

Chapter One

Introduction

Chapter one consists of five sub-chapters. The first sub-chapter presents the research's background to illustrate why the researcher chooses this topic. The problem statement is outlined in the second sub-chapter, along with the research's limitations, research questions, and objectives. The parties' significance might benefit from this research area in the subchapter of the research's significance. The last sub-chapter describes the outline of the research.

Background of The Research

Indonesia's fight against the coronavirus disease (COVID-19) outbreak is still ongoing. Before March 2020, when everything was normal, the educational sector allowed conventional teaching and learning activities in the classroom. However, since the president announced the first case of COVID-19, everything has changed quickly. Indonesia's President, Joko Widodo, announced a partial lockdown until the situation was conducive enough to bring all the activities affected back to normal. Then, to make all of those activities work, as usual, the government has introduced the new normal terms to all sectors for approximately 260 million Indonesians.

Some countries have closed down their schools and universities in education due to fighting the COVID-19 spread. It depends on the creativeness and mastermind of the ministry of education as lawmakers on how they can bridge a gap positively or negatively. Murphy (2020, p.492) stated that "One common trend in education systems worldwide has been to respond to the pandemic with emergency eLearning protocols." It is related to the simulations model based on Germann et al. (2019) showed how effective it is to implement schools' closure during pandemic influenza due to stop the virus transmission before the vaccine was found.

During the COVID-19 Pandemic, based on researchers' observation in English education department, technology is the key to their learning system. Raja and Nagasubramani (2018), mentioned in their research that technology is an essential aspect of education that cannot be ignored in future generations. It is supported by Ash (2014) research that technologies; email, phone, internet, radio, TV, and phone message can support distance learning during this pandemic crisis. In this situation, using technology for online learning becomes an effective way for education because of the flexibility limiting face-to-face classroom interactions.

"E-learning has become quite popular among students worldwide, particularly in the lockdown period due to the COVID-19 pandemic" Radha et al. (2020, p.1097). Students are forced to study at home, and the teachers must provide the materials online to prevent COVID-19 outbreaks. Some students in English education department in the private university in Yogyakarta are in favor of the rapid change in the learning system. They do not have any other choices in this new change apart from the lack of engagement they might receive during the class. Some against this new learning method might struggle to study personally and get less attention during the course. Nonetheless, they cannot do much instead of waiting until everything is back to normal again.

While everything related to education during COVID-19 is done by online the tasks such presentation, quiz, assignment, and discussion forum are also done by online. These activities are the main instruments that can be found in online learning. Most of the students of English education department are already aware of these kind of activities, as previously blended learning has been used in private Islamic university of Yogyakarta years ago before the COVID-19 pandemic happened and transformed the learning system that was initially known as blended learning to fully online learning. In doing the activities given in the online learning, students normally experience

different kind of motivations. From the researcher's observation, most of the students post pone the assignment to the very last minute of the due time given intentionally not because of they have no time to do it earlier, but mostly because of got distracted by another factors that affects to their motivation in studying. and some even complained about the group assignment which sometimes the members of the grouping are not contribute to the project they have to work in a group

Motivation is considered one of the factors that can help students succeed in learning. Gardner (1985), described motivation as the measure one aspires to acquire the language because of the firm will to do so and the enjoyment obtained from it. According to Sternbergh (2005), motivation is essential in the succession of study. Without motivation, students would not be interested to learn. Sternberg (2005), stated that motivation in the learning process is moving or encouraging students to master or learn the particular subject studied. According to Sternberg (2005), students who have high motivation will perform nicely and show different positive ways to get maximum scores. The motivation will determine the intensity of the student's efforts to learn. Therefore, the more motivation that students have, the more likely they will obtain their learning objective.

Learning motivation is basically divided into two, namely intrinsic motivation and extrinsic motivation. In general, intrinsic motivation (IM) refers to activities carried out by students in the form of pleasure and satisfaction that comes from themselves. Students with intrinsic motivation try to develop themselves to achieve learning goals and achievements. Intrinsic motivation to learn is a means to get grades and achieve academic achievement regardless of whether the material or task is interesting or not (Williams & Williams, 2011). On the other hand, extrinsic motivation (EM) refers to various behaviors related to a person or infrastructure and not because of oneself to

achieve a goal. Extrinsic motivation refers to something that comes from outside and is separate from one's own behavior (Wong et al., 2013). Harmer (2001) established a distinction between extrinsic and intrinsic motivation, that is, the motivation that comes from the outside and motivation that comes from inside.

