

Chapter One

Introduction

Chapter one presents several parts. The first part discusses the background of this study. The next part elaborates the identification of the study that is directly followed by the delimitation of the study. Afterwards, the researcher presents research question, research objectives, and the significance of the study. This chapter ends with the presentation of the organization of the chapter in this study.

Background of the study

The COVID 19 Pandemic has occurred all over the world from 2019 to the present. This case is very dangerous for humans' health. As stated by Toquero o (2020), just in minutes, the virus can be transmitted through droplets or touching the material which has been infected by other people who have respiratory disease. This pandemic has impacts in a variety of fields, including education (Batubara, 2021). According to Mailizar et al (2020), this pandemic has had a terrific impact on schools, learners, and educators. Thus, many countries have applied some regulations on education. The same response also comes from Indonesia which establishes policy regarding the education system. The Minister of Education and Culture of the Republic of Indonesia issued a policy in the form of circular letter number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of the coronavirus disease (COVID-19) which establish the implementation of online or distance learning to avoid an increase in the number of patients caused by COVID-19 (*Kementarian Pendidikan Dan Kebudayaan Republik Indonesia, 2020*).

The pandemic also affects the lectures especially on materials delivery for students. There are two ways in delivering materials for lectures, face-to-face learning and online learning. Due to the COVID-19 pandemic, the teaching and learning process that commonly face-to-face has changed into online learning. Online learning has been chosen by the school administration, colleges, and universities as an elective way to continue education (Adnan & Anwar, 2020). Moreover, Mailizar et al. (2020), stated that the university and schools implement online learning quickly during this pandemic. They also added that the best approach to continue the education process during pandemic era is online learning. It is in line with Joseph Paschal and Mkulu (2020), stated that online education is considered as a critical instrument for making the teaching and learning process more efficient.

Online learning is not a new thing especially in research setting place which is the private Islamic university in Yogyakarta, because it has been combined with face-to-face learning. During this condition, online learning is frequently implemented to prevent the spread of the COVID-19 virus. Indeed, online learning is used thoroughly in this situation. There are two types of online learning that has been implemented, synchronous and asynchronous online learning. Mentioned by Schoenfeld-Tacher and Dorman (2021), synchronous learning encourages instructor-student engagement and feedback in real time. It means that both the teacher and the students interact in the real time. While, asynchronous online learning refers to the technique of learning in which students

access content and complete course requirements on their own time, as long as they follow deadlines (Rigo & Mikuš, 2021).

Consequently, the use of online learning has pros and cons. Some people think that it is good due to the safety reason and also provides the opportunities for students to learn in this importunate situation. It has been claimed by Moore et al. (2011), that from all the uncertainties about the characteristics of e-learning, all of the forms of e-learning such as applications, programs, websites, and others can definitely provide the opportunity for students to learn. Although online learning helps to defend students' and faculty's health during the COVID-19 widespread, in any case, it is not as successful as face-to-face learning (Adnan & Anwar, 2020). They added that students faced numerous challenges, including a lack of internet access, ineffective technology, and insufficient interaction and contact with teachers and classmates. Mailizar et al. (2020), stated that the implementation of online learning is not always smooth and effective.

Apart from some opinions regarding to online learning, what should be considered is the condition of the students themselves. Can they adapt to any changes? Do they still have the same motivation to learn as before? This is what must be known more deeply to improve the existing learning process. Motivation is important for students because it can encourage them to persist in studying and succeed. If they have high motivation, they will achieve their target learning. On the contrary, if there is no motivation, then it will be difficult for them to achieve their goals. In line with Sulaiman (2017), students with a high level of motivation will able to acquire the best learning results since they are motivated to

accomplish their language learning goals, while students that lack learning motivation are unable to achieve maximal learning results since they are not inspired to study a language.

The online learning certainly has an impact on students' motivation to learn English. Students who frequently carry out face-to-face in learning English are suddenly deal with the conditions where they have to carry out learning English online. It will change the students' perception of their motivation during learning English online that being the important aspects. According to Alrabai (2014), the main factor of mastering the second and foreign language is motivation. It is also supported by Daif-Allah and Aljumah, (2020) who stated that the consistency of high motivation during learning the language will make the learning process successful.

