CHAPTER 2

LITERATURE REVIEW

2.1. Online Learning with *Sekolah Pintar Indonesia*

Online learning is a method in which learning activities are carried out completely using the internet and Learning Management System (LMS) to manage learning activities (Tryana, Nasution, Saraswati, & Astuti, 2022). Although online learning teachers and students can teach or learn from anywhere, online learning requires a smartphone, laptop, or computer to access the course material in a Learning Management System, including Canvas, Google Classroom, Moodle, Neo LMS, and many more. Online learning may liberate student-teacher interactions from time and place by intentionally employing networked information and communication (Minda, 2020).

Learning Management System (LMS for short) is an innovative software application that assists teachers in planning and implementing online learning. As well as the course catalog (online learning activities and homework) and assessing students' assignments (Sumardi et al., 2021). The idea of LMS has substantially changed in the educational sector. At this point, Washington (2019) notes that LMS are crucial to the growth of instructional delivery techniques, knowledge assessment, and cooperation between teachers and students. LMS is frequently used because it has features to help teachers facilitate online learning. Some LMS features that might help teachers in accessing students' data, open a discussion board, a course catalog for distributing and maintaining the content, and an announcement board, the students may access resources, assignment, take exams, and share information with classmates and teachers with personal devices such as smartphone and tablets, which helps to create a dynamic learning environment (Mershad & Wakim, 2018).

Sekolah Pintar Indonesia is an online learning application developed by an Indonesian company as a Learning Management System. It can also be referred to as a web-based application because the users can access it through a website or

6

download the application. *Sekolah Pintar Indonesia* facilitates online teaching and learning for both teachers and students. *Sekolah Pintar Indonesia* has features that assist teachers in checking students' attendance, monitoring online learning activities, giving tasks and homework, managing students' assignments, and assessing students' work. The students mostly use *Sekolah Pintar Indonesia* for online learning activities like accessing the course material, filling out attendance lists, attending online classes in virtual meetings, collecting assignments or homework, getting feedback from the teacher, and getting the score course also the student usually takes the school exams with *Sekolah Pintar Indonesia.*

2.2. EFL Students' Motivation in Online Learning

Motivation theories is the foundation of Self-Determination Theory (SDT) which introduced by (Ryan & Deci, 2000). The most well-known motivation theories are intrinsic motivation, extrinsic motivation (Hartnett, 2016). SDT is a theory of human personality development and motivation. The theory explains rationale by examining how the social environment supports and inhibits people's volition and initiative (Legault, 2017). As Schunk and Usher (2012) stated that motivation affects what the students learn, how the students learn, and when the students will learn. EFL students' actions are entirely under the students' choices whether the students decides whether or not to participate in the learning activities based on the value of the assignment that motivated them (Ferrer et al., 2022). Motivated students will be more engaged in challenging activities, actively engaged, enjoy learning activities and improved learning performance. Motivation plays a crucial role in how well students perform in learning activity, pay attention, and have a positive mood (Hsu, 2019).

Researchers have paid close attention to motivating the students in online learning. According to (Hartnett, 2016), EFL students are frequently expected to be more intrinsically motivated in online learning. In reality, some consider technology to be intrinsically motivating since it fostering the student's trait such as challenge, curiosity, novelty, and fantasy (Lepper & Malone, 1987). Frustration with the technical issues might affect intrinsic motivation as well. According to (Huang et

al., 2019), SDT is an important theoretical feature for explaining motivational appeal and sustained engagement in online learning. As a result, students' motivation is seen as an important determinant for success in online learning setting. According to SDT Theory, there are three types of motivations that influence students to engage in online learning activities that will be explained below:

2.2.1. Intrinsic Motivation

Intrinsic Motivation refers to a person engaged in an activity because the person is interested in the topic or with the activity challenging, pleasurable, and satisfying (Thomson & Jaque, 2017). When intrinsically motivated students engage in online learning activities for personal satisfaction, not because of an external factor. Ryan and Deci (2000), the students engage in classroom activities not because to get the reward but the reward for intrinsic motivation was supposed to be in the online learning activities itself.

