

## ABSTRACT

Rohmah, A.R., 2025. *EFL Teachers' Demotivation: A Narrative Inquiry*. Thesis Supervisor I: Erna Wardani, S.Pd. M.Hum. Thesis Supervisor II: M. Ahsanu, S.Pd. M.Hum, Ph.D. Chief External Examiner: Drs. Ashari, M.Pd. External Examiner: Laxmi Mustika Cakrawati, S.Pd.,M.Pd. Ministry of Higher Education, Science, and Technology, Jenderal Soedirman University, Faculty of Humanities, Department of Language Education, English Language Education Study Program, Purwokerto.

This study investigates the phenomenon of EFL teachers' demotivation through a narrative inquiry involving EFL teachers at SMA N Patikraja. The primary data were collected through semi-structured interviews, supported by audio recordings and verbatim transcripts. The data were analyzed using Braun and Clarke's thematic analysis, which allowed the researcher to identify recurring patterns and themes emerging from the participants' narratives. The findings show that the factors contributing to teachers' demotivation are closely correlated with the elements conceptualized in Maslow's hierarchy of needs and Herzberg's two-factor theory (Research Question 1). Furthermore, the study reveals that teachers' demotivation has a significant impact on the classes they teach, particularly influencing classroom atmosphere and teaching-learning dynamics (Research Question 2). Overall, the results indicate that teacher demotivation may arise from diverse sources and lead to varying consequences for classroom activities and instructional performance.

**Keywords:** *Demotivation, EFL Teachers, Factors, Impacts*

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Penelitian ini mengkaji fenomena demotivasi guru EFL melalui pendekatan narrative inquiry dengan partisipan guru EFL di SMA N Patikraja. Data utama diperoleh melalui wawancara semi-terstruktur dan didukung oleh rekaman audio serta transkrip verbatim. Analisis data dilakukan menggunakan thematic analysis dari Braun dan Clarke, yang memungkinkan peneliti mengidentifikasi pola-pola dan tema-tema yang muncul dari narasi para partisipan. Temuan penelitian menunjukkan bahwa faktor-faktor yang berkontribusi terhadap demotivasi guru berkorelasi dengan elemen-elemen yang dikonsepsikan dalam hierarki kebutuhan Maslow dan teori dua faktor Herzberg (Rumusan Masalah 1). Selain itu, penelitian ini mengungkap bahwa demotivasi guru memberikan dampak yang signifikan terhadap kelas yang mereka ajar, khususnya pada suasana kelas dan dinamika proses belajar mengajar (Rumusan Masalah 2). Secara keseluruhan, hasil penelitian menunjukkan bahwa demotivasi guru dapat muncul dari berbagai sumber dan menimbulkan beragam konsekuensi terhadap aktivitas pembelajaran dan performa pengajaran.

**Kata kunci:** Dampak, Demotivasi, Faktor, Guru Bahasa Inggris