

## **Chapter One**

### **Introduction**

This chapter provides the introduction of study. In this chapter, there are listed some points. First, the background of the research elaborates why this study needs to be conducted. This part explains about the students' efforts to be motivated in learning English during Covid-19 pandemic. The second is the identification of the problem in this research. The third is delimitation of the problem which explains the main problem to be investigated. There are research questions forming the basis of analysis in this study. The research objectives section identifies specific objectives that will be discussed and researched. The last sections in this chapter are the significance of study and the organization of the study.

### **Background of the Research**

Online learning like this really needs a lot of supports such as smartphones, internet services, and mental and psychological readiness of students in participating in online learning. According to the Central Bureau of Statistics (BPS) (2020) showed that in the last 4 years, especially during the pandemic, there has been an increase in internet use by 20 percent to 25 percent at all levels of education, whether it is Elementary School, Junior High School, Senior High School to College Students. As seen, that is a very fantastic number. However, most of the use of this internet service are students who use online learning systems. According to APJII (2020) Internet users have increased starting at the end of 2020 by 8.9 percent due to government policies that require online learning among students and

people in remote areas. Not only the internet, students also need motivation during learning.

Motivation is the encouragement given to achieve the desire or will that be expected by someone to do something. It is something that can make someone be willing to do something whether it comes from outside or inside of the person (Octania, 2017). The role of motivation in learning is very important because without student motivation it becomes difficult to catch the learning given by the teacher, especially now that they are in this pandemic that requires online learning. Octania (2017) argued online learning is learning without face to face between teacher and students but using supporting applications that connect them to keep in touch. Online learning requires them to learn independently so that students' motivation can be affected from the environment in which they participate in the implementation of online learning.

During the pandemic period, many students experience decreased motivation to learn. Based on Niemi and Kousa (2020) research, the authors found that students felt tired and experienced a decrease in motivation during the pandemic and they also complained that many assignments had a negative impact on their motivation. This is due to the lack of varied learning methods, which causes them to be lazy to take part in learning.

This case makes students have some efforts as an action to increase or maintain their motivation. Some of the efforts they can do are to ask more questions to friends or teachers, study together, and so on. In addition, students can also get

good motivation from the environment, family, and teachers. According to Sakai and Kikuci, they investigated six factors on motivation based on previous studies such as teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest (as cited in Rahma, 2019, p. 3).

The study done by Rahmawati (2016) said that motivation to learn depends on the students themselves. There are students who have high learning motivation, and some are low. This can be seen from the enthusiasm and attention of students in participating in learning. To increase student motivation, of course this is not an easy matter because basically everything must start from the willingness of the students themselves. Every student has different levels of motivation, and everything is not the same. There are students who really want to learn English because they like it and want to use it in their daily life or look for work. There are also students who only want to be able to speak English for personal use.

Based on information from the internship teacher stated that students at the school really like interesting and creative learning. It can be indicated that they experience a decrease in motivation during this pandemic. Seeing this problem, the researcher wants to know what factors motivate them during online learning and what efforts are made by students to keep them motivated during online learning.

In this study, the researcher wants to find out what efforts made by students to be motivated in learning English during covid-19 situation for Senior High School students in Yogyakarta. During a pandemic like this there are many factors that can decrease students' motivation in learning English. The researcher wants to

know the factors that motivate students in learning English during the pandemic. In addition, the researcher also wants to know what efforts are being made to stay motivated during the pandemic. Thus, the researcher wants to know in depth how things can help them to increase learning motivation, both internally and externally.

### **Identification of Problem**

Online learning makes students have to adapt over a long period of time. There are impacts experienced by students, namely the lack of student motivation in learning which results in being lazy to study. In addition, students become less active in class such as being more silent and not asking when there are things that have not been understood related to the material presented by the teacher. This online learning requires supporting tools such as mobile phones, laptops, and computers. However, not all students have supporting tools for them to take part in learning so they have to borrow them from their parents. Not only that, to be able to connect to the internet, they also need a quota and a good network. If the conditions are not supportive, students will also have difficulty being able to follow the lesson. These problems are currently experienced by many students who take online learning.

The first problem is the factors that motivate students in learning English during pandemic. This study will find out the factors that students face while learning English when they do online learning. The second problem is about what students do to motivate themselves to learn English. Of course, students have many ways to motivate themselves when learning English during class. Thus, recognizing

the problem is essential because most students in Indonesia have difficulty understanding English in learning and one of the factors is the motivation for the students themselves. Increasing motivation in learning the target language can help students to be more active in class. This research can help high school students in Yogyakarta to learn English better in the classroom and increase their motivation to learn the language. In addition, this research can also be used to find out what difficulties students face when learning English and what strategies students use to increase their motivation in learning English.

### **Delimitation of the Problem**

In this study, the researcher focuses on the factors that keep students motivated and their efforts to stay motivated. As previously discussed, the problems faced by students are different, one of which is the lack of motivation to learn. The researcher saw that many students experienced this because of various factors from themselves, their families, and the environment. In connection with this phenomenon, the researcher is interested in revealing more about students' efforts to be motivated in learning English during this pandemic and how to apply it. To make this research effective, the researcher limits the exploration of the study to a certain extent. The participants of this study will be six high school students in Yogyakarta. The researcher aims to find out the students' efforts to be motivated in learning English during the covid-19 pandemic.

### **Research Question**

The researcher has proposed the research questions for this research. There are two research questions as a research guideline. The questions are:

1. What factors motivate students in learning English during the pandemic?
2. What are students' efforts to motivate themselves in learning English during the pandemic?

### **The Objectives of the Research**

Based on the research questions, the objectives of the research are:

1. To explore the factors that motivate students in learning English during the pandemic.
2. To explore students' efforts to motivate themselves in learning English during pandemic.

### **The Significance of the Research**

This research will provide good benefits and effects for several aspects for students and future researchers.

**Students.** This research will determine the factors that motivate students and the efforts that students do to motivate themselves in learning English during pandemic. Students can use this research as a solution to help in dealing with the problems they have.

**Teachers.** This study also provides additional information for teachers about what factors make students have low motivation and what efforts are made by students to stay motivated to learn. Not only that, it also makes teachers know the student's condition. During this pandemic, teachers are indeed required to be multitalented because they must prepare everything simultaneously, both physically and mentally. Teachers can use this research to help find solutions on how to help students increase their motivation. Basically, the teacher plays an important role in motivating students before learning so they want to pay attention to learning well.

**Future researchers.** Findings of this research can be used for other researchers who are keen on exploring the same field of study. This research can be used as an idea and reference for further research.

### **Organization of the Research**

This research contains five chapters. Chapter one consists of the background of the research, identification of the research, delimitation of the problem, research questions, objective of the research, and the significance of the research. Chapter two is the literature review. It provides the definition of student motivation, difficulties in learning English, and supporting factors to motivate students to prefer learning English. This chapter explains the theory related to the overview of student's motivation.

Next, chapter three is the methodology. This chapter explains how the research will be carried out by a researcher. This chapter also discusses the methods, the

instruments, the participants, settings, and data gathering techniques. In this chapter, the researcher also explains how to analyze the data. Chapter four is the findings and discussion. In this chapter, the researcher presents the result of data analysis for this study. Chapter five is the conclusion and recommendation. The researcher explains about the overall answers obtained from this study and the recommendations from the researcher to the readers. This recommendation is given to students, teachers, and other researchers.