CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Motivation has to be considered as a primary aspect or need of every individual that can encourage them to do something or achieve certain goals. According to Fandio et al. (2019), motivation is considered to represent a very complicated psychological process that involves neural activity, cognition, emotions, and the stable personality traits that enable people to engage with their environment. It is no exception in the learning environment, Thohir (2017) defines motivation as a critical factor in the process of learning and is defined as some internal drive that pushes students to do or achieve something. It can be interpreted that the initial role of motivation is to encourage students to do some action and this drive makes students focus on their goal in learning.

Many factors affected the motivation of a student in the learning activity. It can be classified from their internal, such as awareness, interest, and joy in the learning environment. According to an early theory by Ryan & Deci (2000), intrinsic motivation is related to actions taken "for their own sake," or for their inherent interest and satisfaction. Meanwhile, Ryan & Deci also stated that extrinsic contrasted with intrinsic motivation which concerns behaviors done for reasons other than their inherent satisfaction. So, the motivation from external sources is highly influenced by outside the students such as rewards, and punishments, which are affected by their internal factors.

One of the factors from outside students that influence their motivation as well as the context of this research is the learning environment. In line with this, Wang et al., (2021) claimed that the learning environment is one of the most significant components in learning which affects students' internal and external motivation. In this case, the environment certainly affects how students behave and respond. According to Al Haq (2020), the environment includes all the conditions

in the world that exist in certain ways affecting students' behavior, growth, development, in learning processes. It can be concluded that the environment plays an important role in students' motivation to learn, and the focus of the learning environment in this instance is online learning. the new learning strategy that students and teachers must adapt to amid the pandemic.

The Global Pandemic Coronavirus Disease 2019 known as Covid-19 emerged in November 2019 and led to the global pandemic and has caused turbulence in every global aspect, including the education sector (Nelson et al., 2020). The spread of this virus has also brought new challenges for the institution in Indonesia, especially in promoting new learning methods for students. Most governments have ordered schools to stop face-to-face instruction for most of their students, requiring them to switch, almost overnight, to online learning (Daniel, 2020). In Indonesia, educators struggled to implement online learning. This is due to the sudden online learning forcing instructors to entirely use the technology. This is related to Heng & Sol (2021) that the use of technology is the most pressing challenge to conduct online learning, it requires instructors to be digitally competent even if they have no experience or sufficient in online teaching. In addition, Aliyyah, et al., (2020) also found that technical obstacles, encouraging student participation, and online teaching experience are the major challenges in conducting online learning during a pandemic. This also impacts students' side, especially motivation in online learning. Students who are unmotivated by online learning are typically influenced by several factors. Ullah *et* al. (2021) found that students experience various challenges in online learning, such as difficulty in adapting to new learning methods, due to unstable internet connection, experiencing some technical problems, and a lack of technological literacy.

Regardless of the challenges, conducting online learning also brought a wide opportunity for students as well as teachers to get convenience in terms of flexibility, affordability, and accessibility. In this online learning situation, students can easily access learning materials whenever and wherever they are preferred by using any portable device, which is connected to the internet. Dhawan (2020) stated

that online learning is easily accessible and possible to reach rural and remote areas. It becomes an encouragement for students to participate in learning because they do not have to come to school and prepare for all the necessities. All they have to do is access the learning platform using a particular device.

In addition, online learning can engage students' participation and collaboration more intents even with the teacher. Arkoful & Abaido (2014) stated that online learning facilitates a high interaction and collaboration level between instructors or teachers and peers than in a traditional classroom. Kaufman & Frey (2017) also suggest that online learning enables students and teachers to access sharing materials, and announcement assignments, give feedback and communicate using the online learning platform. However, the teacher's role is important to direct students in online learning using technology, not only providing learning materials and assignments but also attracting students to collaborate actively in class. Hamilton (2015) states that online learning allows students to learn spontaneously, it also turns teacher-directed, digital device, the students teach and learn spontaneously, they turn teacher-directed, technology-based, non-individualized into project-based activity expressed students' interests and viewpoints as well as demonstrate creativity, and collaboration. As a result, the students will feel more enjoyable, autonomous, and effective in learning, internalize their experience, and show greater engagement, considering students' engagement level is related to student motivation which is an important prerequisite of student engagement in the learning process (Ryan & Deci, 2009, 2017). Additionally, students are also able to connect and interact with their peers online as well as collaborate with the teachers and discuss learning materials and assessments. According to Stauffer (2020), stated that in the online learning environment, students typically have access to get online materials such as lectures/presentations, reading lists, activities, assignments, and so forth through the platform provided. In other words, students have adapted to the growth of online learning systems and are becoming more technologically competent and savvy.

When it comes to the Indonesian educational system, face to face classroom approach has always been the most prominently used. Murad et al. (2020) defining face to face learning as a standard learning process, where the teacher and students can interact directly so that the learning process is more easily monitored and measured. Interestingly, Indonesia's educational system needs to move significantly once more from entirely online learning to traditional or face-to-face instruction. New concerns have also emerged regarding how prepared the institution that fully adapted the conventional learning to the online method is. This is affected the students who are accustomed to online learning are to switch to traditional classroom instruction.

It is undoubtedly that the learning environment can affect how students perceive their learning motivation. Both online and offline learning have their different portion of conveniences. Focusing on undergraduate English Department students at one university in West Java, Indonesia, this study aims to find out what is students' motivation in offline learning after two years of learning online.

1.2 Formulation of the Problem

This study attempts to answer the following question:

What are the students' motivations in the English language learning environment in post-pandemic situations?

1.3 Operational Definitions

To specify the terms set out in this study, the researcher generally provides Three definitions related to this study as follows:

1.3.1 Students' Motivation : Motivation is defined as the internal and external factors which can make students engage in learning activities. The main source of motivation generally comes from two different sides,

extrinsic and intrinsic motivation. Intrinsic motivation is closely related to encouragement from within each individual such as interest, as well as pleasure in carrying out activities or achieving something. This means that intrinsic motivation is purely from within each individual and is not influenced by external stimuli. In contrast, extrinsic motivation is an encouragement for each individual that comes from outside such as rewards, or avoiding punishment which is their reason for carrying out certain activities.

1.3.2 Online *(Face to Screen)* **and Offline** *(Face-to-face)* **Learning**

: The term Face-to-screen learning method is a learning method where students are required to participate in online classes synchronously or asynchronously such as on Google Classroom, Whatsapp Group, Zoom, Skype, etc, using their mobile devices connected to the internet. While face-to-face learning is a conventional learning method that requires students to be physically involved in class and participate in learning that is directly led by the teacher in real-time interactions.

1.3.3 Post-Pandemic Learning Environment

: This is due to the decrease in covid-19 cases, and the government's reduction of

social distancing regulations, which caused all educational activities to adjust to these conditions, resulting in all learning activities that were previously online having to change to conventional methods or offline learning.

1.4 Aim of the Study

The present study aims to:

To know the motivation of undergraduate students in English language learning in the post covid situation.

1.5 Significances of the Study

1.5.1 Empirical use	:	This research will expand on undergraduate students' motivation toward English language learning in the post-covid-19 situation.
1.5.2 Theoretical use	:	This research will provide readers with findings of various motivations that affect students in learning English which later be used as benchmarks and practical guidance for institutions to provide a learning environment that could increase students' motivation to always participate in every English Language Learning Classroom.
1.5.3 Practical use	:	This research will show an empirical understanding of students' motivation in an offline learning environment after two years of using internet-based learning.