1998) also suggested that through studying an understudied topic, researchers have opportunities for searching pertinent factors and to provide a descriptive basis for upcoming and larger studies. Therefore, in this study, the case study design was selected as the proper research strategy to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia. The selection of a qualitative case study approach in this study was for the reason that the findings of this study might not be generalized to the other places.

Sampling procedures, research sites, and participants

For the current study, we used a purposeful sampling with a convenience case strategy sampling, Cresswell (2007) wrote, “The concept of purposeful sampling is used in qualitative research. This means that the inquirer selects individuals and sites for the study because they can purposefully inform an understanding of the research problems...” (p. 125) and “convenience cases, which represent sites or individuals from which researcher can access and easily collect data” (p. 126). We applied this strategy in selecting the sites and participants. However, due to the access issues, in terms of research sites, the current study was conducted in two phases. In the first phase of the study, fall 2013, we had access to one senior high school with 3 English teachers and in the second phase, spring 2014, we were able to collect data from one senior high school with 3 English teachers as presented in Table 1.

Table 1. *Participants’ profile information*

No.	Names	Gender and Age	Schools	Marital Status	Teaching experience	Educational Level
1.	Bedul (ET1)	Male/52	senior high school A (SMA 7)	Married	More than 20 years	Bachelor in English Education and some training certificates
2.	Lukman (ET2)	Male/45	senior high school A (SMA 7)	Married	More than 15 years	Bachelor in English Education and some training certificates

3.	Leha (ET3)	Female/24	senior high school A (SMA 7)	Single	Between 1 and 5 years	Bachelor in English Education
4.	Leni (ET4)	Female/26	senior high school B (MAN Olak)	Single	Between 1 and 5 years	Bachelor in English Education
5.	Husin (ET5)	male/33	senior high school B (MAN Olak)	Married	More than 10 years	Bachelor in English Education and some training certificates
6.	Rahma (ET6)	Female/42	senior high school B (MAN Olak)	Married	More than 15 years	Bachelor in English Education and some training certificates

Data collection and analysis

Interviewing is a preferred data collection method when researchers want to examine past happenings or experiences, which are not possible to repeat (Cresswell, 2007, 2011; Johnson & Christensen, 2008; Marshall & Rossman, 1999; Merriam, 1998; Mukminin, 2012). For this study, demographic background information and in-depth face to face interviews with Indonesian senior high school English teachers were the techniques for data collection. All participants completed the demographic information. Employing a semi-structured interview technique, each participant was interviewed twice and each interview lasted between 45 and 60 minutes to discuss their demotivating factors in teaching English as a foreign language. For the second phase of the individual interview, each interview lasted between 30 and 45 minutes. Before conducting the interview, we provided the participants with the information of the purpose of the study and the interview process that they had rights not to answer the questions and what was said by the interviewees would be treated confidentially. The participants were given a flexibility to respond to interview questions in either Indonesian or English, but all elected to use English. As a result, any grammatical errors will appear in the quotations.

Marshall and Rossman (1999) stated that qualitative data analysis was “a messy, ambiguous, time-consuming, creative, and fascinating process” (p. 150) and “Undoubtedly, no consensus exists for the analysis of the forms of qualitative data” (Creswell, 1997, p.140). For the analysis of the data, we analyzed the demographic data descriptively while we transcribed the interview data individually and then analyzed them by using the constant comparative method developed by Glaser and Strauss (1967). All the transcripts among the six participants were analyzed and compared to search similarities and differences. All researchers in this study read and reread the transcripts line-by-line in order to find regularities and emerging themes and sub-themes among the data. Once all the interview data were coded and analyzed, we started to identify how themes and sub-themes helped us to explain our research questions. During this process, among the researchers, we also discussed and shared our ideas to remove or reduce the overlapping and repetitive data. This step was done to deal with our research’s bias in this study before we decided final themes which would be used in our final report.

Ethical considerations and trustworthiness

To protect the rights of human participants, the names of participants, places, and research site were masked through the use of pseudonyms. Participants’ decision to take part in this study was entirely voluntary as they were provided with an informed consent form.

