CHAPTER II

LITERATURE REVIEW

2.1 Emergency Remote Teaching

In response to the pandemic disease outbreak, schools must avoid the gathering of teachers and students at face-to-face learning. People must prevent themselves from COVID-19 spreading by avoiding crowds (WHO, 2020). Emergency Remote Teaching (hereafter known as ERT) is a solution to transform the learning process into a safe method for teachers and students in a crisis era. Emergency remote teaching is the solution to the COVID-19 crisis and the significance of online learning because ERT offers quickly established, temporary, educational assistance in a crisis without pre-planned infrastructure or support (Hodges, et al., 2020). The transformation of online learning in emergency remote teaching affects the teacher, students, and students' parents in crisis time (Whittle, Tiwari, Yan, and Williams, 2020). Then, ERT concluded as a temporary solution to solve the learning process problem in the crisis era. Emergency remote teaching was a temporary solution to break the learning issue in crisis time (Bozkurt and Sharma, 2020). The unpredictable situation does not facilitate face to face learning then transferring the learning into the online condition from the students' home. The unexpected condition does not allow face-to-face learning; then, it switches into the distance learning process from home (Zulfa, 2021). Educational environments were designed to involve the learning concept in the global crisis period. Given the threats associated with COVID-19, ERT should resolve global educational system gaps (Hodges, et al., 2020). ERT draws how disturbances can make significant, structural changes in the environment for learning. It also looks at equipment that composes the environment. The ERT demonstrates how disruptions can result in massive and large changes in developing language aspects, individuals in the environment, technologies, space construction and structure, and documentation within socio-cultural environments (Yundayani, Abdullah, Tantan Tandiana, and Sutrisno, 2021). The implementation of an emergency remote teaching in the English

learning process provides teachers and students with new difficulties in adapting to the situation today. ERT provides new disruptions for teachers that they did not have well-prepared materials (Marshall, Shannon, and Love, 2020) and the students lose contact with their peers (Jeffery and Bauer, 2020).

In Indonesia, several educational facilities such as schools and universities had to apply the remote teaching and online learning policy. In reaction to the epidemic period, the educational sector implemented a remote teaching and online learning program (Purwanto, Pramono, Asbari, Santoso, Wijayanti, Hyun, and Putri, 2020). The implementation of ERT has to urgently establish the succession of the Indonesian learning system in COVID-19 pandemic. The decision to adopt emergency learning has become a responsibility to ensure the continuity of education in Indonesia during the COVID-19 epidemic (Cahyadi, Hendriyadi, Widyastuti, and Suryani, 2021). The primary goal of ERT is not to entirely replace conventional approaches with e-learning, but to give temporary access during crises using a number of diverse and acceptable media or platforms. As a result, ERT should be considered as a short term solution and should be differentiated from the phrase "online learning". Online learning is a flexible and alternative choice for universities/colleges, but emergency remote teaching is a must to keep the educational community safe from the pandemic (Cahyadi, Hendryadi, Widyastuti, Mufidah and Achmadi, 2021). ERT in Indonesia also faced a difficult English learning process. In the real case, moreover, Indonesian classrooms were confronted with technological development as difficulty in education (Ammade, Mahmud, Jabu, and Tahmir, 2018).

In conclusion, in the struggle to prevent the learning elements such as teachers and students, ERT can be seen as the temporary solution for continuing the learning process during the pandemic era. Furthermore, the implementation of ERT is also known to face some challenges in Indonesia.

2.2 Online English Learning

Online learning refers to the environment that consists of the environment of electrical learning without physical contact with other people and this method provides the freedom of media and time. Online learning refers to an electronic learning system in which there are no actual peer students, unlike conventional learning, and equality of time and space exists (Baber, 2020). Online learning promotes digital utilities including the visual, auditory and the base of text which present the material of student's learning. Online learning uses technological devices to provide students with learning materials, including certain visual, auditory as well as text based (Tufail, 2018). Online learning in English indicates many advantages. Aydin (2014) concludes that online learning has advantages in developing the students' English skills. He argues that online English learning affects the students' writing skills to improve brainstorming, diction and tracking conceptual framework, evaluation, self-exhibition and sharing of information. The other research conducted by Kacetl and Blanka (2019) shows that online English learning builds the students' self-autonomy and grows the students' confidence during the process. They found that online English learning builds the self-autonomy of students because the students search the sources of their learning on their own. Also, their confidence increases because they can express themselves without any distractions from their friends. Besides, the research conducted by Hew and Cheung (2012) claims that online English learning offers a chance for the students to express their original ideas of their opinion. They found that online English learning helps to promote the originality of students' ideas due to the spontaneous condition.

