Chapter One

Introduction

The researcher discusses their areas of interest in this section. Along with the problem identification and description, this section also includes the research background, research questions, research objectives, and study structure. Several of the topics covered in this chapter are explained by the researcher. The research background first provides general information about the study's topic, the research setting, any site-specific issues, a review of prior research, any gaps in that research, the significance of the research, and its objectives. The issues at the research site are then examined in the identification of the issue. The scope and focus of this investigation are then presented in the research's delineation. Next, the importance of the study for several parties is highlighted. Finally, chapter organization presents a description of each chapter.

Background of the Study

Learning motivation is the drive or reason that encourages someone to learn or develop new knowledge, skills, or understanding. Motivation plays an important role in the learning process because it can increase a person's interest, effort, and perseverance in facing learning challenges. Learning English is of paramount importance, as it enables individuals to communicate effectively in both spoken and written forms within their social context (Depdiknas, 2003:15 in Siswidyatmi, et al. 2019: 36). The key to success in English as a Foreign Language (EFL) instruction, particularly in the classroom, is motivation.

It is important to understand both motivation and demotivation in education. according to Chong (2019), Demotivation in the context of second language learning refers to both external

and internal influences that can result in decreased motivation to learn the target language. This can be caused by factors such as inappropriate teaching styles, poor attitudes, and low quality teaching by teachers. According to (Vi, 2019) (2023), Demotivation refers to a lack of interest or enthusiasm in studies, which is characterized by decreased engagement, initiative, and resilience in the learning process, leading to disengagement, disaffection, and problematic behavior in the classroom

It is impossible to separate technology use from English language instruction. The use of technology in the language classroom is considered to have great benefits in increasing students' motivation to learn English. Integrating technology into language classes has become one of the learning strategies that teachers use to increase student motivation (Adara & Haqiyyah, 2021). Technology can also be an important approach that influences learning, curriculum, and materials. In addition, students' interest in technological devices such as smartphones, tablets, and others (Yoon, 2013). School teachers are also encouraged to use multimedia in their lessons because they are very interested in these tools (Byrnes & Wasik, 2009; Vincent, 2006). Based on the above characteristics, it can be concluded that technology is worth integrating into the language classroom because of its benefits, especially in students' motivation.

Online learning has grown in popularity and effectiveness, particularly in the wake of the COVID-19 pandemic, which has compelled many educational institutions to implement remote learning models. According to Masalimova (2022), online learning allows students to learn from anywhere, at any time. Distance learning relies heavily on technology, with a wide range of platforms and resources available to help students study.

Technology Enhanced Learning (TEL) is an approach to learning that utilizes digital technology to improve the effectiveness and efficiency of the learning process. According to

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Gordon (2022), TEL supports and facilitates knowledge discovery. In the context of language learning, TEL can include the use of language learning apps, video conferencing, online discussion forums, and other interactive platforms. These technologies allow students to learn languages interactively and collaboratively, with access to diverse and up-to-date learning resources.

Institutions have widely utilized technology-enhanced learning, including secondary high schools in Ranai and Natuna. This research aims to increase student motivation and facilitate the development of high-quality learners. according to Smiderle et al. (2020), Integrating game elements such as points, badges, and leaderboards into educational activities has been shown to increase student engagement and motivation. Their use can be instrumental in engendering positive attitudes among students towards the learning process, thus promoting a greater degree of engagement and knowledge retention.

This research aims to find out the factors that influence the motivation and demotivation of students in using technology-enhanced learning in remote English education. According to Rahmat & Akbar (2019), it was found that students' motivation levels in rural and urban areas vary, as do the elements that make up student motivation. Overall, this study offers in-depth information about the variables that influence Indonesian students' motivation to learn English as well as practical strategies to encourage it in both rural and urban areas. conducted by Yu-lin (2015), in her research discusses the impact of technology-integrated teaching on students' motivation and language learning performance. this study found a positive correlation between students' perceptions of the aspects of technology they prefer while learning and their motivation to learn English. In addition, a substantial correlation was found between students' motivation before the technology learning experience and their final language course grade. The study found

that incorporating technology into language classes could improve student performance and possibly close the educational resource gap between urban and rural areas.