To deal with the credibility of the inquiry or the trustworthiness (Lincoln & Guba 1985) of our study, we took some steps. First, we did member checking (Cresswell, 2007, 2011; Johnson & Christensen, 2008; Merriam, 1998). We checked not only with the six participants but also with our colleagues that served as member checking. In this step, we returned all of the interview data and our findings to all participants in order to get their feedback and agreement. This step was taken for making sure that our data were not bias. Also, we wanted to make sure that our participants agreed with what we found in this study. Second, we had prolonged engagement and repeated interviews with participants (Creswell 1997; Merriam 1998). In this study, we interviewed each participants twice and each interview lasted between 45 and 60 minutes to discuss their demotivating factors in teaching English as a foreign language. We also conducted the second interview with all participants and each participant was interview between 30 and 45 minutes. Additionally, we provided rich and thick descriptions (Merriam, 1998) and narratives of Indonesian senior high school English teachers' perspectives, accounts, and thoughts on the demotivating factors in teaching English as a foreign language which included verbatim examples from the transcribed interviews data. In this study, all interview data related to each theme were presented in order to provide readers the context of each theme.

FINDINGS

The purpose of this current study was to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia. As all of the factors seemed to be involvedly intertwined, it was hard to conclude what factors played a bigger role than other factors leading Indonesian senior high school English teachers to be demotivated in teaching English as a foreign language. However, through Glaser and Strauss's (1967) the constant comparative method, six salient and intertwined themes that emerged in this research were presented in the following table.

Table 2. *Themes of the demotivating factors among Indonesian English teachers*

Themes
Students' limited basic knowledge in English language: Everlasting challenges
Students' lack of motivation: A common determinant in learning English
School Environment: English is learned but never practiced
Limited supporting facility: Nothing surprising
Working conditions: Crowded and "hot" classrooms
Teachers' workload: Teaching and bureaucratic responsibilities

Students' limited basic knowledge in English language: Everlasting challenges

One of the common themes that emerged from the interview data was students' limited basic knowledge in English language. This theme challenged and demotivated teachers to teach English. All participants in this study reported that students' limited basic knowledge in English language was a major and everlasting determinant of their demotivation in teaching English. For instance, Lukman ET2, a 45-year-old male teacher with a teaching experience of more than 15 years, and Bedul ET1, a 52-year-old male teacher with a teaching experience of more than 20 years reflected,

During their junior high school, they did not...they disobey about English. They did not pay attention to English. Their ability demotivates me to teach English. (Lukman ET2)

They spend three years in junior high school and before maybe in elementary, but they don't know the basic knowledge of English that it is hard to make them understand English. (Bedul ET1)

Other participants also shared similar feelings and thoughts on this issue. For instance,

I think the main factor that demotivates me during the teaching process is the students' ability. (Rahma ET6)

For me, the most demotivating factor is students. Sometimes I asked them to do exercises, but they said no. Sometimes I would like to collect their homework, and they said maybe next time. (Leni ET4)

What demotivates me is students' lack of vocabularies and grammar in learning English. (Husin ET5)

The interview data presented above indicated that students were the main problem or factor for participants in this study. Although English has been taught from elementary schools to senior high schools in Indonesia, students in this study were still challenged to be able to use it. Given that students had limited basic knowledge in English language, teachers in this study were confused to teach their students. This condition or factor also challenged and demotivated Indonesian English teachers to teach English at their best. The students' limited basic knowledge in English language is also worsened by the students' lack of motivation that will be discussed below.

Students' lack of motivation: A common determinant in learning English

Another important theme related to the demotivating factors experienced by nonnative English teachers in teaching English as a foreign language in Indonesian senior high schools was students' lack of motivation. Participants in this study reported that students' low motivation had become a demotivating determinant for them in teaching English at the research sites. With regard to this issue, Leha ET3, a 24-year-old female teacher with a teaching experience of between 1 and 5 years, reflected,

My students had bad attitudes in learning English. When I was teaching, they talked something else with their friends such as a football match. They did not...they ignored my teaching, so I was angry and I left the class. (Leha ET3)

Additionally, Bedul ET1, a 52-year-old male teacher with a teaching experience of more than 20 years reported,

They have lack motivation. If they have high motivation, it is easy for me to teach them, and to encourage them to learn English. (Bedul ET1)

This theme seems to be one of the common determinants in learning English which influences teachers on how to manage their students during teaching and learning processes. The reports from the participants in this study indicated that they were discouraged to teach English well by their students' lack of motivation. The data also revealed that students were not very interested in learning English. It seemed that they learned English due to part of their school curriculum. The important message from the data is clear that students' motivation contributes not only to the success or failure in learning English in a non-English speaking country such as in Indonesia but also to motivate and demotivate the English teachers in doing their practices in the classroom. For example, other participants added,

When students have lack of motivation, they cannot have full understanding [in learning English]. (Lukman, ET2)

Okay, in teaching EFL...the motivation of the students will lead to a progress in learning English. (Rahma ET6)

I think students' low motivation and negative perspectives on English learning demotivates me in teaching English at my school. (Husin ET5)

