

Chapter One

Introduction

This chapter describes the background of the research, the identification of the problems, the delimitation of the problems, the research questions, the aims of the study, the significances of the research, and the outlines of the research. The following gives a clear explanation of those subsections to the researcher:

Background of the Study

People have grown accustomed to the word "online" as a result of the changing circumstances throughout the pandemic. This "online" phenomenon is used in a variety of settings, including meetings, practice sessions, school, the workplace, and many more. Due to the global outbreak of the Corona virus in early 2020, which included Indonesia, the internet style becomes well-known. Everything in life has changed since Covid-19; as an illustration, offline classes are now conducted online. Additionally, it changed the educational process at every grade level, including elementary, middle, high school, and college. Students, instructors, and other interested parties may clearly see and feel the changes. For examples, teachers and students should adjust the teaching and learning process to the online class, so delivered learning materials still can be received and studied well. Students should understand using technology for joining an online learning process. Kabai and Nur (2022) stated that this system is certainly much different from the previous system, namely the face-to-face learning system. Then, they get the exposure of knowledge

from gadgets and devices usage by searching learning materials besides from their teachers.

Therefore, many problems have emerged related to an online learning implementation. According to Rizaldi (2022) educational conditions that currently tend to be dynamic or change over time will always bring changes in all aspects or components of a learning system. The difficulties related to modern innovation include downloading errors, establishment issues, login issues, sound and video issues. In some situations, learners find online instructions to be complex and restricting. Understudies rarely find out how to use the internet appropriately for studying since it takes so much time and flexibility. Moreover, individual attention is another significant difficulty that web-based learning faces. Students require two-way cooperation, which might be difficult to achieve at times. Then, the learning interactions cannot reach its full potential until learners put what they have learned into practice. Online content is frequently theoretical, preventing learners from practicing and adapting effectively. In addition, lousy course material is a serious issue (Dhawan, 2020, p. 8).

Regarding the difficulties faced by students in experiencing online learning, those can give an effect to their motivation. Motivation will make a person want to achieve their goals and purpose, whether it originates because of the person or the other supporting factors. Learners who are motivated are more likely to succeed since they can create their individual ideas to improve their knowledge and skills (Octania, 2017). This is assumed that without having motivation, even the most gifted students

will be unable to reach long-term objectives. Thus, every student has to increase their motivation during the online learning.

Irawan (2020) stated that the impact of online learning, namely students' boredom during online learning, considerable anxiety in students who come from low-income families as they were unable to buy internet quota, emotional disturbance because students have many assignments. not all students have facilities that support online learning. It is a problem for learners because not every student may have entirely recognized what an instructor said. The problem might be a bad internet connection, lack of the web-based use, a lack of innovation of teaching and inspiration of learning, and other factors. According to Simamora (2020) not all students have laptops equally, not all students are ready to buy online quota packages. In addition to obstacles, there are impacts caused by online learning.

The previous study that are in line with this research is the research conducted by Ramadhani (2021) with the title of Research on Student Motivation in Completing Thesis during the Covid-19 Pandemic Period. The results of the research conducted by Ramadhani include in completing the thesis, students of the Islamic guidance and counselling study program class of 2017 during this pandemic had various motivation, one of which was from parents and friends; the factors that influenced motivation in completing the thesis during the covid-19 pandemic were internal factors including interests and desires, and also external factors including parents, friends, and the environment; barriers that affected student motivation in completing their thesis were laziness, difficulty in meeting and communicating with supervisors, the lack of experience in writing the thesis, and the closure of campuses and libraries.

The gap of the previous study is in the result in each studies. This study resulted that the differences in the learning system design, differences in the level of motivation, differences in the level of interaction. Despite resulting the differences, this research have found the strategies that can use to motivate students in online learning. The result is reaching the students' goals, the teachers should increase more their creativity in class, and students need a support system to avoid boredom in online learning.