In contrast to the existing literature, the research addresses the gap related to the desire to find out more clearly and know the factors that influence motivation and demotivation in terms of the utilization of technology for English language learning systems in remote areas.

There are several reasons why this research is being conducted. First, the researcher wants to know what factors motivate students to use technology-enhanced learning. Currently, the learning system already uses technology both in urban and rural areas. The spread of technology is carried out by the times, although there are some differences in terms of operating technology in the region and the city, but in education all institutions have been introduced to technology. According to Adara & Haqiyyah (2021), Motivation is an important point in learning English. Due to its importance, various studies have been dedicated to investigating motivation. According to Ernata, (2017), Motivation refers to the inner drive that propels an individual to strive for improved behavior to meet their needs. Motivation can be defined as an effort that encourages someone to do something. Motivation can be defined as an internal drive that propels an individual to perform specific actions to accomplish a goal. With this research, the author hopes to find out what causes student learning motivation. Second, the researcher wants to know what demotivational factors students experience during technology-based learning in remote areas in terms of learning English. The difference between students in remote areas and their local areas makes researcher want to know the factors that students have in terms of learning foreign languages.

Identification Problem

Researcher have conducted initial interviews with a sample of teachers and students. Interviews with 10th-grade high school students in Natuna revealed that some students were very interested in using technology to study, arguing that technology could increase their motivation and make it easier for them to complete the assignments given by their tutors. not only from students but the researcher also had a conversation with one of the English teachers at the school, one of the English teachers in the area said that when students were taught to use various websites to practice their learning, some of them became enthusiastic and were able to follow along. study well. To confirm the data collected from the initial interview, the researcher visited the class to observe the English language learning process that was taking place at that time in the 10th grade of high school. It was found that there was a lack of motivation among some students when given technology-based learning, they thought that using websites and applications in learning created laziness because it was difficult to adapt to the features available in technology. This discussion shows that there are several factors found in the rise and fall of student motivation in remote areas towards technology-enhanced learning

Delimitation of the Problem

Research related to learning motivation was broad in scope. Therefore, to be more focused, the current research was limited to the factors that motivated student learning in terms of improving learning using technology, as well as the demotivating factors experienced by students when they were required to use technology in their area, which could be said that they were new to using technology as a learning media tool. This research took place in one of the high schools in Natuna, Riau Islands. The participants in this study were 10th-grade students and English teachers in high schools in Natuna, especially Natuna Regency. This research focused

only on student motivation and demotivation factors in learning English based on technology-enhanced learning for remote education. High school students did not participate.

Research Questions

Based on the research problems above, this study formulates 2 problem questions, namely:

1. What motivating factors do students in high school experience when using technology-enhanced learning in remote areas for English education to learn English?

2. What demotivating factors do students in high school encounter when using technology-enhanced learning in remote areas for English education to learn English?

Research Objectives

1. To identify and analyze the motivational factors experienced by students in High School when implementing technology-based learning in remote areas for English language education.

2. To determine the demotivational factors faced by students in High School when implementing technology-based learning in remote areas for English language education.

Significance of the Study

This research is being conducted in the hope that it can provide benefits for teachers, students, and further researchers.

Students

This research can be addressed to students; this research discusses the motivation and demotivation and factors that influence student learning motivation and demotivation in technology-based learning in remote areas. By reading the results of this study, it is hoped that

students can gain and provide motivation and education about the importance of learning enthusiasm related to the use of technology in the education system.

Teachers

Technology-enhanced learning currently provides a lot of understanding and experience of the education system which indirectly affects the learning motivation of students. With this research, it is hoped that teachers can gain an understanding of the importance of knowing what factors motivate and demotivate student learning by using technology as a form of implementing a learning system in remote areas.

Future researchers

The results of his research can be used by other scholars who want to explore related fields of study. The results of this research analysis are also expected to be useful guidelines for those researching related fields.