

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Coronavirus disease 19 (hereafter known as COVID-19) has to be a serious problem in many countries around the world. The World Health Organization (2020) stated that the COVID-19 pandemic is a continuing crisis across over 200 countries around the world. In reaction to the COVID-19 spread worldwide, the educational activity closed in particular for class activities. In addition to outbreaks of the recently emerged COVID-19 disease outbreak, several schools were temporarily shut down (Radwan and Radwan, 2020). In several schools, students are effective in transmitting the COVID-19 virus if the school is not closed. Students are successful at distributing the virus in a COVID-19 pandemic, and the closing of schools is considered the first intervention for adoption (Viner, Russell, Croker, Packer, Ward, Stansfield, and Booy, 2020). Schools need to force themselves to transform their learning into emergency remote teaching (hereafter known as ERT). Hodges, Moore, Lockee, Trust, and Bond (2020) argue that ERT has been implemented into the learning process since the unexpected situation occurred. The Indonesian education world needs to follow a path that can help school conditions in an emergency. In the framework of the Ministry of Education and Culture's guidance, schools should coordinate online English learning to provide students with a positive learning environment without being burdened with the pressures of fulfilling all curriculum standards (Rusmiati, Reza, Syaodih, Nurtanto, Sultan, Riana, and Tambunan, 2020).

Moreover, ERT connects online English learning to help teachers and students in the English learning process. Online learning provides simple organization and connectivity to flexible and realistic sources of content, facilitates self-learning and allows for extended learning (Mukhtar, Javed, Arooj, and Sethi, 2020). ERT provides the elements of school such as teachers, students and staff to understand

the use of technology in the English learning process. Online media in emergency remote teaching provided the instructors, learners, and school's staff to know the technical information and online learning activity (Gaur, Majumder, Sa, Sarkar, Williams, and Singh, 2020). Academic literature may identify several advantages of online English learning. Online English learning helps minimize the time and money involved with students' travel and the uniformity of their materials (Hollis, and Madill, 2006; Genc, Kulusakli, and Aydin, 2016). Some studies reveal that students interested in online learning also experience a shortage of the opportunity to engage with the instructor directly in real-time and to offer timely guidance (Markova, Glazkova, and Zaborova, 2017).

In the same connection, online English learning offers students' motivation special challenges and is just one aspect in the ability of students to achieve their achievement (Chen and Jang, 2010). Online learning motivation provides extensive and often human features and contexts (Hartnett, George, and Dron, 2011). Motivation is a context that describes the stimulated term that strengthens the human's behaviour. Vakilifard, Ebadi, Zamani, and Sadeghi (2020) argue that motivation is a term that can be used to define the main driver that inspires human behaviour. As mentioned, the student must have a good motivation to learn in the online English learning condition rather than have demotivation. The relation of motivation is linked by the goals of the students in following the learning process. Motivation is attributed to the outcomes or standards students desire to meet in classroom sessions (Ritonga and Ramadhani, 2020). The motivation itself becomes more important to the student to achieve their working experiences. Exactly, a student who is only inspired to graduate in a subject has a distinct educational process than a student who comprehends course material to prepare for reaching the field of work (Anas and Aryani, 2014).

In September 2020, the researcher started to teach in a school-based internship program from his university in a senior high school in Tasikmalaya, West Java, Indonesia. As the pre-service teacher at that school, he planned anything to start the teaching process such as preparing the material, which was explained to the

students, prepared the assessment table for the students as the main reference to classify the students' scores, and analyzed the students' progress from their learning. The students were instructed to watch the explanation video of one material and do the task when they have understood the material. Some indicators were observed by him as the demotivation from the students. Some of the students did not want to join the English class because they were too lazy to answer the researcher's instructions in the WhatsApp group. Also, some of the students did not do their tasks as given by the researcher at Google Classroom. From that situation, the researcher asked three students to know what they felt at that time. All of them answered that they had demotivated themselves by joining the English class. Therefore, the researcher aims at discovering the factors that demotivated the students during online English learning.

Furthermore, there appears to be a shortage of research comparing variations in demotivation factors throughout the pandemic era, particularly in the context of EFL learners in Indonesia (Adara and Najmudin, 2020). In light of this data, it is recognized that research on the demotivation factors of students in the COVID-19 pandemic period, particularly in the EFL setting of Indonesia, were undertaken in small numbers. As a response, the goal of this study is to explore the factor distributions that lead to students demotivation during online English learning in the COVID-19 Pandemic.

## **1.2 Formulation of the Problem**

The question addressed in this study is: What are the factors that demotivate the students during online English learning?

## **1.3 Operational Definitions**

To avoid misunderstanding about the terms set out in this study, the researcher provided some definitions related to this study, as follow:

Demotivated Students : Students who have been previously motivated but have lost motivation or interest in studying due to several reasons such as less interest, teaching style

and sudden transition.

Online English Learning : English learning activity that uses the internet connectivity through some applications such as WhatsApp group as the information media, Google Classroom as the material and exercise sharing media, and also Google Classroom as the explaining material media to the students.

#### **1.4 Aim of the research**

This study aims to investigate the factors that cause students to experience demotivation during online English learning.

#### **1.5 Significances of the Research**

##### **1.5.1 Theoretical Contribution :**

This study contributed theoretically to expand the research in demotivation especially in online learning.

##### **1.5.2 Practical Contribution :**

This study can be used as a reference for the teacher or researcher to understand how they treat the student in their online teaching process out of the subject that they also concern about demotivation itself.

##### **1.5.3 Empirical Contribution :**

This study provided information and existing investigation about the factors that demotivate students during online English learning.