School environment: English is learned but never practiced

As a non-native English speaking country, the support from school environment in learning English as a foreign language is in need for students in Indonesia. School environment, inside and outside, should be part of the learning process for both students and teachers. However, participants at the research sites reported that school environment did not support the learning process. All participants felt demotivated due to such as a situation. For example, Bedul ET1 who had a teaching experience for more than 20 years commented on this issue,

The condition where they learn, stay, and live... they never talk with their friends in English. (Bedul ET1)

Other teachers in this study spoke their concerns on the school environment as one of the demotivating factors. For example,

The working condition, work place is not supporting to master English. (Rahma ET6)

Well, the surrounding of the school, I think that is hard to teach English. (Lukman ET2)

Within this theme, the data indicated that school environment was supposed to be part of the learning sources, particularly; people including teachers and students in schools and classrooms should become sources for learning English as a foreign language. However, it did not happen as it was intended. Students never talked in English each other in the classroom and when teacher tried to initiate to speak English. Students preferred to behaving in the other way. For example, one participant reported, "They are very noise, and they don't want me to speak anymore. They just want to go home" (Leni ET4). This kind of environment may not be a typical language classroom and it could be one possible explanation why teaching and learning English in Indonesia needs more efforts to be successful.

Limited supporting facility: Nothing surprising

Limited supporting facility was one of the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City. All of participants mentioned in their interviews that they did not receive enough facility supports from their schools. Lack of better facilities supports led these teachers to be demotivated to teach their students. They acknowledged that their schools had language facilities such as a language laboratory, but it was old and out of service. For example,

Actually facilities at my school are provided, [but] they are out of service. For example, the laboratory... the equipment in laboratory is not good. (Husin ET5)

I think we have an English language laboratory, but the condition is not [good] to be used. (Leha ET3)

Additionally, other participants shared similar feelings and concerns on the insufficient numbers of English books in the library to support teaching and learning process. For instance,

We have a library with limited English books. (Rahma ET6)

The library has limited English books. (Leni ET4)

The issues of lack of facilities in terms of language laboratory and English books had influenced the participants of this study in teaching English for their students. The findings above showed that all participants were very concerned with school facilities, which are important issues in language teaching in a non-English speaking country like Indonesia. Participants perceived that school facilities such as a language laboratory and English books were important to attract students to learn English, especially for students who had limited basic knowledge in English language and lack of motivation. One participant added, "We know that it is a foreign language in Indonesia, because not many students are full interested in it" (Bedul ET1).

Working conditions: Crowded and "hot" classrooms

Another important issue demotivating Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City was crowded and "hot" classrooms. With more than thirty students in one classroom and with no air conditioners in the classroom, teachers encountered the difficulties to transfer their knowledge to their students. An ideal language classroom should not more than 30 students in one classroom. Participants in this study reported that they did not enjoy their teaching, felt stressed, were less motivated to teach their students. With regard to this issue, two participants commented during the interview,

You know, there are thirty-three students in one class, and you know the climate is sometimes hot, sometimes is raining. They [students] are very noise. (Leni ET4)

The working condition is not like what we want for language teaching. (Lukman, ET2)

In a big country like Indonesia, a typical classroom consists of 35 and 45 students. For teaching English, it is not easy for English teachers to handle. It is worsened by the fact that the temperature in Indonesia is hot and not every class is equipped with an air conditioner. However, although all participants in this study felt stressed and demotivated due to the pressure of the crowded and "hot" classrooms, they still continued doing their activities as teachers, they had no choice to avoid teaching.

Teachers' workload: Teaching and bureaucratic responsibilities

In Indonesia, due to the new policy of teacher certification, on average, classroom teachers in senior high schools spend around 24 hours a week teaching. Additionally, teachers spend some hours on bureaucratic tasks including preparing lesson plans, assessment, and non-teaching contact with pupils or parents, disciplining students, or supervising students. In this study, participants reported that they were very busy both with teaching tasks and bureaucratic tasks. Spending too much time on teaching and

bureaucratic tasks was two things that made them feel demotivated in teaching English as a foreign language. For participants in this study, spending around 24 hours a week on teaching and some hours on bureaucratic tasks very burdened them. For example, Leni ET4 who had a teaching experience of between 1 and 5 years reported,

Okay, the other factor, you know, teachers are not only teaching for now, teachers also have to work on, you know, a plan of learning like lesson plan, and teachers also have to make a score analysis. As a classroom teacher sometimes, some students have some problems, so I have to call their parents and I have to solve all the problems... not only teaching, but there are so many...a bunch of things that I have to solve." (Leni ET4)

Additionally, Bedul ET1, a 52-year-old male teacher with a teaching experience of more than 20 years shared similar accounts and feelings.

