CHAPTER 2
LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Online Learning

Online learning has been conducted in education since a long time ago. Singh and Thurman (2019) defined online learning as learning experienced via internet or online computer in a synchronous classroom where students interact with teachers and other students and do not rely on physical location to participate in this online learning experience. Dhawan (2020) also defined online learning as a learning experience in a synchronous or asynchronous environment using a variety of devices with internet access (mobile phones, laptops, computers, etc.) that need internet access to used whereas students attend live lectures, and interactions happened between students and teachers in their own home. In other words, online learning is the newer and improved version of teaching and learning activity that uses technology like computers, laptops, mobile phones and the internet to access communication between teachers and students wherever and whenever they can.

There are two kinds of online learning, such as synchronous and asynchronous. Synchronous learning is Synchronous learning is distance learning (online learning) conducted in real time using Zoom or Google Meet (Fadhilah et al., 2021). Students can get immediate feedback from lecturers or other students when learning synchronously. For instance, teachers could welcome students, offer context for the topic under discussion, raise questions, explain the value or intention of the learning resources, and then jointly wrap up the learning activity with the class. However, asynchronous learning is done with the LMS (learning management system), where the teachers have prepared the materials to be accessible to the students (Ko & Rossen, 2017 cited in Fadhilah et al., 2021). Asynchronous learning is the practice of conducting learning activities without direct interaction between teachers and students. The school where the researcher conducted PLP used both kinds of

online learning to maximize the students' understanding and succeed the learning objectives.

The effectiveness of online learning is still questionable. Keengwe and Kidd (2010) stated that online learning is now no longer most effective in the web contexts. It is also supported by Salam, et al., in Adnan and Anwar (2020) in their study that especially in Pakistan, online learning is not effective, one example is the administrative activities of academic institutions which are still carried out manually. Adnan and Anwar (2020) also said that students who access the internet for online learning through a smartphone are unable to take the advantage of online learning because there is some inaccessible content via smartphone. Besides, several academic institutions primarily focused on the transfer of educational content to the digital world and not specifically on online teaching and delivery methods (Zhong in Adnan and Anwar 2020). However, it is reminiscent of the lack of resources in academic institutions and the social exclusion of students, where inadequate internet access and availability, the lack of the latest technology impact on organizational responsiveness and student capacity to participate in digital learning, lack of proper interaction with teacher.

The study above has become the reason why online learning is ineffective to use even in this digital era. Everything seems to be easy but not all of them are suitable for almost all aspects.

2.1.2 Motivation

Every individual need motivation in doing action. Motivation is an inner state, a circumstance that includes a want, desire, or need that serves to spark off or energize conduct and deliver its course that needs to be aroused (Kleinginna & Kleinginna, 1981 as cited in Huitt, 2011). Motivation at once links to character overall performance that advantage to overall organization performance and as a catalyzer for all character personnel running for an organization to enhance their overall running performance or to complete the

assignment in a great deal higher manner than they typically do (Sekhar & Patwardhan, et al., 2013).

Motivation can be affected by several conditions. Gustini (2020) said in her study that the students' motivation toward online learning was intrinsically affected more by their ambition to learn new knowledge and enjoyment in experiencing new learning methods. It was also influenced extrinsically by external regulation and environmental conditions. However, motivation or the state of lack of motivation also happened due to poor external supporting facilities. Because of that, motivation really matters to students, especially their interest and spirit in learning.

Every student has different motivation. According to Borah (2021) generally there are two types of motivation, such as intrinsic or internal motivation and extrinsic or external motivation. Internal motivation is stimulated by internal factor from the person itself; it can be biological, social, emotional, or spiritual. Extrinsic motivation is stimulated by extrernal factor from the person; it can be in the form of social cognition or operant conditioning. In this case, internal motivation is from the inside of the students and external motivation is from the outside of the students.

2.1.2.1 Aspects of Learning Motivation

There are some aspects of the learning motivation. They are formulated by some researchers. According to Gowing (2001), there are four points of aspects of learning motivation, as follows:

1. Encouragement to achieve something students feel compelled to strive for the realization of their desires and hopes.
2. Commitment is one of the aspects that is quite important in the learning process. By having a high commitment, students have the awareness to learn, are able to do tasks, and are able to balance tasks.
3. Initiatives students are required to come up with new initiatives or ideas that will support their success and success in completing the

educational process, because they have understood and even understood themselves, so that they can guide themselves to do things that are beneficial to themselves, and also the people around them.

