

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

During the COVID-19 pandemic, the learning process in every school changed from face-to-face to online learning. The Government of the Republic of Indonesia, through the Ministry of Education and Culture, has established online teaching, where teachers and students are arranged to carry out teaching and learning processes from face-to-face to online learning (Ministry of Education and Culture, 2020). This is one of the efforts of the physical distancing program to suppress the coronavirus outbreak. It is widely known that the situation has become fine and COVID-19 has been decreasing and being resolved. Therefore, learning in schools, which was previously online, is now back to face-to-face. Even though we have passed the pandemic, it is not uncommon for people to still use e-learning. So, the findings in this case can be used as a solution for people who are still using e-learning.

Before that, the online learning process that seemed sudden in Indonesia with the lack of preparation from the teachers and students became a culture shock where the learning was not optimal, so it affected students' motivation to learn. So even though it is now a transition period to offline learning, students are still carried away in a pandemic atmosphere. The researcher also found the phenomenon that, until now, in the offline learning period, student motivation has not been as optimal or stable as before the pandemic. So, online learning affects children's enthusiasm for learning. This was found in a fifteen-year-old male student at a junior high school in Tasikmalaya. The researcher will first approach the participant before the interview to obtain more accurate data. Previously, in the online learning process, the use of technology was very important for the success of students in online English learning. Hoq (2020) emphasized that in online learning, the use of information technology played a very significant role in the application of distance learning during the coronavirus pandemic. So, for example, in some lessons that require practice, such as practicum, video

observation is one of the suggested methods as an alternative to student teaching, and to achieve these goals, online learning requires a different approach from traditional learning. That is, the teachers must design activities to guide and motivate their students. Success in learning English will depend on motivation (Jefiza, 2017).

Therefore, certain competencies are also needed to engage in an online classroom. For example, such as communication skills, technology, and responsiveness, Good communication skills between teachers and students are very important to running an online environment because they can guide students to stay involved in online classes. So, the students can understand the material taught by the teacher. In addition, in the learning situation, the readiness of students is needed because it emphasizes active learning. After all, the teacher is not physically present. Therefore, in online activities, the students must also be able to self-regulate to achieve learning success.

The students also must know about responsibilities and how to manage time efficiently and effectively. Awareness about the regulation of online learning is very important because it can help students make decisions and have successful outcomes for them. On the other hand, there are some challenges faced by students when attending online learning. (Arora, 2020) stated there are several challenges faced during the online learning process, such as network problems, lack of motivation, lack of participation, lack of personal communication, and lack of interaction. Therefore, because of this problem, students' motivation is lacking. Based on Cahyani, Listiana (2020), Rachmat (2020), and Simamaora (2020), they also reported that students who lack motivation are strongly influenced by external factors such as the learning environment, study time, and instrumental support that affect achievement. Besides that, poor internet connections can also cause frustration for students during online learning. Additionally, Fitriyani, Fauzi, & Sari (2020) and Simamora (2020) argued that online learning is the intrinsic factor that motivates students. The students are encouraged to study hard, and they are enthusiastic about understanding and adding new knowledge, even though it is online.

Gustiani (2020) found that two things can affect students in online learning, namely intrinsic motivation and extrinsic motivation. These results used a qualitative study about the motivation of students in the English Department (ED) at Polsri toward their online learning during the COVID-19 pandemic era. In this study, the researcher will examine one of the junior high schools in Tasikmalaya where, during the online learning process, students do not receive clear delivery of English material. This causes an impact on the motivation of these students, such as the student being passive, too lazy to join the online classes, not doing assignments, and so on. Therefore, the researcher is interested in researching students at the school.

So, the findings of the previous study have triggered the same line by investigating student motivation in online learning during the COVID-19 pandemic. The difference with the research above is that this research was conducted in one of the junior high schools that were undergoing online learning at their school. This research was conducted with a qualitative approach with a focus on student motivation in online English learning. This study focuses on investigating the motivation of a junior high school student, while the previous studies investigated college students in online English learning during the COVID-19 pandemic. Hence, this study will be able to give another insight into students' motivation.

1.2 Formulation of the Problem

The researcher formulates the research problems into the research question:

1. What are the causes of students demotivation in online English learning?
2. What are the solutions to increasing students' motivation in online English learning?

1.3 Operational Definitions

To avoid misinterpretation of this study, I presented the operational definitions of each keyword:

- 3.1 Motivation : Motivation is a very important thing that must be instilled in every student so that they can be enthusiastic, especially when learning English.
- 3.2 English : English is a foreign language that is often considered a difficult subject for some students, especially EFL students. The situation where students study at
- 3.3 Online Learning : home by using several technological tools to support their learning.

1.4 Aim of the Research

My research aimed to investigate the motivation of a junior high school student for online English learning during the COVID-19 pandemic.

1.5 Significance of the Study

In this study, I expected to generate beneficial results in three ways, which were:

- 5.1 Theoretical Contributions : This study supports the theories about the motivation of a junior high school student for online English learning during the COVID-19 pandemic.
- 5.2 Empirical Contributions : This study can provide information about the causes of low student motivation in online learning English and provide some solutions to overcome these problems.
- 5.3 Practical Contributions : This study contributes as a reference for readers like teachers, students, policymakers, and people in general to

overcome low student motivation in online English learning during the COVID-19 pandemic. So that the motivation can build and the students are motivated to learn English.