This is our world, our duty...if we like or dislike the tasks, we have to do them. (Bedul ET1).

Meeting the daily teaching and bureaucratic needs could make teaching a stressful job. The findings of this study indicated that heavy teaching and bureaucratic workload could have *negative* consequences on teachers' task completion, leading to teacher demotivation in teaching English. When Indonesian senior high school teachers in this study were highly stressed and demotivated by the unmanageability of their teaching and bureaucratic workload, they were more likely to teach only to meet their profession requirement, not to help their students to be able to communicate in English. Consequently, students would remain unsuccessful in learning English.

DISCUSSION

The notion of demotivation may be relatively new in the field of teaching English as a foreign language research. However, Dörnyei (2011) has endeavored to provide the definition of demotivation as, "the specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" (p. 139). For the current study, teacher demotivation is related to the extrinsic factors that lessens teachers' motivational basis to teach English as a foreign language. In spite of the widespread prevalence of foreign language-learning failure and the nature and degree of demotivating factors experienced by teachers in general have been shown to vary due to various influences such as demotivated students (Addison & Brundrett, 2008; Aydin, 2012; Chambers, 1993; Fattash, 2013; Johnson, 2000; Kiziltepe, 2008; Linares et al., 2009; Lynch, 2008), work overload (Addison & Brundrett, 2008; Aydin, 2012; Dinham & Scott, 2000; Doyle & Kim 1999; Spear et al., 2000), overcrowded classrooms (Lynch, 2008; Willows, 2011), salary (Doyle & Kim 1999; Johnson, 2000; Spear et al., 2000; Tiziava, 2003), and limited facilities (Aydin, 2012; Dinham & Scott, 2000; Doyle & Kim 1999; Hettiarachchi, 2013; Lynch, 2008; Johnson, 2000), none of prior studies have focused specifically on the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language. The intent of our qualitative design in the case study tradition was used to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia.

It was not easy to determine what factors caused Indonesian senior high school English teachers' demotivation in teaching English as a foreign language and what factors took part in a greater role than others as all of the factors seemed to be involvedly intertwined. However, through Glaser and Strauss's

(1967) the constant comparative method, we found that six salient and interweaved themes led Indonesian senior high school English teachers to be demotivated including students' limited basic knowledge in English language, students' lack of motivation, school environment, limited supporting facility, working conditions, and teachers' workload.

The findings of this study shed light on our understanding of the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language. The first theme of students' limited basic knowledge in English language was one of the major factors that demotivated participants in this study. Consequently, their students' limited basic knowledge in English language challenged them to be motivated teachers. Our results are consistent with prior investigations and literature noting limited students' English proficiency as one of the demotivating factors for teachers (Aydin, 2012; Hettiarachchi, 2013; Soureshjani & Riahipour, 2012). Additionally, as previous studies (Addison & Brundrett, 2008; Aydin, 2012; Chambers, 1993; Fattash, 2013; Johnson, 2000; Kiziltepe, 2008; Linares et al., 2009; Lynch, 2008) have indicated that the most demotivating factor that could prevent teachers from quality teaching is related to demotivated students in learning, the findings of our study also indicated that students were the main source of demotivation among the six Indonesian senior high school English teachers.

Other two major themes in our study such as school environment and limited supporting facility seemed to play important roles leading senior high school English teachers to be demotivated in teaching. In terms of school environment, participants in this study complained that school environment was not part of the learning sources, particularly; people including teachers and students in schools and classrooms never used and talked in English each other. With regard to this issue of limited supporting facility, the findings of our study showed that all participants were very concerned with inadequate language laboratory and English books. Our findings are consistent with what previous study have documented that limited facilities for supporting teaching and learning could lead to teacher demotivation (Aydin, 2012; Dinham & Scott, 2000; Doyle & Kim 1999; Hettiarachchi, 2013; Lynch, 2008; Johnson, 2000). Our findings suggest that teaching English in a non-English speaking country should not ignore the issue of facilities such as language laboratory, English books, and teaching materials. Failure to provide adequate facilities may lead to failure in teaching and learning English.

We also found that another major factor that demotivated Indonesian senior high school English teachers to work was related to working conditions: crowded and "hot" classrooms. Our participants reported crowded and "hot" classrooms played a key role in their lack of motivation to teach. For participants in this study, with more than thirty students in one classroom and with no air conditioners in the classroom, teachers encountered the difficulties in teaching English to their students. Our findings support previous literature that documents the strong link between overcrowded classrooms and teacher demotivation (Lynch, 2008; Willows, 2011). In a language classroom, big classes will force teachers make efforts to manage their students' behaviors and if they teachers are tired as it happens again and again, it will lead to teachers' stress and burnout as found in previous studies that teachers' stress contributes to teacher demotivation (Fattash, 2013; Menyhart, 2008) and may lead them to be unwilling to provide quality teaching for their students.

