

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Students' Motivation for Learning**

Motivation is the core significant thing and wrench of success in every aspect of learning. Motivation is an initial aspect that affects positive behaviors toward learning or doing something to get a learning objective. In line with that, Purnama, Rahayu, and Yugafiati (2019) said that motivation is the combination of effort and desire which gives the reasons for students' actions to obtain the learning objective.

Motivation plays an important role in students' cognitive processes. Students who are motivated to learn something will use higher cognitive processes in learning the materials so they will absorb the materials better (Riswanto & Aryani, 2017). In other words, motivation technically is the process by which instruction thinks and provides ways to engage students in various learning activities. According to Martin & Bolliger, (2018), motivation includes engagement strategies that aim to give learners positive learning experiences, such as active learning opportunities, involvement in collaborative group work, presentations and discussions, actively sharing materials, creating assignments with practical components, and integrating case studies and reflections. Furthermore, Reeve (2012) stated that the students' inner motivational resources enable them to better engage in classroom activities. Hence, engagement cannot be separated from motivation, because the teacher should be focused on student motivation first before arranging the students' engagement strategies.

In the case of English learning, motivation can also maintain students' interest in learning English and be successful in learning. This is in line with Hayikaleng, Nair & Krishnasamy's (2016) statement, which argues that motivation is considered an important component of making students successful in their

English learning. Therefore, motivation is undoubtedly beneficial and influences students in participating in English class well.

## **2.2 Defining Self-Determination Theory**

The general motivation theory proposed by Richard M. Ryan and Edward L. Deci called Self-Determination Theory (SDT) systematically explains the dynamics of human needs, motivation, and well-being in a social context. Curren & Krettenauer (2020) generally claimed that SDT is centrally concerned with the social conditions that facilitate or hinder human flourishing. Additionally, Mario (2020) proposed that SDT is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for self-motivation and personality integration. (Mario, 2019) also defines Self-determination Theory as the factors of intrinsic and extrinsic motivation that support personality development to improve personal well-being and performance in their environment. This theory suggests the process of how the motivation of each individual is formed naturally. SDT proposed that motivation becomes a need for someone to behave and act and is interrelated with the social environment. In this case, SDT distinguishes types of motivation and classifies the origin of the motivation which has different roles and needs for each individual.

Ryan & Deci (2000) specifically classified the types of motivation from three different continuum sources:

### **1. Intrinsic Motivation**

Intrinsic motivation is a concept that explains a human's innate desire for assimilation, mastery, spontaneous curiosity, and exploration, which is critical to cognitive and social growth and a major source of enjoyment and vitality throughout life. Play, exploration, and activities inspired by curiosity are behaviors that are intrinsically driven since they don't require external rewards or pressure but instead provide happiness and fulfillment.

## 2. Extrinsic Motivation

Extrinsic motivation refers to doing something for the sake of getting something else, as opposed to intrinsic motivation, which concerns behaviors done for reasons other than their inherent satisfaction. Externally motivated students, for example, are those who do their homework because they understand the importance of it for their chosen job, as opposed to others who do it solely to please their parents.

## 3. Amotivation

On the other hand, the absence of intrinsic and extrinsic motivation is namely amotivation. Amotivation can result from either lack of felt competence to perform or a lack of value or interest. They have low self-efficacy and feel incapable because the learning will result in no desired outcome and doing the tasks have no value as well (Harnet, 2016).

The three categories of motivation above, are shown in Figure 1.

