CHAPTER 2
LITERATURE REVIEW

2.1 Online Learning

With the increasing use of technology in education, online learning has become a common teaching method. According to Aguilera-Hermida (2022), online learning implies that students are physically separated from the teachers and require a delivery method. The interaction between students and teachers is facilitated by technology such as computers, tablets, and smartphones that require a connection to the internet. Based on the above view, online learning can be offered in two types; synchronous and asynchronous. Synchronous online learning arranges for students to participate in the lesson at the same moment by using online tools (Hernández & Flórez, 2020). It can help students and teachers avoid miscommunications and provide students with immediate feedback (Amiti, 2020). Students also have to process what they read on the screen quickly and give their responses immediately. Meanwhile, asynchronous means that the learning process occurs indirectly (no interaction at the same time) using an independent learning approach (Rasmitadila, 2020) in which the material can be accessed anytime anywhere.

In this situation, technology offers platforms that are available to both teachers and students, with the possibility for interaction, allowing students to work individually or in groups and communicate with the teacher and other classmates at any time. Various applications and platforms are available for supporting educational purposes, such as Zoom, Skype, Google Meet, WebEx, Telegram, YouTube, Canvas, Edmodo, Schoology, Google Classroom, WhatsApp, and others. To support this online learning, the main device required is a computer or Android device that is connected to the internet network.

Compared with traditional face-to-face learning, online learning provides a variety of advantages and disadvantages for education. For the advantages, Alawamleh et al., (2020) stated that online learning often appeals to a large number of students, as it offers versatility in participation, accessibility, and convenience. They include an increase in leisure time, the opportunity to take more breaks during

training, more comfortable conditions for learning, and the absence of the need to spend time on the road to the university (Kamal et al., 2021). Besides, Dhawan (2020) claimed that the usage of online learning will test both the teachers and students. It will enhance problem-solving skills, critical thinking abilities, and adaptability among the students. Moreover, the electronic system can keep a text-based digital record of thoughts, concepts, plans, answers, and strategies that have been addressed during the online discussion (Xie et al., 2006). On the other hand, online learning also has a variety of disadvantages. According to Ivone et al., (2020) when using the internet, students encountered problems with the environment and infrastructure, such as poor internet access in rural or isolated areas and a lack of a conducive learning environment at home. Online learning also has an impact on economic conditions because it cannot afford to buy internet quota to access online learning media (Simamora, 2020). Other problems of online learning include lack of interaction between teacher and students, less effective cheating during examinations, students mostly copying and pasting from the internet, and the subject that needs more practical skills that cannot be done by online learning (Herwiana & Laili, 2022). In addition, research literature shows that factors such as low levels of student participation can erode the quality of online discussion (Xie et al., 2006).

However, the advantages and disadvantages of online learning that determined the students' success in learning were closely related to students' motivation in online learning. Harandi (2015) claimed that online learning is an element that affects students' motivation. It's interesting to note that online learning had an impact on students' motivation. Research has shown that online learning has caused a lack of motivation for some students to learn whereas others were highly motivated (Meşe & Sevilen, 2021; Walla et al., 2022). In conclusion, the motivation of students in online learning is an important factor in the success of this method and deserves more investigation.

2.2 Students' Learning Motivation

Every individual has internal conditions, where these internal conditions play a role in his daily activities. One of these internal conditions is motivation, which is defined by several experts as follows: according to Ucar and Kutempe (2019), motivation is an impulse or a series of impulses that drives people to act consciously and intentionally. Motivation can be said to be the difference between being able to carry out and willing to carry out. Motivation is closer to being willing to carry out tasks to achieve goals (Uno, 2009). Motivation is a concept without physical features, we cannot see motivation; we see behavior. Thus, the measurement of motivation cannot be observed directly. Just as the measurement of other psychological constructs such as effort, interest, attitude, and desire (Ihsan, 2016). As stated by Lai (2011), motivation is defined as the reasons that underlie behavior that is characterized by willingness and volition. Those definitions above show that motivation is the impetus contained in a person to try to make changes in behavior that are better in fulfilling their needs.

In the world of education, motivation is a critical component of the learning process. It can affect what students learn, how students learn, and when students choose to learn (Schunk and Usher, 2012). Motivation to learn reveals that a student desires to take part in and learn from, a training activity (Harandi, 2015). Research shows that motivated students are more likely to undertake challenging activities, be actively engaged, enjoy and adopt a deep approach to learning, and exhibit enhanced performance, persistence, and creativity (Ryan & Deci, 2000). Therefore, teachers must create a learning environment in which students are deeply motivated to engage both actively and productively in learning activities, to derive maximum benefits from school (Zhao & Mei, 2016).