For teacher demotivation, Dörnyei (2001) stated that there were five main factors including stressful nature of work, inhibition of teacher autonomy, insufficient self-efficacy, content repetitiveness, and inadequate career structure. Related to Dörnyei's (2001) stressful nature of work, our finding revealed that Indonesian senior high school English teachers were also demotivated by work overload, particularly, spending 24 hours a week on teaching and some hours on bureaucratic tasks. As found in the previous studies (Addison & Brundrett, 2008; Aydin, 2012; Dinham & Scott, 2000; Doyle & Kim 1999; Spear et al., 2000), teaching overload was one of the sources of demotivation among teachers around the world. The findings of our study suggest that schools remain bureaucratic institutions in which our participants are

given little control over their own workload or inhibition of teacher autonomy (Dörnyei, 2001), leaving our participants feeling emotionally exhausted.

Teacher demotivation results from varied factors (Dörnyei 2001) and some strong external factors (Dörnyei and Ushioda 2011) that lessen teachers' motivation to provide their students with quality teaching. However, the factors of teacher demotivation in teaching English as a foreign language, in particular, in Indonesia remains a rather under-studied area. The findings of our study adds to the body of knowledge and literature on international teacher demotivation factors and help to describe demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language, including students' limited basic knowledge in English language, students' lack of motivation, school environment, limited supporting facility, working conditions, and teachers' workload. However, our exploratory results should be taken into account of several potential limitations, which will be discussed in the following part.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

Our findings should be considered in the view of some limitations. First, while the findings of this study may potentially provide the sort of evidence on the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language, our small sample size may not be representative of all Indonesian senior high school English teachers across the country. There may be differences between the demotivating factors encountered by teachers in urban, rural, and remotes areas. Future research may include teachers in those areas.

Second, as our small sample size, generalizability of our findings to other Indonesian senior high school English teachers should be cautioned. Future researchers could include a larger sample of Indonesian senior high school English teachers and add more aspects of demotivating factors in a more detailed way. Third, the findings of this qualitative study with a case study approach and face-to-face interviews have given the sort of evidence on the demotivating factors among Indonesian senior high school English teachers; future researcher could use a mixed methods study (questionnaire and interviews) to collect data from many teachers across the country. Last, the voices of students are not included in this study, so future research can include students' perspectives on the demotivating factors in learning English.

CONCLUSION AND POLICY RECOMMENDATIONS

The intent of our qualitative design in the case study tradition was used to explore the demotivating factors among Indonesian senior high school English teachers in teaching English as a foreign language at two senior high schools in Jambi City, Indonesia. We found six salient and interweaved themes led Indonesian senior high school English teachers to be demotivated including students' limited basic knowledge in English language, students' lack of motivation, school environment, limited supporting facility, working conditions, and teachers' workload.

Recommendations and implications for policies and programs can be drawn from the findings of this study. The findings of our study indicated students' limited basic knowledge in English language and students' lack of motivation were the two major demotivating factors for teachers. Educational policymakers and school leaders could provide after school programs for students to learn English. The

after school programs should not become a burden for students. For the beginning, educational policymakers, school leaders, and teachers could make a pilot project to attract students' attention and motivation to learn. Second, the results of this study revealed that students had lack of motivation to learn English. To improve students' motivation, educational policymakers, school leaders, and teachers could encourage students to learn English through e.g. providing interesting teaching media (films and using audio-visual aids) or providing adequate language learning facilities.

Third, the findings of this study also indicated that working conditions: crowded and "hot" classrooms were also the major demotivating factor for teachers. Educational policymakers and school leaders should reconsider the number of students in the classroom for English subject. If needed, they could visit other places or countries on how many students are ideally in a language classroom. Another important finding in this study was related to teacher overload, they spent 24 hours a week teaching and spent some hours on doing bureaucratic tasks. Although, every teacher in this country cannot avoid this kind of teacher overload, educational policymakers and school leaders have to take into account the long-term consequences of the workload. Instead of providing quality teaching, teachers may come to the school because they only want to meet the teaching requirements. As a result, students' success in learning English remains a dream in Indonesia. Sending teachers to participate in a variety of training may reduce teacher demotivation. Educational policymakers and school leaders may set programs for every teacher to participate in such programs locally, nationally, or even internationally.

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