In addition, based on the researcher experience as a student of ELED in private Islamic university, the motivation in learning English is not as similar as usual. The online learning faced by the ELED students in private Islamic university before the pandemic is different from the online learning today. The online learning before the pandemic that was combined with offline learning requires students to access the LMS (learning management system). While, due to this condition students not only requires to access LMS but also other applications to have an online meeting such as *Microsoft Teams*, *Zoom*, *Google meet*, and *Google Classroom*. The researcher gets a lot of complaints from her friends that they experience a demotivation while learning English online. The change of motivation happens by the ELED students which are proved by not presence in

the online meeting and submitting the assignments lately. The researcher often found other student who was neither joining the online class nor submit the assignment on time. As stated by Putra (2021), students' lack motivation to study might be seen in their attendance and involvement in the online class.

Lack of motivation is known as demotivation. In contrast with motivation, second language demotivation is described as external and internal forces that can reduce motivation to study the target language (Yee Clare et al., 2019). Students' motivation can change into demotivation because of the COVID-19 pandemic. Supported by Adara et al. (2021), students may become demotivated due to the Covid-19 pandemic. Furthermore, the COVID-19 condition affects both students' motivation and demotivation. The pandemic impacts students' motivation and demotivation in language lessons (Minor, 2021).

The condition of online learning followed by the COVID-19 pandemic will raise the pressure on students. While students learned English online in a pandemic situation and stayed home all day, they may have different motivations. In addition, the differences in the learning methods used and where students cannot meet directly with their friends and teachers make their motivation fluctuate. It can both increases or decreases the motivation of students to learn English. Therefore, this research aims to examine students' motivation and students' demotivation factors while learning English online during the COVID-19 pandemic.

Identification of the Problem

The implementation of learning English online during the COVID-19 pandemic is not easy. The successful of learning English online during the COVID-19 pandemic is affected by many issues. Based on the researcher observation in the research setting, there are some problems that appear in the implementation of the online learning especially for ELED students in private Islamic university. Those issues are facility, teaching materials, teaching media, lecturer, teaching method, motivation and demotivation of students.

First, the problem that appears in the facility is poor internet connection and error in the LMS especially in My Klass. Second, the problem that appears in teaching materials is the form of material that cannot be accepted as a whole by the students such as e-book or video that often makes students difficult to understand. Third, a problem in teaching media is the used of online platforms such Microsoft Teams which has trouble in accepting participants and caused some students can not join the online class. Fourth, the problem that appears in lecturer is the lecturer didn't explain the materials clearly but still giving assignment for the students. Some of the lecturer only give video without explains it directly using synchronous meeting. Fifth, the problem that appears in the teaching method is the use of monotonous method such giving presentation and ended with task. Sixth, the problem that appears in the motivation of the students due to online learning in the COVID-19 pandemic is students' motivation has changes. The changes of motivation is become demotivation. Demotivation was proved by the students' absence and students' lateness that increase in joining the

online learning. While the motivations of the students are decrease, it means that they are demotivated.

Delimitation of problems

Due to the time constraint and other related consideration, the research focuses to explore the motivation and demotivation of students towards learning English online in COVID-19 pandemic. In this pandemic situation, there are changes in students' motivation. It also happens to ELED students at private Islamic university in Yogyakarta. They have to learn English online rather than face-to-face. The use of online learning both synchronous and asynchronous are changes their motivation to learn English. It is crucial to make sure that the students still have same understanding while they joining online class during the COVID-19 pandemic even though they motivation has changed. To deal with this problem, it is important to find out the factor that affects ELED students' motivation and demotivation factor of the ELED students in learning English online both in synchronous and asynchronous learning during the COVID-19 pandemic.

Research Question

To focus the study, the researchers formulate the research questions as follows:

1. What are the motivation factors of the ELED students in private university in Yogyakarta in learning English online during the COVID-19 pandemic?

2. What are the demotivation factors of the ELED students in private university in Yogyakarta in learning English online during the COVID-19 pandemic?