Therefore, online English learning makes the process of English teaching and learning accessible every time and consists of the other way to the students or teacher that cannot attend the traditional English teaching-learning process for any reason. Online English learning, however, makes the English learning process dynamic and offers an option for those who do not, for whatever reason, enter conventional classes (Baber, 2020). The online English learning material and

resources are linked everywhere and at any period with teachers and classmates in English. Schools must consistently engage students in English learning activities to gain information to properly produce the effects of an online curriculum on their English subject (Guillot, 2003). Providing students with instruction in the use of technology in English teaching and learning will contribute. Through the advancement of apps as well as the network, online English learning has acquired a significant role in the English academic environment. Online English learning is also included in the distance education grouping in English learning (Bates, 2005). There are also numerous pros of online English learning, especially in the modern periods, although on the contrary, there are also some issues that contribute to the attrition of English online learners and consequently hinder the development of online classes (McIssac and Gunawardena, 1996). Online English learning establishes a diversity of opportunities for the teacher and the students in involving their activity during English learning in online conditions. Online learning gives teachers and students several alternatives for educational technology (Kaufmann and Buckner, 2018). In the same context, online English learning provides the obstacle that helps the students achieve their achievement at their English learning. Online English learning offers students' motivation and special challenges and is just one aspect in the ability of students to achieve their achievement (Chen and Jang, 2010). Several studies reveal that students interested in learning English online also experience a lack of opportunities to engage directly with the instructor in real-time and offer timely guidance (Markova, et al., 2017).

Furthermore, in Indonesia online English learning has been implemented in any media. Sumardi and Nugrahani (2021) show that YouTube, Zoom and SPADA platforms can be used for online English learning. They found that online English learning makes a more successful instructional mode than face-to-face mode. Another study conducted by Rojabi (2020) shows that Microsoft Teams can be another tool for online English learning. He revealed that Microsoft Teams as a tool for online English learning is a new way to implement that can help the

students easier to get the knowledge of the English learning materials. In other language learning in Indonesia such as Arabic, online learning uses some platforms to implement the learning activity. Ahmadi and Ilmiani (2020) state that some applications such as WhatsApp Group, Google Classroom and Zoom use them as the platforms for the teacher in online learning. They indicated those platforms could be growing the creativity, innovation and motivation for the students in processing the online learning. Besides, online English learning depicted barriers faced by the students. Octaberlina and Muslimin (2020) show that some applications such as Moodle and Google Classroom in online English learning build the barriers for the students to learn. They concluded that those implemented applications in online English learning faced the students' three barriers including slow internet connection, eye strain for physical condition, and unfamiliarity with e-learning. Other research conducted by Ariyanti (2020) shows that students in the online English learning process face some barriers. She revealed that students faced three majors' barriers such as unstable internet connection, health issues, and the use of the online application.

As a result, online English learning has a significant role in connecting each other in the English learning process without physical interaction, specifically during the pandemic era.

2.3 Motivation Theory

Before discussing demotivation, the following research will explain motivation which is an umbrella theory of demotivation. Several studies explain in detail that motivation cannot be separated from the student's learning process in learning English. Through decades, the motivation research in English for Foreign Language (hereafter known as EFL) teaching-learning process evolved from navigating the details of students' motivation that described and also elaborated the suggestions list that supports the teacher starting up and to promote the motivation of the student. Research on motivation for EFL acquisition has grown dramatically over the past twenty years, from explaining what comprises students' motivation to something like an extensive and elaborate set of suggestions that

allow teachers to implement and then further encourage students' motivation (Tabatabaei and Molavi, 2012). Motivation "empowers" and "guides human behaviour" (Dörnyei, 1998) as well as being a major aspect of language learning (Gardner, 1985; Gardner, et al., 2004; Lightbown and Spada, 2006). Motivation refers to a force that comes from the intern part of the person and the force takes an action or makes a move to achieve a goal. Motivation is the internal power that inspires an entity to take a stand or progress towards an objective (Harmon-Jones, et al., 2013). Furthermore, motivation can define the internal role of the person such as power, readiness, and creativity of a person to actively join in the classroom learning activity. The motivation of students is characterized as the strength, imagination and preparation of students to develop and engage in the learning process (Cole, et al., 2004).

The motivation conducts an important role in keeping the students' satisfaction in the setting of a classroom online process. To keep students happy in an online English learning setting, motivation is also an essential element (Bolliger, et al., 2010). Motivation sources can be classified into intrinsic and extrinsic sources. Intrinsic motivation requires trying to achieve such as mutual pleasure and satisfaction or happiness for intrinsic desire. Extrinsic source offers motivation for a reward and incentive task to be performed. Intrinsic motivation is the most important type of reinforcement (Hodges, 2004). The motivation of students during online English learning has a multidimensional complexity and the sensitive situation during the process. There is a complexity of student motivation in online English learning; it's indeed multidimensional and sensitive to the facts of the situation (Hartnett, et al., 2011). Halawah (2006) describes that motivation is known as multidimensional: it analyses impulsive and deliberate action, addresses internal and external factors, and identifies behavioural causes. Motivation can be defined, referring to Moiinvaziri (2002), as the convergence of dedication and willingness to attain the language objective plus positive attitudes towards language learning.

