

Chapter One

Introduction

In this chapter, the researcher explains the research background, problem identification, and limitations of the research. Besides, the research questions about how the motivation chapter of students in online learning also will be presented by the researcher. In addition, the researcher also presents more details about the aims of the study and the significance of the study.

Research Background

The unexpected happening of a deadly illness namely Covid-19 because of the Corona Virus (SARS-CoV-2) makes the entire world the world Health Organization declared it as a pandemic. This condition also challenges education systems and educator around the world to change teaching system into an online learning mode. However, several educational establishments that are antecedently reluctant to change their traditional pedagogic approach because they do not have any alternative to switch entirely to online learning. This incident greatly affected education globally which forced schools and colleges to close briefly. As a result, many schools and universities have stopped face-to-face teaching.

According to Zayapragassarazan (2020), online learning will be effective if it promotes students an active learning by providing opportunities to browse, write, discuss, think, raise questions, solve issues, analysis, and making new ones, all things looking on the educational content (p. 2). Therefore, this condition seems like forcing us to think about 'flexible learning,' or learner- centered. This learner-centered approach offers students more learning options. Additionally, Zayapragassarazan (2020) said that in an online learning will be more flexible, students are provided with various opportunities for their education and permit them to require a lot of responsibility for their learning (p. 3).

Furthermore, online learning still must maintain learning motivation and encourage students to remain creative process because they have access to information as many as possible to create work, increase insights, and ultimately shape students into long-term learners. Driven by the teacher as a facilitator, online learning is not just giving assignments or transferring material through the internet, but it is more than that. The researcher believes that every student is motivated when they decide to learn something. Furthermore, motivation can come from internal factors such as one's desires or external factors such as parents, friends, or the environment. In learning English, motivation is needed to encourage students to carry out all learning activities. Moreover, motivation will determine the next step or strategy that they must do. They will make plans to achieve their goals, as well as ways to make them real. Besides, motivation also will assist students when there are many obstacles in learning English so that they will be able to deal with them. They know what they are doing, and they have a goal in learning English because they are motivated. As a result, they become serious in achieving their goals.

In addition, online learning also has two sides either positive or negative effects. Because of the changing circumstances during the Covid-19 pandemic, there is a result of it that students' motivation is also getting decreased. According to Sri Minda (2020) that all Senior High School from Indonesia which implements distance learning found that "Students' motivation during online learning getting decreased and there are differences learning motivation between male and female students" (p. 14). With learning conditions must be done from home, the teacher cannot facilitate and teach the student by face to face so that the teacher cannot give appreciation, compliment, punish, reproving and counseling. Even though the teacher's actions can increase motivation student intrinsic. Students professed that difficult to find good time to study at home.

Furthermore, the unfavorable family social environment causes students cannot focus on learning, so there must be cooperation and parental support so that students can continue to study quietly.

Online learning can have positive or negative effects toward students' learning motivation. There has been a myriad of studies investigating whether there are changes in students' motivation during online learning or not. These studies have concluded at some conclusions such as Thai students in higher education institutions have moderate to high motivation levels during online learning (Kew, Petsangri, Ratanaolarn, & Tasir, 2018, p. 8). Additionally, students are more motivated when they perform authentic tasks (problem-centered principles) and when they can incorporate what they have learned into their lives (Kim & Frick, 2011, p. 16). Trilogy University Elementary School Teacher Education Students showed that student learning motivation does not affect online learning even though there are no shortcomings in practice (Ritonga & Ramadhani, 2020, p. 6).

These studies investigated the changes in students' learning motivation during online learning. In Klaten, Central Java, particularly, of the many schools, no one has investigated examining the students' motivation and students' motivation between gender during online learning.

Identification of the Problem

Motivation is very important for students when they want to learn during a pandemic situation where the learning system is done online. By being motivated, they can determine their goals in learning and how to achieve them. Students who have strong motivation will find it easier to understand learning. When students have strong motivation, it will be easier for them to manage learning difficulties during online learning. One of the phenomena that occurs based on

the results of information in preliminary observation by phone interview with one of the English teachers at one of a State High School in Klaten, Central Java said that there is a tendency high motivation of female student and low motivation of male student. Most of those who have low motivation come from male students while high motivation comes from female students.

However, it is possible that there are some female students who have low motivation. Based on information from an English teacher at one of a State High School in Klaten, Central Java, during online learning the teacher uses several online platforms as online learning tools such as Google Classroom, Google Meet, Power Point, etc. Based on preliminary research by phone interview, the teacher said that there are several obstacles when online learning, namely poor internet connection, limited teachers when delivering learning materials using online platforms, lack of enthusiasm, and female students doing as many assignments as possible while male students are only limited to fulfilling obligations. Therefore, it is important to know the motivation of students in online learning because of the emergence of the phenomenon of differences in student motivation between genders in these schools. In this study, the researcher focused on the level of student motivation in online learning and to determine the differences in the level of student motivation based on gender.

Delimitation of the Problem

This research study was only conducted within the scope of all students of XI grade of a State High School located in Klaten, Central Java. This study focuses on identifying the student motivation in online learning. The purpose of this study is also to determine the student motivation in online learning based on the gender of the students. It is hoped that this research can bring benefits and add insight both for the department or educational institution concerned so that it can help increase student learning motivation during online learning.

Research Question

Referring to the identification of the problem above, the research problems can be formulated into the following questions:

1. What is the level of students' motivation in online learning?
2. Are there any differences in the level of students' motivation in online learning between males and females?

Objectives of the Research

1. To examine the level of student's motivation in online learning.
2. To find out if there are some differences between genders in the level of students' motivation during online learning.

Significant of the Research

This research is useful for teachers, further researchers, and for academic institutions.

The students. This result can be useful for the students to improve their motivation in learning during online learning.

The teacher. The researcher hopes this research can provide information about student motivation in online learning. The findings of this study can encourage teachers, especially those who are also educators in planning their teaching strategies to be more understood and effective for their students.

The next researcher. This study provides some literature related to student motivation in online learning that might help them in further research.

The academic institutions. This paper can help academic institutions to reflect on the level of student motivation in online learning. Doing so will help them understand their students better to maintain the quality of students' motivation.

Organization of the Study

The structure of this research is organized into five chapters. In the first chapter, the researcher explains the study's introduction, which conveys the background of the research, identification of the problem, delimitation of the problem, the research question, the research objectives, the significance of the research, and the outline of the research. The second chapter presents a literature review on the level of student motivation in online learning. The literature review describes online learning, learning motivation, motivation in online learning, and gender and motivation in online learning. In addition, chapter two explains the factors that influence motivation. Besides, it also provides an overview of related studies. On the other hand, chapter three presents the research methodology, including research design, research setting, data collection method, data collecting procedure, research instrument, and data analysis. Furthermore, chapter four presents the results and discussion, and the last chapter concludes the research and provides recommendations.