4. Optimistic, persistent attitude, not giving up on pursuing goals and always believing that challenges are always there, but each of us has the potential to develop and grow even better.

According to Constance Frith (1997) there are six components of the motivation to learn:

1. Curiosity

   People are naturally curious. They like learning new things, seeking out new experiences, and finding enjoyment in completing tasks, improving their abilities, and gaining proficiency. Developing students' interest and using it as a motivation for learning is a key goal of education. Curiosity is sparked by exposing students to stimuli that are new but not drastically different from what they already know. Presenting stimuli might make students anxious rather than curious.

2. Self-Efficacy

   Students who question their capacity for success usually lack interest in learning. Students' confidence can be increased by breaking things down into chunks and giving them early success.

3. Attitude

   Every teacher has come across students who are accused of having a negative attitude. Attitude is a difficult thing to come by. In a learning environment, the performance that we are aiming for is learning, which can sometimes be assessed through behavior but not always. However, a student's attitude toward learning is very much an internal quality and is not necessarily shown through behaviors. The students may only show positive behaviors while their teacher is there.

4. Need

Each student may have different needs. Maslow's hierarchy of needs is the most popular and well-respected classification of human requirements. Within this pyramid, there are five levels of need: (1) Physiological (basic) (2) Lower-level security (Higher needs) (3) Love and possessions (Higher need) Esteem (5) Self-Actualization (higher need). Since the satisfaction of one level's lower-level wants precedes the dominance of the following level's higher-order demands in influencing behavior, this has significant implications for motivation.

5. Competence

Competence is an internal motivation for learning that is closely tied to self-efficiency. People enjoy doing things well. Some students feel that passing a class is insufficient. Teachers must provide pupils with the opportunity to do difficult activities on their own in order to demonstrate to themselves that they are capable for those kids who lack a sense of efficacy.

6. External motivators

Grades can be a useful external motivation for learning if the evaluation method is well thought out. Students must embrace, value, and support external motivators. They must believe that their opinions are appreciated and that they have the chance to express their feelings.

While Borah (2021) stated that the factors influences students' motivation are:

1. The activities in the teaching/learning process: This factor is important because a great part of the learner's interest in the subject will depend on the types of activities developed in class.

2. The final results: Good results are understood as a reward for the learner, whereas bad results are similar to a punishment. In this case, motivation is the consequence of these results. Students with

good final results are going to be more motivated than students with bad results.

3. Internal motivation: This is connected to the student's inner drive about the subject as a consequence of previous experiences and the use of the subject to their daily lives.

4. Extrinsic motivation: The influence of external stimuli such as rewards or punishments.

All of the statements from the researchers related to the aspects of motivation are similar to each other and complete each other. It can be concluded that there are two kinds of motivation, such as internal and external motivation that are influenced by several factors such as curiosity, self-efficacy, attitude, need, competence, and external motivation, encouragement, commitment, initiatives, and optimistic.

2.2 Study of the Relevant Research

There is much research investigating students' motivation during online learning. The first research by Harandi (2015) in his study found that applying e-learning increases students' motivation.

Moreover, another research conducted by Abou El-Seoud, et al., (2014) in their study stated that undergraduate students are more motivated to learn while using interactive e-learning. While some stated that students have low motivation.

Another relevant investigation by as cited by Esra, & Sevilen, (2021) in their study that students overall believe online education has a negative impact on their motivation due to a lack of social connection, an incongruity between expectations and content, structural issues with organizations, and the design of learning environments.

In addition, Nasution (2020) stated in her research that students' score during online learning has come down due to their lower motivation. The majority of students believe that online learning makes their motivation to learn decrease.

The research context, the theory employed, the research participants, and the research methods are just a few of the variations between the studies mentioned above. Therefore, the researcher conducted this study to investigate the perceptions of students' English language learning motivation in an online learning environment. Using different research participants, methodology, and theories.