

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Study

The education industry is currently switching from traditional learning (face-to-face) to online learning in most countries worldwide. At present, technology has an impact on one of the most notable changes that have taken place in the field of education. The discoveries in technology enhance the tradition of teaching the English language and constantly attempt to adapt, modify, or even invent new approaches to deliver the materials most effectively. Many educational institutions are exploring the online platform that may be deployed for online learning activities (Perez & Triastuti, 2021). As a result, the Indonesian company also contributes to assisting all educators in Indonesia by creating a Learning Management System, namely *Sekolah Pintar Indonesia*, for teachers and students conducting online teaching and learning.

*Sekolah Pintar Indonesia* is an online learning platform designed to provide an innovative and interactive learning experience for students in Indonesia. This new online learning platform offers a range of various features and services to support educational institutions in conducting online learning and teaching. *Sekolah Pintar Indonesia* provides some features that assist teachers and students with online learning and teaching, such as filling out attendance list, online classes, access to assignments and homework, taking examinations, lesson references books, and getting lessons grade report. Also, *Sekolah Pintar Indonesia* allows students to take control of their learning, which can help them develop a deeper understanding of the subject matter. One of the benefits of *Sekolah Pintar Indonesia* is the ability to track students' progress and make administrative management easier for teachers such as planning, organizing lesson plans, delivering English lesson materials, and assessing students.

The use of Learning Management Systems (LMS) has become increasingly popular in English as a Foreign Language (EFL) education. However, the impact of

LMS on students' motivation and learning outcomes is still a matter of debate among researchers. Using LMS in learning activities is indeed convenient for both teachers and students. It significantly supports EFL learners in online learning. However, the success of implementing online learning activities does not solely depend on the benefits of the Learning Management Systems. It has some negative effects on the students' motivation by causing as intense stress on students (Moawad, 2020), lack of communication between learners and teachers (Sepulveda-Escobar & Morrison, 2020), internet connection problems (Cahyani et al., 2021). According to Chen & Jang (2010), one explanation is that teachers historically neglected students' affective and socio-emotional processes in favor of focusing on their cognitive development.

Past studies have shown that learner motivation associates with a variety of important learning consequences. (Elshareif & Mohamed, 2021) have looked at the students' motivation in online learning using Google Classroom. From the study found that LMS enhanced students' intrinsic motivation and extrinsic motivation by providing interactive, flexible, and personalized learning environments. Similarly, (Ambarwati & Mandasari, 2021) revealed that students had a positive attitude towards Google Classroom and were highly motivated to learn English language. The researcher also noted that Google Classroom facilitated students' engagement in online learning activities, such as answering teacher questions, completing and submitting assignments on time.

On the other hand, other studies have also identified that in online learning of using LMS for EFL students' motivation and learning. According to Gustiani (2020), several factors may demotivate students in online learning. First, students may not feel connected to their classmates and teachers because the students do not interact face-to-face. Second, online learning demands time management skills that some students may lack. Students have other distractions in their learning environment and procrastinate on their assignments. Third, the students face technical problems such as poor internet connection, unclear voice, and blurred

pictures may prevent students from participating in online learning activities. This may affect their beliefs and motivation negatively.

These studies indicate a gap in the literature regarding the impact of different types of LMS on EFL students' motivation and performance. The researcher did not explore the other factors that may influenced the students' motivation, such as factors from peer and teacher interaction, learning material, learning activities, technical problem nor the researcher did not specify the Learning Management System used in their research, whether it was Canvas Instructure, Google Classroom, Moodle, etc. Therefore, to bridge this gap this study investigates the students' motivation and challenges of a new LMS called *Sekolah Pintar Indonesia*, which is designed to support the educational institution in Tasikmalaya, it was mentioned in the official website of *Sekolah Pintar Indonesia* 8 High School in Tasikmalaya utilize this Learning Management System for learning activities. These schools also have apps and websites that are hosted by *Sekolah Pintar Indonesia*. This new Learning Management System called *Sekolah Pintar Indonesia* is a novel application of technological advances that has not been explored in previous research Chen & Jang (2010) suggest that future motivation research should look more closely at how technologies in LMS and remote classrooms motivate students in online learning. As high attrition rates a negatives indicator of motivation becomes a pressing issue of online learning and a major concern of online educators. This study aims to identify the students' English language motivation.

## **1.2. Formulation of the Problem**

What is the students' motivation in learning English language using *Sekolah Pintar Indonesia*?

## **1.3. Operational Definitions**

To avoid misunderstanding, the terms related to the topic of the research are explained as follows:

- Sekolah Pintar Indonesia* : It is an online learning application developed by an Indonesian company as a Learning Management System. SPI can also be referred to as a web-based application because the users can access it using the website or download it from the Google Play store. *SPI* facilitates both teachers and students to do online learning. *SPI* has features that assist teachers in checking students' attendance, monitoring online learning activities, giving task/homework, managing students' assignments, and assessing students' assignments.
- Learning Management System : (LMS for short) is an innovative software application that assists teachers in planning and implementing online learning. As well as organizing course catalogs (the online learning activities and homework) and assessing students' assignments automatically. Currently, LMS is frequently used as a medium for online learning.
- Motivation : The stimulation of human desire causes a person to behave for a certain purpose. Motivation often leads to better learning outcomes during the learning process. The Motivation itself is divided into 3 parts they are (1) Intrinsic Motivation (Inner Motivation), (2) Extrinsic Motivation (External Motivation), and (3) Demotivation (Lack of Motivation).

#### **1.4. Aims of the Study**

This study aims to identify students' motivation to learn English using *Sekolah Pintar Indonesia* as a learning management system. This study will explore how *Sekolah Pintar Indonesia* affects students' motivation to learn English in terms of their attitudes, belief, goals and behaviors. By understanding the motivational factors that influence students' English learning, this study hopes to provide insights and suggestions for improving the learning design and implementation of *Sekolah Pintar Indonesia* as well as other similar Learning Management Systems.

#### **1.5. Significances of the Study**

The writer expects this study can give the contribution to the English language teaching and learning.

##### **1.5.1. Practical Use**

This study can assist teachers and educators in developing effective ways to increase their motivation. The study can also help teachers learn the advantages and difficulties of using *Sekolah Pintar Indonesia* and how to deal with them.

##### **1.5.2. Theoretical Use**

This study can add to the existing knowledge and theories on language learning motivation. The study can also reveal the various factors that affect the motivation of students to learn English, such as their individual, social, cultural, and educational backgrounds.

##### **1.5.3. Empirical Use**

This study can offer empirical support and information on the factors that affect their motivation. The study can also evaluate and verify the reliability and validity of the tools and methods that are used to assess and examine students' motivation in language learning using *Sekolah Pintar Indonesia*. Additionally, the analysis can include other learning management systems to provide more options and insights for the educational community regarding the use of these systems.