Identification of the Problems

In this pandemic situation, every learners are not going to face to face learning. Students had forced to study in their home, through a virtual platform; they should attend the class wherever and whenever the class is ready. Teachers also teach them by using this virtual system, such as Zoom application, Google Meet, and any learning system management. They cannot make some physical touch ruled by the government because of this pandemic. This becomes the issues that students have problems, for example, having troubles when doing the online learning, having bad network, and understanding materials. Because this is the transition from offline to online, of course, students have to face time when they are attending the online class whenever teachers ask them. A few students may have other internal and external problems.

The learning situation changes, so does students' motivation. Increasing motivation is really significant since it will boost their understanding, due to participating in each class and listening to teachers when delivering materials. This change is caused by the online learning system. The class is flexible which students

can attend the class without going to the school and join from everywhere they want and in whatever the situation is. Hence, it might make students demotivated. Their motivation is one of supporting aspect to succeed their online learning process, so it is urgent to be increased and maintained by teachers and students. Each teacher and even stakeholders should be responsible for the class, innovative, creative, and profound for making the students enjoy the class, finding suitable teaching strategies and materials, and keeping their motivation.

Delimitation of the Problems

This research focuses on identifying the difference of joining online and offline learning, especially related to the students' motivation. Moreover, it also focuses on discovering the factors that motivate the students in online learning. The researcher conducted this research by using the qualitative study. This study took place in Universitas Muhammadiyah Yogyakarta, and the participants included the students of English Education Language Department.

Research Questions:

Based on the above explanations, these are some of the research questions:

1. What are the differences in students' motivation between online and offline learning experienced by the English Language Education Department students at a private Islamic University?
2. What are the strategies that can use to motivate the students to join online learning at a private Islamic University?

The objectives of the research:

These following points are the objectives of the research.

1. To identify the differences in students' motivation between online and offline learning experienced by the students at a private Islamic University
2. To find out the strategies that can use to motivate the students in experiencing online learning at a private Islamic University

Significance of the Study

This research is expected to provide resources about the differences of students' motivation in experiencing online and offline learning process. The significances of the research involve theoretical and practical significance.

Theoretical Significance

This research provides some information about the students' perception on the differences of students' motivation in online and offline learning process. Moreover, this study also provides sources about the factors that make the students' motivation decrease and the aspects that can engage the students and increase their motivation in online learning process. Hopefully, this research can be one of useful references for further research.

Practical Significance

Students. This research provides information about the offline and online learning differences related to the students' motivation, so it is expected that the

students can understand about them and they evaluate themselves when joining online class. Moreover, this study presents the aspects of increasing their motivation in joining the online learning, thus it is beneficial for the students who might be demotivated in attending the online class and can get the ways how to motivate them to be engaged in that class.

English Teachers. English teachers should support and assist the students when they feel demotivated in joining the online class. This study also helps the teachers providing the information about handling the online class to make them enjoy and about the aspects of increasing their motivation in online learning. Teachers might be assisted to understand the situation, so they might be able to anticipate and prepare everything to succeed their online class.

Other researchers. For other researchers, this study is expected to provides information on the student's motivation in online learning, their perceptions of online and offline learning, the aspects for motivating the students in online learning. Thus, other researchers who are interested in this same area can cite this study to become their references.

Outlines of the research

This research contains five chapters.

Chapter one discusses the background of the research, the identification of the problem, the delimitation of the problem, the research questions, the purposes of the research, the significances of the research, and the outlines of the research.

Chapter two presents the theories related to this research. The researcher elucidates about the definition of motivation, the types of motivation, including; intrinsic motivation, extrinsic motivation & instrumental motivation, integrative motivation, the importance of motivation in online learning, the definition of online learning, the differences between online and offline learning, the importance of online learning, and the motivation in joining online learning. This chapter also includes the review of previous studies and conceptual framework.

Chapter three explains the methodology of this research highlighting the research design, the research setting, data collection method, the instruments of data collection, the procedure of data collection, and data analysis. The fourth chapter is findings and discussions. And the fifth chapter consists of a conclusion and recommendation.