2.2.2. Extrinsic Motivation

Unlike intrinsic motivation, Extrinsic motivation refers to a person engaged in an activity because of an external goal, such as receiving an award, garnering praise, and winning a competition (Thomson & Jaque, 2017). In contrast with intrinsic motivation, Extrinsic motivation is driven because students engage in online learning activities because they want to obtain something by external reward (Ryan & Deci, 2000). rather than satisfy personal desires. Extrinsic motivation has been partially internalized: behavior is regulated by the internal rewards of self-esteem for success and avoidance of anxiety, shame, or guilt for failure (Ryan & Deci, 2020). Extrinsically the students are under pressure; they are undertaking the activities to avoid punishment or the consequence for not participating in the online learning activities. So that the students will engage with the online learning activities, whether they like it or not, in order the obtain a reward rather than getting punishment in the classroom (Ryan & Deci, 2020).

2.2.3. Demotivation

Demotivation is a condition in which the motivation declines due to the external factors in an ongoing action, (Dornyei & Ushioda, 2001). Demotivation does not mean that the person has lost their motivation completely. In the Demotivation situation a student who used to be interested and motivated (Dornyei & Ushioda, 2001). But has lost their enthusiasm due to social environment factors, such as the learning activities are not appealing for the students, unsuitable teaching method, feeling incompetent, inadequate devices (Noviantoro, 2017). This student may feel discouraged, frustrated, and anxious in the English lesson, and may avoid or resist the learning tasks.

2.3. Study of Relevant Research

Researchers reviewed several relevant studies before starting the research. In the past, some studies have been undertaken on students' motivation in online learning. One was done in the research by Utami and Djamdjuri (2021). The focus of the study is on the students' motivation in learning the English language by using Canvas as a tool to enhance students' writing skills and interests. Utami and Djamdjuri (2021) research aims to investigate students' motivation with Canvas in writing class. The descriptive qualitative method was utilized in the study and the study data was gathered through interviews, which included 10 students at Senior High School Bingin Teluk. The study found that Canvas had a positive impact on student's motivation, abilities, and help in writing class. However, the researcher also identified some challenges in using Canvas, such as the need for more time, internet access, and premium features.

The same research has been locked in earlier studies examining students' motivation to learn using Learning Management System. Perez and Triastuti (2021) examine how NEO LMS enhance students' motivation in learning English language skills in the context of Indonesia. NEO LMS is an online learning system that offers various features for educators to create and deliver educational content, assess students and analyze the students' results, track students' progress, collaborate on projects, and make learning more interactive and engaging. The researcher employs

the qualitative method research and They also examine whether NEO LMS is capable of enhancing students' motivation and English language skills and literature review methodologies to compare NEO LMS with Advanced Distributed Learning (ADL). The finding of the study NEO LMS met most of the ADL standards but lacked some features. The study finding showed that NEO LMS was capable of enhancing students' motivation and English language skills by providing various tools, activities, and feedback. learning with NEO LMS increases students' attention since they are thrilled to learn about the features of this LMS, and students become more autonomous learners because the LMS guides them on what they need to do that suit the student's needs and interest.

An investigation on the utilization of Google Classroom has also been undertaken by the researchers Tryana, Nasution, Sarawasti, Sukmawati, and Astuti (2022). The study investigates students' learning motivation in learning English, especially in the context of online learning. The study aims to explore students' learning motivation in learning English language by using Google Classroom. The descriptive qualitative research method is used in this study. Thirty-six students from eighth-grade at SMP Muhammadiyah 29 Sawangan Depok participated in this study. According to the study's findings, students were highly motivated. They also found that there were significant differences in students' motivation based on gender and grade level. They concluded that Google Classroom was an effective and efficient platform to support students' learning motivation in learning English.

This research is related to three previous studies that examined students learning motivation using Learning Management Systems (LMS) such as Canvas, Google Classroom, and NEO LMS. These studies also have some methodological similarities, as they all employed qualitative research methods and used interviews as one of the data collection techniques to gain insight from the students' initiations.