Students can be motivated by both intrinsic and extrinsic factors while studying. According to Harmer (2001) students who are intrinsically motivated are more likely to remain focused on complex problems and learn from their mistakes and errors. Intrinsic motivations are significant because they serve as a foundation for combining a person's perception and expertise with a group of new information. These factors may include expecting a reward or punishment, such as passing an exam or receiving a good grade. According to Harmer (2001) extrinsic motivation is thus the polar opposite of intrinsic motivation. This form of motivation comes from something other than the person. External rewards, such as reinforcement and punishment, are used to motivate people. For example, someone who works hard in his job wants to be respected by everyone.

Based on some points stated earlier, the researcher has reviewed previous studies about the students' motivation. The first previous study is titled "Student's perceptions of online learning English During The COVID-19 pandemic" (Anggraini, 2021). The investigation was carried out with a descriptive study design and a quantitative technique. The investigation was conducted using a survey method. This study included 87 students from MAN 1 Kota Jambi in the 12th grade. According to the research question, what are the students' impressions of online English learning during the COVID-19 epidemic at MAN 1 Kota Jambi? Students had a favourable opinion of online English learning during the COVID-19 epidemic. Because it is flexible and favourable, MAN 1 Kota Jambi uses a variety of apps for online learning,

including WhatsApp, Zoom, Telegram, and Google Classroom. Based on the data review, it can be concluded that students' impressions of online English learning during the covid-19 epidemic are favor data review demonstrated by looking at the percentage of data based on specific dimensions. Perceptions connected to the dimension of teaching material received 84.3 percent of the vote, perceptions related to the dimension of atmosphere or learning environment received 77 percent of the vote, and perceptions related to student interaction received 83.7 percent of the vote. Students can adapt and modify to all of the variables inherent in the online learning process based on the findings that have been addressed.

The second related previous study titled "Students' Intrinsic and Extrinsic motivation in learning English writing at senior high school" (Laeli, 2019). The intrinsic and extrinsic motivation of senior high school learners to master English writing is the subject of this study. It presents a case study of eleventh-grade students at SMA N 1 Kaliwiro Wonosobo during the 2018/2019 academic year.

The researcher used descriptive qualitative research in this study. The information was obtained through providing teachers questionnaires and interviewing the English teacher and learners. According to the findings, students' intrinsic and extrinsic motivation levels were moderate, with a total mean for intrinsic motivation of 3.33 and extrinsic motivation of 3.66. Meanwhile, students' intrinsic motivation to study English was influenced by three factors: (1) high interest, (2) goal orientation, and (3) curiosity. Extrinsic motivation, on the other hand, included (1) the teacher, (2) the parents, (3) the reward, and (4) the method. The teacher then used six strategies to increase students' motivation in learning English writing: (1) showing students English writing work; (2) approaching students personally; (3) using effective teaching strategies; (4) using exciting and fun learning media; (5) participating in teacher

training; and (6) communicating with parents. In conclusion, the study found that students are motivated by both intrinsic and extrinsic reasons when learning English writing. Furthermore, the teacher used various tactics in the teaching and learning process to increase students' motivation to study English writing.

The last previous study by Hikmat et al. (2020) with the title “Efektivitas Pembelajaran Daring Selama Masa Pandemi COVID-19”. This research is a descriptive quantitative research that uses an online survey method. The questionnaire was delivered to 100 respondents by the researchers. The findings of this study show that at the social and political science department at UIN Sunan Gunung Djati Bandung. Zoom and WhatsApp are viable alternatives to face-to-face learning amid COVID-19. Online learning is only helpful for theoretical and practical courses; field subjects cannot be learned efficiently online. Furthermore, for online lectures to be successful, the implementation must begin with the preparation of students, lecturers, and instructional materials. Additionally, learners who use electronic devices such as cell phones and computers should be aware of this because they impact their mental and physical health.

There are significant differences between the previous studies that the researcher had reviewed above and the researcher's study: 1. The target of the participants. In the first and the second previous studies, the researchers aimed at the Highschool students as their target participants. Moreover, in the third previous related study, the researchers aimed the university students as the participants of both pieces of research, but not too precisely which level of the university students they wanted to target as the research participants. On the other hand, the researcher's research aims at the university's final-year students as the target participants. 2. The place where the research was conducted. The terms of the place where the research was conducted the

first and the second previous studies were done in the Senior High school, while the research will be done in the university.