To increase students' learning motivation, teachers should try various ways. Students' motivation can be increased in various ways, including the use of learning methods, teacher-student interactions, intrinsic motivation of the students, and the classroom environment. An environment that supports learning or a conducive environment influences the increase of the student's motivation because it makes them more interested in participating in the learning process. If students are more

motivated to learn, then they are more likely to be engaged; and if they are engaged and engaged successfully, they are more likely to achieve the learning objectives (Kim & Frick, 2011).

Relating the term 'motivation' to the students who learn online, researchers show that students in online learning were mostly influenced by their internal motivation rather than the external one. They claim that internal factors have been identified as stable personal characteristics of successful online students. (Gustiani, 2020; Gustiani et al., 2022). As mentioned by Hartnett (2016), online students are often required to be more intrinsically motivated because the learning environment typically relies on intrinsic motivation and the associated characteristics of curiosity and self-regulation to engage learners. To be exact, with increasing internal drive, students might demonstrate persistence, more positive self-perceptions, and higher-quality task engagement (Ryan & Deci, 2000). In addition, intrinsic motivation pushes the students to learn without any rewards, because their needs are innate, come from inside, or depend on their own will.

2.3 Self-Determination Theory

The study of motivation in the context of online learning has adopted various frameworks to support the study. One of the more well-known theories of motivation that explains the intrinsic-extrinsic motivation concept is Ryan and Deci's (2000) Self-Determination Theory (referred to as SDT hereinafter). Ryan and Deci (2000) defined SDT as an approach to human motivation and personality that uses traditional empirical methods while employing an organismic metatheory that highlights the importance of humans' evolved inner resources for personality development and behavioral self-regulation. The term self-determination itself is a quality of human function that involves the experience of choice (Chen & Jang, 2010). SDT emphasizes the regulation of the individual's human behavior and how motivation can be different in each person (Fandino et al., 2019). This theory is most often used to examine intrinsic and extrinsic motivation.

SDT specifically states that in interacting with the environment, a person requires support for basic psychological needs to be motivated. Three psychological

needs are those for autonomy, competence, and relatedness. *Autonomy* is the need to feel in control of our behaviors and goals; *competence* is the need to feel competent, effective, and challenged; and *relatedness* is the need to experience interaction, feel connected, and care for others (Ryan & Deci, 2017; 2020). Students who consider themselves to be acting with a sense of autonomy, competence, and relatedness throughout the learning activity experience high-quality motivation, whereas those who view these three needs to be disregarded or frustrated during teaching experience low-quality motivation (Reeve, 2012).

SDT shows that students can be motivated in different ways. An individual's motivation is shown over a continuum ranging from the non-self-determined to the self-determined. There are three primary categories of motivation on this continuum; amotivation, extrinsic motivation, and intrinsic motivation (Ryan & Deci, 2000). Within the continuum of human motivation, however, four types of extrinsic motivation are identified in SDT. These regulatory styles are external, introjected, identified, integrated, and intrinsic regulations. The above mentioned types of motivation are shown in Figure 1.
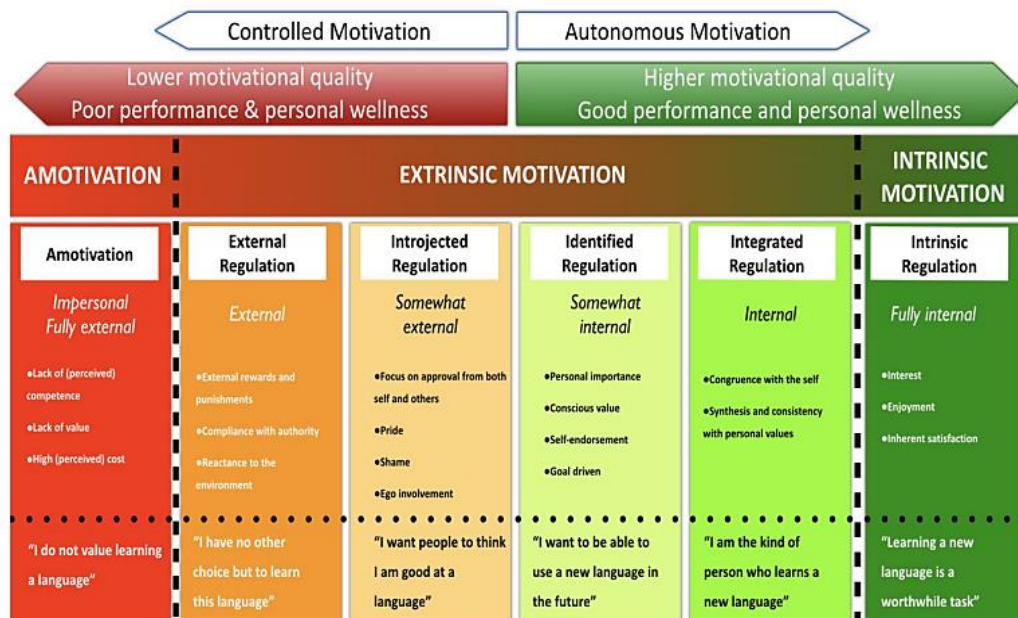