2.4 Demotivation Factors

In addition, motivation has another side called the 'negative side'. The 'negative side' of motivation is called demotivation. It is much more current and understudied, while motivation studies have a relatively long and comprehensive background. Unfortunately, the research that focused on demotivation comes only in several numbers. The number of studies on demotivation of learners is very low compared to motivation (Dörnyei, 2001b; Falout and Maruyama, 2004; Zhang, 2007; Baniasad-Azad and Ketabi, 2013). Motivation analysis is all too typically focused on evaluating the positive aspects of the model, as Dörnyei observed in 2001, without taking into consideration how often demotivates detract from positive concessions (Dörnyei, 2001).

Furthermore, a simple meaning of the term can be helpful since it is necessary to separate demotivation from negative impacts or a total lack of motivation (amotivation). Dörnyei (2001) argues that demotivation "is concerned with multiple negative factors that balance out current motivation," but adds that the forces are necessarily external in nature and function to "reduce or decrease the motivating foundation of a behavioural goal or an ongoing activity". It confirms that demotivation is not the product of (1) heavy interruptions or a more desirable alternative; (2) an incremental lack of enthusiasm; or (3) an internal deliberative mechanism without any external cause. Other research conducted by Baniasad-Azad and Ketabi (2013) examined the comparative study of Iranian and Japanese English teachers' in demotivational factors. They found that Iranian and Japanese teachers are much similar based on the motivation and demotivation factors in their teaching activity.

Moreover, demotivating factors are divided into two main categories: internal factors and external factors. Internal factors are defined as the inner reasons that cause students to get disinterested in learning. Internal factors for demotivating students on language learning include interest, desire, individual mastery and judgment, and internal success criteria. External factors, extremely, are described as external elements influencing the learning process. Parents, teachers, scores, friends, awards, learning environment, and cultural settings are examples of these

factors. Internal factors are those that are connected to the student and contribute to negative outcomes, whereas external causes of demotivation are those that originate from outside sources such as teachers, textbooks, teaching methods, and so on (Jomairi, 2011).

Consequently, demotivation is seen as a negative component of motivation. Demotivation is classified into two types based on the things that cause it: internal factors and external factors. These aspects can be observed in the elements that originate from.

2.5 Previous Studies on Student Demotivation

An analysis of demotivated learners was later undertaken by Sakai and Kikuchi (2009), characterizing several factors to demotivated learners. They gave 656 Japanese high school students a 35-item questionnaire and discovered the following reasons for demotivation: 1) Learning content and materials, 2) Teacher competence and teaching methods, 3) Inadequate school facilities, 4) Lack of intrinsic motivation, and 5) Test scores. According to the findings, learning content and materials, as well as test scores, were the most significant demotivating influences for several students. Unlike earlier research, teacher-related issues were not the most demotivating factor. Furthermore, considerable differences in learning content and materials, as well as a lack of intrinsic motivation, were discovered between less motivated and test score more motivated students.

Another study conducted by Dörnyei (2001) provided nine demotivating factors based on students' interviews. The respondents were 50 secondary school students from various Budapest schools. For begin, the most common source of demotivation was the teacher. The teacher's demotivating attributes were connected to his or her personality, dedication to teaching, and attention provided to students. Additionally, his or her competency, teaching techniques, style, and interaction with students were thought to be demotivating. The second most common factor of demotivation was a lack of self-confidence. On the one hand, low self comes from failure or a lack of success. Eventually, insufficient

educational facilities were as common as the second category, resulting in low self-esteem. Inadequate school infrastructure meant that the group was too large or not at the appropriate level, or that teachers changed too frequently. Conversely, the fourth factor of demotivation was a negative attitude toward the L2. For instance, the German language was thought to be incomprehensible due to its structure, grammar, and sound. The sixth source of demotivation was the mandatory character of the L2 study. This included, for example, feeling forced to prefer German over another language due to its utility. Interference from another foreign language being studied came in sixth place later on. This may be noticed when the two languages are mixed together. It was stated that German and English are so similar that they are readily confused. In addition, the seventh factor of demotivation was a negative attitude toward the L2 community. Some students, for example, found American society and its most well-known components, such as McDonald's and movies, unappealing. Attitudes of group members came in at number eight afterwards. For one student, this meant always feeling ashamed because he or she believed the other students in the group criticized him or her because of his or her low English abilities. Lastly, the eighth source of demotivation was the course book. It was simply despised, and was branded "the worst course book in the world" and "extremely terrible."

Henceforth in Indonesia, the demotivation's study is in few numbers and still beginning. Pratiwi (2019) researched to investigate and explore the demotivational factors among non-English major students in learning English. She revealed the demotivational factors of non-English major students: lecturers' inappropriate teaching method, lack of facilities, teaching material grammatically, low achievement from the students, low students' awareness, and low self-confidence of students and lack of time in practicing English. Other studies conducted by Rachel, Sirande, and Linggi (2020) explored the motivation and demotivation study at the junior high school level in joining an English club at their school. They found that the students have some motivating factors such as collaboration, communication, creativity and innovation. Then the students also have their demotivating factors such as teacher attitude, lack of facilities, teaching

concepts and most of the students did not like to learn English. It can be concluded that this study used Dörnyei (2001) as the main points of the analysis.