

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The rapid development of information systems and internet technology has become a potential in various fields, particularly in the education field. The emergence of educational technologies offers flexible learning opportunities to twenty-first-century students (Gedera et al., 2015). Besides, it was highlighted for its mobility and practicability in offering rich learning resources and context authenticity through the internet connection. As an outcome of this, educators are trying to broaden their teaching methods by incorporating technology into the classroom, such as using online learning. Further, in the last three years in Indonesia, online learning has been used as an alternative to face-to-face learning during extreme conditions such as the pandemic. However, it is not the only case where online learning could be used. The reason why online learning has grown in popularity is that it can be an opportunity for people who cannot access traditional learning due to financial, time, location, or personal concerns.

Despite these advantages, it has raised some concerns, one of which relates to students' motivation. According to Hamzah et al., (2015), the motivation of the students is an important factor in ensuring the success of online learning implementation. When students are motivated, they are more likely to achieve learning goals. As Ertan and Kocadere (2022) stated, motivated students tend to be engaged in activities, organize their learning, monitor their progress, use necessary materials to achieve their goals, and have positive thoughts about their possible success. While motivation plays an important role in student learning, lack of motivation is a frequent problem with students at all levels. All learning environments present challenges, but online learning environments present unique challenges because students carry more responsibility for their learning than in many traditional learning. Because of these challenges, students' ability to influence their motivation is important. Moreover, Chen and Jang (2010) suggest that motivation should be taken seriously in the online learning environment.

Therefore, teachers should make it possible for students to get motivated during online learning.

Furthermore, the phenomenon of the student's motivation in online learning in this research is a student who experienced high and low motivation when learning English speaking online. This phenomenon appears at the University of Tasikmalaya in the Online Survival English course. This course aims to encourage students to speak English in a real-life context and build their speaking skills such as fluency, coherence, lexical sources, and pronunciation. They are required to be spontaneous while practicing speaking, which will challenge them. In this online course, the researcher found out that several students were excited and several students were depressed when learning English-speaking online. Based on an informal preliminary interview with several students in the 2021st academic year, it was found that several students get excited because they are interested in some learning material, they feel challenged to be able to speak English fluently, they want to get good grades, achieve specific goals in the future, and excited because the learning was carried out online. Then, several students felt not enthusiastic because they felt bored with the length of study time, unstable internet connection, and sometimes when there were more lectures than practice during the learning process. However, those students consistently joined the online class until the end of the semester. Further related to this phenomenon, a thought arises for researchers to analyze students' motivation when learning English speaking online.

Regarding the motivation of the students in learning English speaking online, Self-Determination Theory (SDT) by Ryan and Deci (2000) was chosen as the theory of motivation in this study, because SDT clearly explains the types of motivation which are divided into three types of motivation, namely amotivation, extrinsic motivation, and intrinsic motivation. Besides that, Chen and Jang (2010) stated that SDT may serve as a theoretical framework that integrates issues in online learning. Besides that, Vallerand et al., (2008) stated that SDT not only brings us to understand the process of someone being motivated but also guides us to improve human's condition.

Along with that, the recent study about motivation in online English-speaking classes, as Fitriani et al., (2020) analyzed students' perspective of online learning in speaking classes during the Covid-19 pandemic. The results show that some of the students said that online learning did not help them improve their speaking skills. Some of them also prefer online classes. Hence, they enjoy the online class and it affects their speaking ability. In his study, Harahap (2021) discussed the efforts that can be made to increase student's motivation to learn English related to speaking skills in online learning during a pandemic. It was revealed that motivation plays an important role in the process of students learning speaking skills online; by using the appropriate media, students can pay more attention to the material presented. Additionally, Martina et al., (2021) determined the level of motivation of students in the speaking class during the new normal era. The results of this study indicate that students' motivation level in speaking class has the highest motivation. It is because they want to be good at speaking English, even though the current learning process is online.

Based on previous studies mentioned above, it can be seen that the focus of the studies is familiar and can be done. In contrast, the process of students being motivated in learning English-speaking online has almost not been observed, even though motivation is a necessary component of learning to achieve something. Therefore, to address this gap, this present study was conducted to reveal students' motivation in learning English speaking online using the Self-Determination Theory of Ryan and Deci (2000).

1.2 Formulation of the Problem

Regarding the background of the study, the researcher decides to conduct the study by the following formulation of the problem, "How is the students' motivation when learning English speaking online?"

1.3 Operational Definitions

To avoid any misunderstandings about the terminologies used in this study, the researcher has provided the following definitions:

- 1.3.1 Students' Motivation:** Related to this research, students' motivation is the combination of desire and effort of the students to learn English speaking which develop their target language intrinsically or extrinsically.
- 1.3.2 Online English Speaking Class:** Related to this research, the students learn English speaking in the Survival English course. The class that encourages students to learn and practice to communicate in English in daily life context. Through synchronous and asynchronous online, the students are provided with material from handouts, YouTube, and online materials (useful websites). This class was conducted online using a platform such as Zoom, WhatsApp, and Google Classroom as the media of learning.
- 1.3.3 Self-Determination Theory:** A theory of students' motivation and personality that sees their behavior as a conscious or unconscious reason or motive that drives to their motivation to achieve English speaking skill.

1.4 Aim of the Research

This study aims to find out how students motivation when learning English speaking online.

1.5 Significances of the study

- 1.5.1 Theoretical Contribution:** Theoretically, this research will enrich the literature of students' motivation in learning English speaking online.
- 1.5.2 Practical Contribution:** Practically, this research is expected to contribute to English teachers in determining learning strategies based on motivation, in improving students who have low motivation, and in maintaining the students' motivation who are already motivated in learning English speaking online.
- 1.5.3 Empirical Contribution:** Empirically, this research is to provide empirical evidence of the overview related to how students motivation

when learning English speaking online. This research also provides empirical evidence of the students' English speaking learning motivation to the teacher, so that it could be a reference for the future online English speaking learning process.