Research Objectives

To clarify the objectives of the research, the researcher presents the research objectives in the following statements:

1. To investigate the motivation factors of the ELED students in private university in Yogyakarta in learning English online during the COVID-19 pandemic.
2. To investigate the demotivation factors of the ELED students in private university in Yogyakarta in learning English online during the COVID-19 pandemic.

The Significance of the Study

The researcher hopes that this research will give benefits to the teachers, the students, the parents, and the researcher.

Teachers

The teachers will get the benefit from this study because they will know about both factors that can increase and decrease the students' motivation in learning English online during the COVID-19 pandemic. Then from that information, the teachers can improve the teaching strategies to make the learning process better, avoid using methods that lead into demotivation factor, and

implement methods that can increase students' motivation to learning English online during the COVID-19 pandemic.

Students

The students will get the benefit from this study because they will know how to improve their self through knowing the factor that can increase and decrease their motivation to learn. They can solve their own problem so that they will have spirits to learn English online during the COVID-19 pandemic.

Parents

The parents will get the benefit from this study because they will know what kind of factor that can increase and decrease the motivation of their children in learning English online during the COVID-19 pandemic. Parents can support their children to learn, know the condition of their children and control them to do the learning process maximally.

Researchers

The researchers will get the benefit from this study because they will have reference for further research in the same field and become the comparison towards the theory obtain in the ongoing learning process at that time. It can also be a new insight for the researchers regarding to the factor that can increase and decrease the students' motivation in learning English online during the COVID-19 pandemic.

Organization of the Chapter

This study consists of five chapters. The first chapter of this study is introduction which explains about the background of this study that elaborates the reason why the researcher wants to conduct the research on the investigation of students' motivation during learning English online during the COVID-19 pandemic. Then it is continue with identification of the problem and delimitation of the problem. The problems are identified into two research questions, first "What are the motivation factors of the students in learning English online during the COVID-19 pandemic?" second, "What are the demotivation factors of the students in learning English online during the COVID-19 pandemic?" Thus, the aim of this study is to determine the motivation factors and the demotivation factors of the students in learning English online during the COVID-19 pandemic. The significant of the study describe the benefits of this study for the teachers, for the students, for the parents, and for the other researchers.

The second chapter discusses the review of some theories and the previous studies in order to support the researchers' study. There are a few key points in a literature review. They are the definition of online learning, online learning in COVID-19 pandemic, types of online learning in COVID-19 pandemic, factors influencing online learning during the COVID-19 pandemic, definition of motivation, motivation in learning English, type of motivation in learning English, definition of demotivation, demotivation in learning English, motivating factor in online learning during COVID-19 pandemic, and demotivating factor in online

learning during COVID-19 pandemic, review of related study, and conceptual framework.

The third chapter presents the methodology in conducting this study. There are some points of this chapter. The first is research design which describes the phenomenology to conduct the study by using qualitative approach. The second is research setting which describes the setting of place and the setting of time that was at an English Language Education Department (ELED) of a private Islamic university in Yogyakarta started to conduct the data in 8th semester of study in 2021/2022 of school year. The third is research participant of the study which is ten student's batch 2018. The fourth is data collection method which describes the data was obtained by interview. Then the research instrument that used is interview protocol mobile phone and notebook. The last are data collection procedure and data analysis which describes how the researcher collects and analyzes the data.

The fourth chapter is finding and discussion. This part presents the result of the study that answers the two research questions this study. The result showed that seven factors can motivate students to learn English online during the COVID-19 pandemic: ambition factor, learning atmosphere factor, flexibility factor, and grade factor, interesting teaching method, interactive lecturer, and supportive parents and friends. Then, seven factors can demotivate students in learning English online during the COVID-19 pandemic: individual, assignment, strict lecturer regulation, learning facility, the monotonous teaching method, less interactive lecturer and unsupportive parents and friends. Furthermore, three

factors are categorized in motivation and demotivation factors of students: lecturer factor, teaching method factor, and parents and friends.

The last chapter is conclusion and recommendation. This chapter presents the summary of this study and suggestion. The conclusion of the chapter provided based on the result of the study. Then continue with the recommendation for lecturers, institutions, students, parents, and other researchers.