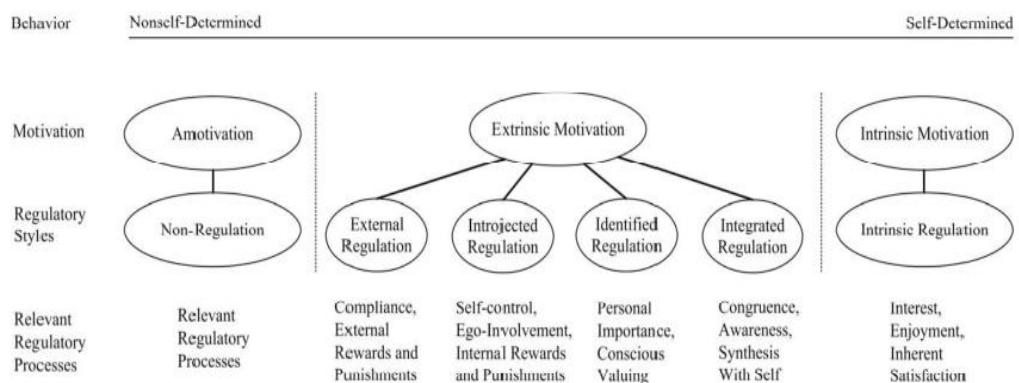


Fig 1. The Self Determination Continuum (adopted from Ryan & Deci, 2000)

### 2.3 Online Learning Environment

In general terms, online learning is a form of learning in the wider context of places. In this case, the students who came from different places and even time to gather in the single form of online educational services on the internet are still bound by the particular institution. Dhawan (2020) defined online learning as learning experiences in synchronous or asynchronous environments using different devices which required internet access (p. 7). In these environments, students can independently learn and interact with teachers and other students (Singh & Thurman, 2019).

(Curtain, 2002, as cited in Çalık and Altay (2021), defined online learning as the following:

Online learning can be broadly defined as the use of the internet in some ways to enhance the interaction between teacher and student. Online delivery covers both asynchronous forms of interaction such as assessment tools and the provision of web-based course materials and synchronous interaction through email, newsgroups, and conferencing tools, such as chat groups. It includes both classroom-based instruction and as well as distance education modes. (p. 73).

Asynchronous online learning takes place without a set schedule for students, while synchronous online learning involves real-time interactions between the teacher and the students (Singh & Thurman, 2019). Both of these terms are equally implemented on mobile devices, but the difference is located in the way of communication. According to (Rehman & Fatima, 2021), asynchronous learning, learning content, and assignments are usually uploaded online in the form of videos, quizzes, and modules, and the interactive discussions or learning activities that require direct interaction between teachers and students are defined as synchronous components.

Nowadays, the use of online learning in the world of education drastically increased due to the spread of the coronavirus. The pandemic gave no other options

to switch the delivery learning method almost overnight, replacing face-to-face classrooms with face-to-screen interaction. (Singh et al., 2022) stated that the COVID-19 pandemic has drastically changed how education is delivered across the world. During the implementation of online learning, students easily have access to the internet in a large number of online learning platforms. Prasasti (2019) stated that the use of technology media provides benefits for teachers and students to access learning materials and interact in the online learning environment.

Unlike traditional learning in the classroom, the implementation of online learning also resulted in a common problem, especially when students are required to study independently. In line with this, (He et al., 2021) proposed that in traditional learning, the lecturer is possible to check with the student through in-class participation which is also possible with online classes but as students are in their rooms and are comfortable with their environment there is a higher chance of being distracted and not paying attention. In addition, with distractions have given prone to take place in online classrooms there is also a huge lack of control and there is a struggle in monitoring the actions of students (Leo et al 2021). In this condition, it is also possible that the students are less engaged in participating in learning, which will be affected students' motivation in learning. In this case, in online learning, student motivation tends not to be monitored.

Like any other learning environment, online learning certainly has an impact on student motivation. Mese & Sevilen (2020) suggest that the online learning environment should cater to motivation and participation as situational interest is contextual and depends on how much activities and content can keep students' attention. Research has shown that a lack of motivation and self-regulation abilities in online learning may result in individuals spending more time completing tasks, submitting late assignments, or producing low-quality work (Albelbisi & Yusop, 2019). In other words, to keep students motivated in learning online, the environment must provide activities that encourage students to participate and focus on students interests in learning. On the other side, if the online learning

environment does not contribute to student motivation, the students will face many difficulties and even fail in learning.

