

CHAPTER 2

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 Students' Motivation

Motivation is interpreted as the direction of a person's behavior or what generates someone to want to repeat a behavior conversely (Al Othman & Shuqair, 2013). Motivation refers to the reason underlying behavior that is characterized by readiness and desire (Lai, 2011). Motivation is a source that can support people to achieve something (Harmer, 2001). In conclusion, motivation can be defined as factors or reasons that can support someone in accomplishing something.

Motivation is one of components that plays an important role in education such as Hayikaleng et al., (2016) state motivation is one of the important aspects to make students achieve their goals and accomplishments in the English learning process. Also, motivation is a common issue in academic institutions. Motivation is one of the most issue facing organizations nowadays such as academic institutions (Cerasoli et al., 2014). Motivation could help students achieve their goals and success in their learning. motivation is a force that energizes, sustains, and directs behavior toward a goal (Eggen, Paul, Kauchak, 2005). In addition, motivation makes students achieve their goals easily. Schunk and Pintrich (2002) think of motivation as the process whereby goal directed activity is instigated and sustained towards the goal. Motivation is a source that can support people to achieve something (Harmer, 2001). In conclusion, motivation is considered as one of the important components to help students achieve their goal and accomplishment in the English learning process.

Intrinsic motivation comes from inside the students such as desire, students' interest, hobby, needs, and curiosity. The feeling of intrinsic motivation is from inside. Intrinsic comes from internal sources such as motivated by interest and curiosity by the learning process or desire to make people enjoy (Harmer, 2001). In addition, intrinsic motivation could be found such as in students' interest, need, and hobby (Berliner & Gage, 1984). In addition, Iran-Nejad and Cecil (1992) said that interest and curiosity are part of intrinsic motivation (as cited in Grossnickle, 2016). Intrinsic motivation is internal sources such as the someone's interest from inside (John W Santrock, 2004). Such as a desire to seek more information or called curiosity (Litman, 2010).

Meanwhile, extrinsic motivation comes from outside students, it could be reward, goal, punishment, or social pressures. Extrinsic motivation comes from external sources by outside causes such as the need to accomplish the examination, get reward, and achieve a goal (Harmer, 2001). Extrinsic motivation is when an individual is affected by action of external factors such as award, punishment, or social pressures (Arens et al., 2015). The goal in extrinsic motivation are the people want to gain wealth, attraction, and popularity (Schmuck et al., 2000). Extrinsic motivation is performing assignments or showing particular behavior to gain external rewards (Kuvaas et al., 2017). For example, Bear et al., (2017) showed that praises, punitive consequences and external rewards were connected to extrinsic and lowered intrinsic motivation in educational settings. In addition, Extrinsic motivation refers to individual performance to attain rewards, such as rising income, good scores, or to evade punishment (Hayikaleng et al., 2016). Also, extrinsic motivation is a motivation that comes from outside the individual and often involves the appreciation of others (Omar et al., 2013). In

conclusion, extrinsic motivation comes from outside such as appreciation, goal, reward, punishment, or social pressures.

2.1.2 English Online Learning in Pandemic situations

Coronavirus is also known as COVID-19 caused schools, colleges, and universities to shut down their universities so that students could follow social distancing measures (Toquero, 2020). COVID-19 came to Indonesia on March 2, 2020. Since the beginning of the corona pandemic, the learning process in the high school's context in Indonesia has changed to online learning (synchronous and asynchronous). The students get the English lesson and collect the assignment in LMS that has been provided by the schools to facilitate the students and teachers for online learning. They download the English lesson material that has been provided by the teachers and collect the assignment in LMS that is provided by the school. Whatsapp is also used for communication between teacher and students during online learning. Students who usually study offline are now online. Schools are temporarily closed so students study at home online. Online learning is the best solution for teachers and students during COVID-19. In conclusion, online learning is a solution in this pandemic to undertake the learning process and also online learning has influenced students' motivation.

Online learning gives positive and negative impacts on students' English learning 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. Also, the studies from Harandi (2015), Hoerunnisa et al., (2019), Sari & Sulisworo (2019) showed that online learning gives positive impact on students' motivation such as students being more motivated to learn when they are applying online learning, students enjoyable and interesting by uses attractive technique in online learning process, and increase students' motivation in learning process

Online learning is learning experiences using synchronous or asynchronous methods by using devices (e.g., mobile phones, laptops, etc) with internet access (Dhawan, 2020). There are two types of online learning process: synchronous and asynchronous. The synchronous learning involves students attending a live learning process, face to face interaction between teachers and students, besides, asynchronous is not real time and not live learning process (Dhawan, 2020). A recent study has examined the effectiveness of synchronous online flipped learning (SOFL) on online learning during pandemics (Ma, 2020). In conclusion, in synchronous learning, the process of learning is real time between students and teacher and asynchronous learning is not real time.

These are the products online learning mode by Google can be useful in these situations; there are Gmail, Google forms, calendars, g-drive, Google hangouts, Google jam board and drawings, Google classroom and open board software and these tools can be successfully be used as an alternative for face-to-face classes (Basilaia & Kvavadze, 2020). The tools will be very useful for teachers and students in the schools.

2.2 Study of Relevant Research

Research about students' motivation has been conducted in some countries. Studies from Purnama et al., (2019), Subakthiasih & Putri (2020) have conducted a study about investigating students' motivation in studying English. The findings of those studies show that the students are highly interested in learning English and the students had higher interest in learning English. Then, study from Wahyuddin et al., (2020) conducted a study about investigating students' motivation in studying English during COVID-19 pandemic that shows 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. Also, Harandi (2015), Hoerunnisa et al., (2019), Sari & Sulisworo (2019) investigate the effectiveness using online learning to increase students English learning motivation, the result showed that online learning gives positive impact on students' motivation such as students being more motivated to learn when they are applying online learning, students enjoyable and interesting by uses attractive technique in online learning process, and also increase students' motivation in learning process.

On the other hand, according to a study from Hanesty et al., (2020), describing students' learning motivation during online learning shows that some students lose their learning motivation. Also, study from Ikhwan & Andriyanti (2021) shows students' motivation to learn English has a low level of integrative and instrumental motivation. Also, studies from Meşe et al., (2021), investigated factors that can triggered students' motivation during COVID-19 pandemic, the result showed online learning has negative impact on students' motivation due to students low scores on material, students low knowledge skills,

because of, bored on online learning process, 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.