Figure 1. The Self-Determination Theory's Taxonomy of Motivation

In the Figure. 1, the far left of the self-determination continuum is amotivation. Ryan and Deci (2000) defined what is meant by amotivation is the

state of lacking the intention to act. Amotivated individuals do not seem to have specific purposes and goals and they don't seem to approach ends in a systematic fashion (Barkoukis et al., 2008). Amotivation results from not valuing an activity, not feeling competent to do it, or not believing it will yield a desired outcome (Ryan & Deci, 2000). To the right of amotivation in Fig. 1 is extrinsic motivation which refers to doing a behavior because it will lead to some separate outcome such as a reward, approval from others, or the avoidance of punishment (Deci, 2004). Accordingly, SDT has specified four major subtypes of extrinsic motivation as shown in Fig.1:

- *External regulation* is the first one and the least self-determined as well as the most externally controlled form of extrinsic motivation. Students engage in the learning task solely to earn rewards or avoid punishments, and perceive that their behavior is under purely external control (Xie et al., 2006).

- *Introjected regulation* refers to students who engage in a task because they feel they should due to the expectations of others (Hartnett et al., 2011). At this stage, behavior is not yet self-determined. People act owing to the feeling of pressure, either avoiding guilt and anxiety or acquiring ego-enhancement (Ryan & Deci, 2000).

- *Identified regulation* is a more autonomous type of extrinsic motivation. People behave because they identify the value or the importance as more congruent with their personal goals and identities (Zhou et al., 2022).

- Yet the most autonomous form of extrinsic motivation is *integrated regulation* in which the person not only recognizes and identifies with the value of the activity, but also finds it to be congruent with other core interests and values (Ryan & Deci, 2020). At this stage, actions characterized by integrated motivation share many qualities with intrinsic motivation, although they are still considered extrinsic because they are done to attain separable outcomes rather than for their inherent enjoyment (Ryan & Deci, 2000).

On the other hand, intrinsic motivation refers to activities done "for their own sake", or for their inherent interest and enjoyment (Ryan & Deci, 2000). It is the most self-determined form of regulatory style. Play, exploration, and curiosity

spawned activities exemplify intrinsically motivated behaviors, as they are not dependent on external incentives or pressure, but rather provide their own satisfactions and joys (Ryan & Deci, 2020). As suggested by this continuum, students who have a high internal interest in learning tasks or who view activities to be of great value or importance, and who believe that their behavior is highly self-determined, will perform similarly to intrinsically motivated students. That is, with increasing internal drive students might demonstrate greater persistence, more positive self-perceptions, and higher quality task engagement (Ryan & Deci, 2000).

Along with that, applying SDT in computer mediated environments, scholars suggest that SDT is a useful theoretical framework for explaining motivational appeal and sustained engagement in virtual environments (Huang et al., 2018). SDT has the potential to address learning problems such as student attrition in the online learning environment (Chen & Jang, 2010). Various researchers have conducted work supporting the validity of SDT in online learning (Xie et al., 2006; Kim & Frick, 2011; Huang et al., 2018; Hsu et al., 2019; Chiu, 2022; Ajlouni et al., 2022). So far, most of them extracted SDT to investigate students' motivation in online learning in general subjects. In this present study, the researcher uses SDT to investigate students' motivation specifically in online speaking classes, in which the learning process needs more practice.

2.4 Online Learning Speaking

One of the most important skills to acquire is speaking. Although listening, speaking, reading and writing skills are all important, students' success in learning language is often measured by how well their spoken language proficiency improves (Richards, 2008). Proficiency in speaking English has become a necessity for academics, especially at higher education levels. The primary goal of English language teaching is to provide students with the skill to use English language effectively and correctly in communication (Leong & Ahmadi, 2017). This shows that using a language is more essential than simply meaning it, because there is no purpose in knowing a lot about the language if we cannot use it.

