Exploring High School Student's Motivating and Demotivating Factors in Using Technology-Enhanced Learning for Remote English Education

A *Proposal Skripsi*

Submitted to the Faculty of Language Education as a Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan

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Statement of Authenticity

I hereby

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certify that this *skripsi* entitled "Exploring High School Student's Motivating and Demotivating Factors in Technology- Enhanced Learning for Remote English Education" is definitely my own work, and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, July 22, 2024

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Motto

“ If you never bleed, you’re never gonna grow “

- Taylor Swift

“ Many of life’s failures are people who did not realize how close they were to success when they gave up”

- Thomas Alva Edison

Acknowledgment

First of all, all praise is always delivered to Allah *Subhanahu Wata'ala* as the lord of the world who always blesses and guides me to be able to write this *skripsi* well. *Sholawat* and *Salam* are always given to the noble, Prophet of Islam, Muhammad *ShalallahuAlaihi Wassalam* who has guided his followers on how to face life based on Allah's command. This *skripsi* entitled "Exploring High School Students' Motivating and Demotivating Factors in Using Technology-Enhanced Learning for Remote English Education" is submitted as the final requirement in accomplishing the undergraduate degree at English Language Education Department of Faculty of Language Education at Universitas Muhammadiyah Yogyakarta. Additionally, I would like to express the deepest appreciation to:

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Abstract

Currently, language learning using technology has become a common method used in both urban and rural areas with a technology-based learning system. This study is entitled "Exploring High School Students' Motivating and Demotivating Factors in Using Technology-Enhanced Learning for Remote English Education". this study aims to identify and analyze the motivational factors experienced by students when implementing technology-based learning in remote areas for English language education. and also, to find out the demotivational factors students face when implementing technology-based learning in remote areas for English language education. This research uses a qualitative research approach and offers descriptive qualitative analysis. This research was conducted in one of the state senior high schools in Natuna. In addition, this research involved six students in the state senior high school as participants in this research. In collecting data, this study used standardized open-ended interviews. The first finding shows that the researcher found several findings related to students' perceptions of motivational factors in technology-based learning in remote areas in a senior high school in Natuna. These five factors have been explained in the findings section. The findings are access to resources, self-paced learning, independence, interactive learning, and a variety of learning modalities Some factors that influence students' learning experience are: The second finding revealed that several conclusions on how students perceived demotivating elements in technology-assisted learning in isolated locations in one of the Natuna high schools. these five strategies have been described in the findings section. The findings are limited Access to Technology, distractions, language Barriers, assessment Challenges, and socioeconomic Factors.

Keywords: Technology- Enhanced Learning, Motivating Learning, Demotivating Learning

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