Based on the researcher's observation in the students of English education department in one of the private universities in Yogyakarta, the students have some different kind of motivations in doing the various task given in the online learning during COVID-19 pandemic. The motivation of the students while doing the task in online learning which involved online presentation, online group assignment, and online group discussion in those activities got impacted. Firstly, Some students acknowledged that their motivation in doing the task by online are lowered mostly due to external factors such as family, and friends disturbance. Secondly, most of the students also stated that they tend to post pone the assignment to the very last minute of the due time given intentionally not because of they have no time to do it earlier, but mostly because of got distracted by another factors that affects to their motivation in studying. Thirdly, some even complained about the group assignment which sometimes the members of the grouping did not contribute to the project that they have to work in a group. And some students additionally witnessed back then when all classes were fixed in the schedule and they had to come in time to the class it gave them something like a student's feelings rather than when the classes are scheduled in time but the durations are not.

Statement of The Problem

The English language education department in one of the Islamic private universities in Yogyakarta has been using e-learning platforms as blended learning media since 2016 to make learning more attractive and efficient. There are lots of activities covered in online learning such as assignment, quiz, and discussion forum, However, some of the motivational problem faced by the students cannot be avoided

for example they are tend to post pone doing the assignment till the last minute of the due date given because they got distracted by some factors that affect to their motivation in studying, and some even complained about the group assignment which sometimes the members of the grouping are not contributing to the project that they have to work in a group. So, derived from those issues that most students are experiencing while doing the activities in e-learning, the researcher want to find out the students of the English education department motivation in doing the task given in the online learning during the COVID-19 pandemic and want to investigate what intrinsic and extrinsic factors that motivate the students more in doing the task given in online learning during the COVID-19 pandemic.

Delimitation of The Research

In this research, the researcher focused on finding the English education department students motivation level in doing the task given in the online learning during the COVID-19 pandemic and investigating what intrinsic and extrinsic factors that motivate the students more in doing the task given in online learning during the COVID-19 pandemic.

However, the researcher only focused on finding the level of students' motivation and what the dominant of intrinsic and extrinsic motivation factors that motivate the students in doing the task given in online learning. The researcher is using the quantitative method to get the data required for this research. This research participants were from the English education department batch 2018 students of the private Islamic university of Yogyakarta.

Research Questions

In this research, the researcher has formulated two research questions:

1. How is the English education department students' motivation level in doing the task given in online learning during the COVID-19 pandemic?
2. What are the dominant intrinsic factors that motivate the students in doing the task given in online learning during the COVID-19 pandemic?
3. What are the dominant extrinsic factors that motivate the students in doing the task given in online learning during the COVID-19 pandemic?

Objectives of The Research

In this research, the researcher has two objectives of the research:

1. To find out the English education department students' motivation level in doing the task given in the online learning during the COVID-19 pandemic?
2. To investigate what the dominant intrinsic factors motivate the students in doing the task given in online learning during the COVID-19 pandemic?
3. To investigate what the dominant extrinsic factors motivate the students in doing the task given in online learning during the COVID-19 pandemic?

Significance of The Study

This research also provides some significance of the research. The researcher hopes this research can give benefits to the teachers, students and other researchers. The significance of this research are:

Teachers. This research gives the teacher information about the strategies to increase students' motivation to learn English in COVID-19 Pandemic. COVID-19 is considered the first pandemic that ever happened in the 21st century. The researcher hopes this research will help the teacher to identify the best strategies that can help boost the students' motivation in online learning if the same incident happens again in

the future by identifying what are the highest instruments of the motivation level result of this research.

Students. This research gives the students some information that they needed to know, especially on what strategies they probably need to apply in increasing their motivation while doing the online learning activities.

Other researchers. This research can be used as a reference for other researchers interested in conducting a further study in the same field.

Organization of The Chapters

This research has five chapters that provide the main points in every chapter. Chapter one is the introduction of the research. The introduction contains the study's background, statement and delimitation of the problem, research questions, objectives of the study, the study's significance, and the research organization. Chapter two is the Literature Review of the research. The literature review explains the theories about motivations, online learning, COVID-19 Pandemic, low motivation to learn English, strategies to increase student's motivation to learn English, review of related studies, and conceptual framework. Chapter three is the Research Methodology of the research.

This chapter provides the research design, setting, participant and the instrument, the data collection methods applied, and the data analysis. Chapter four is the finding and the discussion of the collected data of the research. This chapter consists of the data description, findings, and discussion. Chapter five is the conclusion and recommendation. This chapter concludes the content and the result of the research.