In this online English-speaking class, students are encouraged to practice speaking English. Through Zoom Meetings, lecturers usually asked students questions regarding the material they would be studying. Then, the lecturer asked the students to take turns practicing speaking on the topics that were given. Sometimes, the lecturer divided students into small groups so they could discuss and practice speaking with their group. The lecturer also showed interesting videos that students had to watch, after which students would be asked several questions about the video. Besides that, the lecturer gave an assignment in the form of making a speaking practice video and uploading it to Google Classroom. These activities required students to speak English spontaneously, and that would be a challenge for them.

Even so, most of the Indonesian students, specifically students in this online English speaking classes, are still struggling to develop their speaking skill. As stated by Bygate (2009), to be able to speak foreign languages, the students should not only know the knowledge of vocabulary and grammar but also to have the skills to use the knowledge. However, to gain the knowledge and use them in speaking, especially in spontaneous situations, is not always easy for EFL students. Therefore, students must practice a lot and try to make their fluency in speaking better.

To develop speaking skill, it requires practice and direction. Meanwhile, online learning is different when the students have to practice speaking. Based on the observation, some of them felt more confident in practicing speaking. Some of them also have low confidence in practicing speaking. It can be seen from their participation in an online speaking class. If the lecturer does not call the students' names, they will remain silent in the online English speaking class. Research shows that the speaking problems in online speaking class are the lack of vocabulary, lack of grammar knowledge, and correct pronunciation. So when asked to speak English students are shy, afraid of making mistakes, and have no idea how to when making a statement in English and speak spontaneous in front of the lecturer and their friends (Hamouda, 2020; Englishtina et al., 2021; Fajri & Indah, 2022).

Another students' problems in online speaking class are the lack of participation and motivation. In their research, Zhang et al., (2020) stated that

motivation, engagement, and anxiety influenced how students used digital media to practice speaking and listening. Thus, the lecturer needs to support the students to participate in online English speaking classes, as the students' participation determines their speaking ability. Lecturers also need to support students by motivating them. More so, students themselves need to be motivated intrinsically. Therefore, considering the importance of motivation in learning English speaking particularly in online situations, this study has sought to investigate the students' motivation in online English speaking classrooms through the lens of SDT.

2.5 Study of the relevant research

Looking back years ago, numerous studies have been conducted which discuss motivation and learning English speaking online. As an example, Bailey et al., (2020) seeks to understand how intrinsic motivation for asynchronous writing and synchronous speaking practice influences students' perceptions of course satisfaction in online learning. The result from Cross-sectional survey revealed that students who were motivated by asynchronous online collaborative writing were more likely to enjoy online learning in general when compared to students who reported motivation for video-synchronous online speaking practice.

Another study from Lisanty (2021) determined the students' perception of speaking ability through learning from home. The research indicates that the students had a negative perception of online learning during the Covid-19 pandemic. After all, online learning affected their speaking skill down because it was not engaging enough for their speaking skill. Further, some challenges or problems encountered during online learning include unstable networks, hard to understand the material, lack of internet quota, and lack of motivation.

Furthermore, Lidza (2022), her study aims to determine the effectiveness of learning English speaking skills online during the COVID-19 period, which used mixed method research. In general, the results from questionnaires and interviews revealed that almost all students stated that learning speaking skills online was not effective and they had difficulties while learning, which resulted in a decreased interest in learning.

In addition, Damayanti et al., (2022) analyzed the type of motivation of EFL students in English speaking class during Covid-19 pandemic based on Gardner's theory and analyzed difficulties of English speaking that will affect students' motivation. The result shows that the students have instrumental and integrative motivation. However, the majority of the types of the students' motivation are instrumentally motivated for future goals such as getting a better job, achieving future success and continuing their education. Then, many students had difficulties in pronunciation and grammar which can affect their motivation in speaking English.

Lastly, a study conducted by Septian et al., (2023) investigated the process of improving students' motivation and speaking ability by using WhatsApp Application. The results of this study found that there was improvement of students' speaking ability and motivation. During the teaching learning process, students' participation increased whereas it indicates that the students' motivation had increased.

Concerning motivation in learning English speaking online, scarce studies have been conducted. However, the process of students being motivated in learning English speaking online has almost not been observed. Therefore, to fill this gap, this study aims to investigate EFL undergraduate students' motivation specifically in online speaking classrooms through the lens of SDT in a qualitative approach.