

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Online teaching and learning activities have spread in the last three decades since the 1990s. In Indonesia computer-based training (CBT) was introduced in the 1990s. In 1994, CBT was packaged with intriguing and in-depth forms and productions. In 1997, the Learning Management System (LMS) started to take shape. In 1999, LMS became web-based and combined with multimedia, video streaming, and other features to make it more interactive (Simanihuruk, et al., 2019), and in 2019 all people around the world were required to carry out all activities online including teaching and learning activities that caused by the Covid-19 epidemic. However, even though the epidemic is already over, some schools and other educational institutions still employ online learning. One of the schools that still uses online learning is the school where the researcher conducted this study.

Because of online learning employed, teaching and learning activities are done at home. According to Singh and Thurman (2019) online learning is described as learning that takes place via the internet or through an online computer in a synchronous classroom where students interact with teachers and other students and are not required to be physically present.. Moreover, Dhawan (2020) defined online learning as a learning experience in a synchronous or asynchronous setting using a range of internet-enabled devices (mobile phones, computers, etc.), while students attend live lectures and teacher-student interactions take place in their homes. This required them to do teaching-learning activities at home using online media like Zoom, Google Classroom, Google Meet, Skype, and many more which are known as online learning media.

Motivation is an inner state, a situation involving a need that serves to arouse or drive behavior into action (Kleinginna & Kleinginna, 1981 as cited in Huitt, 2011). The internal drive that steers behavior toward a goal is known

as motivation. Individuals can overcome inertia with the use of motivation. Although there are external factors that can affect behavior, ultimately behavior is sustained by internal factors such as motivation. This is because learning motivation is the combination of internal and external forces that push students to develop a desire to learn and change their behavior, usually with the help of some indicators or supporting factors (Rafiola, et al., 2020).

The use of online learning has a different impact on student learning motivation, some stated the use of online learning makes students have a high level of motivation, as cited by Harandi (2015) in his study that applying e-learning increases students' motivation. Moreover 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 students have low motivation. It is stated by Esra and 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.

A senior high school where the researcher did Preparation for Teaching Practice (PLP) had used online learning since the end of 2019. The researcher taught English to some classes via zoom and got different experiences of teaching. It is assumed as the influence of the students' motivation. As stated by Sekhar and Patwardhan, et al. in 2013 that motivation influences the students' performance in learning. However, there is no study conducted at this school regarding online learning employment and almost all the previous research showed the negative impact of online learning to the students' motivation. Therefore, this study aims to describe what the students' motivation is in learning English online at a SMA in Tasikmalaya and expects to find the significant result.

1.2 Formulation of the Problem

The question of the research is, “What are the factors that contribute to the students’ English language learning motivation in an online learning environment?”

1.3 Operational Definitions

To avoid misunderstanding the terms set out in this study, the researcher provides the definitions related to this study as follows;

1.3.1 Online Learning

It is a kind of digital education that uses the internet and technology as the primary infrastructure. The process of sharing and applying knowledge to the material can be carried out wherever in 100 minutes for two hours subject. The school addressed employ a platform, which is Zoom for the students to learn and the assignments given must be collected via Google Drive.

1.3.2 Motivation

Motivation is the encouragement to do something. In this study, motivation refers to the urges that encourage the students to learn online. There are two kinds of motivation, such as internal motivation that is from the internal impulse and external motivation that is from the outside of a person.

1.4 Aim of the Research

The aim of this research is to investigate students’ English language learning motivation in an online learning environment.

1.5 Significances of the Study

1.5.1 Theoretical Use

This study expands and enriches the literature of the students’ English language learning motivation.

1.5.2 Practical Use

Practically, this study can be used as a reference and consideration to employ online learning environment for increasing students' English language learning motivation.

1.5.3 Empirical Use

This study gives insight into how students' English language learning motivation in an online learning environment and what kinds of their motivation are.