

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Coronavirus affected global education COVID-19 caused schools to shut down their school so that students could follow social distancing measures (Toquero, 2020). Since the beginning of the corona pandemic, the learning process in the high schools context in Indonesia has changed to online learning (synchronous and asynchronous). It happened in one of the high schools Tasikmalaya. The context in this study is one of high schools in Tasikmalaya. This highschool never held online learning before COVID-19 pandemic and due to the pandemic this high school has to change the learning system from offline into online. The students get the English lesson and collect the assignment in LMS that is provided by the school. The LMS that is provided by this school is *Sekolah Pintar Indonesia* (SPI) to facilitate the students and the teachers for online learning. They download the English lesson material provided by the teacher in SPI and also collect the assignment in SPI. Often the students and the teacher communicate using WhatsApp to inform the assignment.

Hence the movement from traditional learning (face to face in classroom) to online learning changes the learning situations that give an impact on students' motivation during this pandemic. Online learning gives positive and negative impacts on students' motivation. As studies from Fryer et al., (2014), Meşe et al., (2021), Nasution (2020) showed online learning has negative impact on students' motivation due to students low scores on material, students low knowledge skills, because of, lack of interaction between teacher and students, lack of planning from schools, lack of guidance from teacher, lack of technology skill, low internet access, students have pressure from learning personally at their home and low teachers improvement in online learning process. In contrast, studies (Harandi, 2015; Hoerunnisa et al., 2019; Sari & Sulisworo

2019) showed that online learning gives a positive impact on students' motivation such as students being more motivated to learn when they are applying online learning, students enjoyable and interesting by using attractive techniques in online learning process, and increasing students' motivation in learning process.

The condition of students' motivation during COVID-19 pandemic varies, some showing low, moderate and high motivation. The studies of students' motivation during online learning have been investigated by several parties. This is the line with Wahyuddin et al., (2020) showed that students' learning motivation during pandemic is in the high category of desire to succeed, the need for learning, the hope of students' aspirations for their future, learning independently because of their own desires, having commitment to learning and having the initiative in learning. Then, according to Hanesty et al., (2020) in general students' learning motivation during the COVID-10 pandemic is in the moderate category, which means some students lose their learning motivation. Then study from Ikhwan and Andriyanti (2021) argued students' motivation to learn English has a low level of integrative and instrumental motivation.

Based on the previous studies, investigated students' motivation during this pandemic is only students' motivation in general learning courses, not focusing on students' motivation of English course students in high school. Also, there is other research focused on students' English learning motivation during COVID-19 pandemic, but the context is not high school. In this research the context is high school and focuses on students' motivation of English online students in high school. Hence, insufficient amount of research on students' English learning motivation on online learning during COVID-19 in Indonesian high school context.

This study investigated the students' motivation on online English learning during the COVID-19 pandemic. It is important to investigate because of the changes in the learning situations that might give an impact on students' motivation during this pandemic. It is necessary to see what is

the motivation of students when learning online. This is the basis for teachers to determine appropriate teaching strategies so that the teacher can facilitate better learning for students. Therefore the students' English learning motivation in the high school context during COVID-19 pandemic is important to investigate. The researcher explored the students' extrinsic and intrinsic motivation. This study contributes to giving information and providing empirical evidence of students' English motivation during a pandemic to the teachers so that it could be a reference for future online learning course process.

1.2 Formulation of the Problem

In this study the researcher addressed the following question "What are the students' learning motivation in the online English learning process during the pandemic?".

1.3 Operational Definition

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

- 1.3.1 **Students' Motivation:** Students' English learning intrinsic and extrinsic motivation in COVID-19 pandemic situation.
- 1.3.2 **Online Learning During COVID-19:** Learning English using technological devices (e.g mobile phones, laptops, Whatsapp, LMS, Zoom, Youtube, webs, etc) with internet access and the learning process using synchronous or asynchronous environments by students at their own place. Online learning occurs in Indonesia because of the coronavirus that causes schools & learning situations in Indonesia to change from traditional learning to online learning.
- 1.3.3 **EFL Students:** Students' second grade in high school in Indonesia who learn English online during COVID-19 pandemic.

1.4 Aim of the Study

The research aims to investigate what are the students' English learning motivation in the online learning process during COVID-19 pandemic.

1.5 Significances of the Research

1.5.1 **Empirical use:** This research provides empirical evidence of the students' English learning motivation to the teacher so that it could be a reference for the future online English learning process.

1.5.2 **Practical use:** This research provides insights of students' motivation and gives an important role for the online learning process.