#### **2.4 Learning English during the Post Pandemic**

Following the decrease of the covid-19 cases, all educational institutions in Indonesia are trying to return all learning activities to a face-to-face system. Technically, face-to-face learning is learning in class that relies on the presence of teaching lecturers to teach in class, students are involved in spontaneous verbal communication in a permanent physical environment (Tang & Chaw, 2013). In addition, Nasution et al. (2020) define face-to-face learning often referred to as traditional learning as centered on lecturers who are a source of knowledge, and students have little involvement. Contrasting to face-to-screen learning during the pandemic, where individuals take the primary charge of learning, face-to-face learning is often associated with teacher-centered learning in the classroom.

In Indonesia, most institutions still think that conventional learning methods are more convenient and easy to be implemented because the learning objectives are still based on conventional learning methods. This happens because, as a self-directed learning approach, online learning requires students to estimate their current knowledge. Meanwhile, in conventional learning methods, students easily receive feedback both oral and written feedback. So that, the learning objectives are easier to collect and review with the teacher. An important factor for students' success is that they learn to estimate their current knowledge, and for this feedback and feed-forward are one of the most important factors (Hattie & Timperley, 2007; Sadler, 2010, Faessler 2017). Besides, Feaslerr (2017) also proposed that individual face-to-face discussions between students and teachers were developed, which helps the students to estimate their current level of knowledge and to detect topics where they have not yet reached the required level. The feedback given by the teacher helps both students to estimate their understanding of the particular knowledge and the teacher to evaluate the student's learning. Additionally, the classroom environment certainly affects student motivation and deserves attention to achieve students' success in face-to-face learning. Regarding that, Wang and Lee

(2019) claimed that teachers should view motivation as a dynamic and changeable process, so keeping students' motivation high during the lesson is essential.

It is undeniable that online learning has an impact on students learning, including in English language learning. Students and teachers tended to be forced with online measures, but now they feel more comfortable and accustomed to online modalities and can shift their preference to distance learning (Goldman & Karam, 2020). Additionally, Mukhtar et al. (2020) found that online learning has a positive impact on its flexibility while Bączek et al. (2021) stated that online learning is easy to access educational materials and the privilege for students to pick the time and place to study.

After two years of online learning due to the pandemic, students are accustomed to the many benefits of online activities. Institutions also get a new method that is considered more effective than conventional methods. The context experienced by students now is that they are comfortable using the online learning system but once again because of the educational obligations they are pulled back to take part in offline learning in class. This is very interesting to discuss, especially the views and motivations of English education students to return to the conventional face-to-face learning environment.

## **2.1 Study of the Relevant Research**

Previously Gustiani, Ardiansyah, and Simanjuntak (2020) investigated students' motivation in online learning amidst the covid 19 pandemic. The study focused to illuminate on the context of student motivation involving 922 students of the English Department in a survey questionnaire, the results of the study found that the motivations in online learning are positively correlated with students' curiosities to learn new knowledge and enjoy new learning experiences as intrinsic motivation, and more influenced by regulation and environmental condition as extrinsic motivation.

Carrying the same theory as the present study, Chen & Jang (2010) tried to test the self-determination theory in an online learning environment. By involving 267

online students who focused on: (1) Contextual support, (2) Need satisfaction, (3) Motivation, and (4) Learning outcome. This study revealed the factors above positively affected online students.

In the study titled “Factors Influencing EFL Students’ Motivation in Online Learning: A Qualitative Case Study” by Meşe & Sevilen (2021) they conducted interviews and creative writing tasks demonstrated to measure the research question, and the study indicates that students’ overall believe online education harms their motivation due to lack of social interaction, a mismatch between expectations and content, organizational problems and the organization of learning environments.

The latest study regarding offline learning in the post-covid 19 was also conducted by Syakir & Nurwahyuni (2022), under the title “Students’ Motivation in Offline Learning Post-Covid” which involved 25 students from Canada's group of Intensive English Classes. The result of this study revealed significant rates of autonomous motivation. In other words, the students have an intrinsic motivation for learning English in a face-to-face learning environment.