

## **Chapter One**

### **Introduction**

This chapter provides the introduction of the study. Moreover, the researcher explains several things, such as the background of the research, the identification of the problem, and the delimitation of this research. Besides, the researcher also explains the research question and the purpose of the study. The significances of this research are also provided at the end of this chapter and also organization of the chapter

### **Background of the Research**

The education system has been switched by the condition into an online learning due to the COVID-19 outbreak in Indonesia. To prevent the transmission of the virus, then, Indonesian government has decided to conduct online learning from home. Moreover, there are two types of online learning conducted, namely synchronous meeting and asynchronous meeting. According to Putra (2021), the public education system has been drastically changed as a result of the Covid-19 pandemic. Consequently, teachers should switch learning process from face-to-face to online learning. Online learning, to state further, focuses on synchronous and asynchronous internet-based courses. The synchronous mode is the meeting which is done face to face by video conference. Perveen (2016) stated that synchronous e-learning, on the other side, means learning and instruction having place at the same time across an online platform. In addition, teachers and students can communicate with one another

via synchronous voice or text chat rooms. Besides, video conferencing also allows face-to-face contact in addition to chat. Additionally, Riwayatiningsih and Sulistyani (2020) said that synchronous technologies allow users to communicate with one another in real-time and also allow for a more spontaneous and flexible learning experience. Furthermore, the immediate questions may be answered, and clarifications may be provided on the spot. For instance, if students do not understand about the material that the teacher has explained, students can ask the question by speaking up or texting in the chat room. Related to Dhawan (2020) when students attend live lectures, there are real-time interactions between educators and learners, and there is the prospect of quick feedback in a synchronous learning environment.

In learning to use synchronous meetings, the teachers must also pay attention to the activities that are applied so that students can be motivated to learn. Ayuni et al (2020) stated that using effective and creative learning tools can help students become more motivated. Students will be more motivated to learn if they are exposed to engaging material. Using engaging learning material, the learning process will be more effective, interesting, and easier for educators to deliver messages. There are several factors that influence student motivation in learning, namely intrinsic and extrinsic factors. Intrinsic factors are factors that arise from the students themselves such as willingness or intention, while extrinsic factors that come from outside influences from students can be exemplified such as environmental factors or rewarding. According to Gustiani (2020) Interest, ambition, aspiration, awareness, competency, and physical and psychological factors all influence intrinsic motivation. Studying conditions, social

surroundings, familial conditions, and supporting facilities all influence extrinsic motivation.

In the implementation of synchronous activities, there are several obstacles that may be faced such as the internet connection. Rinekso and Muslim (2020) stated that when it comes to delivering queries and answers, a bad internet connection becomes a problem. Because of poor internet access at their houses, students cannot respond immediately. Whereas, conducting synchronous meetings is important because it makes student-teacher interaction succeed so that it can improve students' understanding of the material. According to Park and Bonk (2007), the teachers and students benefit greatly from the synchronous critique discussion employed in online courses. Moreover, they added that real-time communication, based on the interviewed teachers, helps to promote more interactive and meaningful engagement during the conversations. Ng and Chu (2021) said that students indicated that the synchronous sessions have the advantage of providing real-time teacher-student engagement, which they said can increase their motivation more than the asynchronous content-sharing and self-paced tasks completed through the Social Network Site. Based on observation, activities in online learning through synchronous meetings can affect students' motivation in learning. Moreover, it can be proven when the teachers teaching activity only read the PowerPoint in explaining the material and then give the assignment at the end of the lesson, the students' enthusiasm is less than when the teacher gives the material. Then, in the middle of the learning process, the teachers ask the students to make a group discussion and then the students discuss the topic of the material and at the end, the

students tell the result of discussion to other students. Therefore, making students motivated in joining the class specifically in synchronous meeting activities is needed.

Based on the researcher's primarily observation when joining online classes through synchronous meetings, it is fun because students have a chance to ask questions and get feedback directly. In addition, with a variety of diverse activities, the researcher feels comfortable while attending the class and also does not feel bored. However, there are also teachers who only explain by reading PowerPoint, and it takes quite a long time. So, it can make students unmotivated because they only listen to explanations and then do assignments. Besides, it also makes students sleepy, so they will not focus on learning process. As a result, students are easily forgetting the presented the material. Correspondingly, the research that explores various activities implemented by teachers is important to do.

### **Identification the Problem**

Education system in Indonesia has been switched into an online learning due to the pandemic. Most teachers in Indonesia conduct the online teaching-learning process using synchronous meeting. With synchronous meeting, teacher and students can interact directly, and it can make the class more interactive. To motivate students in learning English activities in synchronous meetings, teachers are required to be a creative, and they also are expected to provide an engaging learning process even though it is conducted through online platform. By doing so, students become

enthusiastic and do not feel bored in learning. To provide interesting activities, the teachers must prepare several things, such as lesson plans, the material to be taught, and also prepare applications related to activities.

Based on the researcher's primarily observation when joining the activities in synchronous meetings class, each student's response to the activity is different. That happens because of the ineffectiveness of the duration of time used by the teachers in teaching and also the lack of creativity of the teachers in the designs of their learning activities. For example, there are some students who are very enthusiastic about participating in learning, and there are also some students who are less enthusiastic because they feel bored. This case must be gaining a serious attention for teachers, because with different students' responses the teachers become aware and try to improve learning activities at a synchronous time. The topic regarding this matter was carried out, as a result, Sharia Economics major at Privat university in Yogyakarta to improve the teachers' teaching skills, to inform activities that motivate students in synchronous meetings that the teachers use , and to know the students' opinion about the activities.

### **Delimitation of the Problem**

In this study, the researcher only focuses on the activities that motivate the students in synchronous meetings. Additionally, the researcher conducted this study using the qualitative method. The research was done at one of the private Islamic universities in Yogyakarta.

### **Research Question**

The researcher has proposed the research questions for this research. There are two research questions that will be conducted as a research guideline. The questions are presented as follows:

1. What are activities that motivate the students to apply the teacher in synchronous meetings when teaching English?
2. What are the students' opinions about the synchronous meeting activities given by the teachers?

### **The objective of the Research**

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

1. To describe the activities that do apply by the teacher to make students motivated when teaching English through synchronous meeting.
2. To identifying the students' opinion about the activities applied by the teachers can motivate them.

### **The Significances of the Research**

This research is expected to give important benefits and impacts for people such as students, teachers, and future researchers.

### ***Students***

The researcher will provide information about the motivating activities in learning English through synchronous meeting. Therefore, the researcher expects to students to be more interested in learning and also appreciate the activities that have

been given by the teachers. Besides, they are expected to be more active in the classroom during the learning process so as not to get bored.

### ***Teachers***

This research is expected to give information about the students' expression about the activities in learning online using synchronous meeting. The research also helps the teachers to improve their teaching skills in synchronous meeting by providing a variety of interesting activities in synchronous meeting. Hopefully, the teachers can pay attention more on students' expressions in responding to the activities given for the form of evaluation in designing activities.

### ***Future researcher***

The results of this study can be used for those who want to find references about the same study.

### **Organization of the Chapter**

This research contains five chapters. Chapter one will explain about the background of the research, the identification of the research, the delimitation of the problem, the research questions, the objective of the research, and the significance of the research.

Chapter two is the literature review. It provides the definition of synchronous meeting, and activities in synchronous meeting. In this chapter, the researcher also

explains the theory related to activities in synchronous meeting. Review of previous study also will be given at the end of this chapter by the researcher.

Chapter three is the methodology. This chapter discusses the methods, the instruments, the participants, settings, and data gathering techniques, and the data analysis.

Chapter four contains the findings and discussion. This chapter will describe the result of data analysis.

Chapter five consists of the conclusion and recommendation. This chapter will consist of the general answers to the research questions. Besides, the recommendations for teachers, students, and other researchers will be presented in this chapter.