

Chapter One

Introduction

This chapter is going to talk about identification of the study investigating EFL students' motivation during online class in one of private university in Yogyakarta. There are six points of the introduction: Background of the study, delimitation of the problem, research question, the objective of the research, the significance of the research, and organization of the research.

Background of the Study

The development of online learning has completely changed how students studying English as a Foreign Language (EFL) communicate during the material they are learning. The existence of motivation with the right target, such as good support and precise suggestions that students can accept, positively supports the energy in learning. Study by Alizadeh (2016), students can improve the learning of a second language easily with the right motivation and is declared successful in learning. Learning success was obtained because the students were motivated in separate ways. Such as a student's motivation, which comes from within to accomplish something for self-satisfaction and is unaffected by rewards from outside sources. The desire to receive a reward or present can also serve as a source of motivation. Motivation would also be very much welcomed by students if motivation is linked to activities that students want and are affordable. According to Ihsan (2018) stated that motivation is a term without tangible reality, inspiration we cannot see but behaviour.

When taking an online class, student learning motivation is crucial. If student motivation is strong and comes from inside, whether they learn online or in person won't be a problem. Students can now have greater learning freedom thanks to online classes, enabling them to study whenever and wherever they want. This educational innovation addresses the issues with the diversity of available learning resources by providing a learning activity. The qualities of the online class will determine whether a model or learning resource is successful. One of the reasons why online class is due to their motivation (Ritonga & Ramadhani, 2020).

Students' current levels of motivation are thought to be learning factors that affect how well they learn. The key factor influencing whether learning a foreign language is successful is students' motivation, according to the findings of several studies on this topic. Language learning motivation might vary. An someone can learn a foreign language if they are interested in doing so. For instance, if they wish to work in a foreign country, they must learn the language there. A person may also decide to learn a foreign language in order to become more familiar with another country's culture. A person's motivation to learn a foreign language, particularly an international language like English, which makes it simple to get work, is another motive that is quite likely to surface.

The Online Class regulation is in force to all education institutions. It is undertaken the learning from traditionally face-to-face approaches to remotely digital platforms. On one hand, Online Class was reported beneficial for students because they had high interaction to rich learning materials regardless time and

place as well as high opportunity to experience digital learning programs (Firman & Rahayu, 2020). Additionally, there was a lot of engagement between teachers and students as well as between students themselves through virtual communication, creating a huge capacity for information and experience sharing (Pakpahan & Fitriani, 2020). The utilization of computer technology in the online teaching and learning processes raised teachers' and students' excitement for participation, which in turn improved their computer literacy (Dasrun & Noeraida, 2020). On the other side, online classes were also said to have drawbacks. Because they had so many assignments to do in a short period of time, the students claimed that taking an online course was to blame for their health issues, such as weariness, headaches, and fever. Others claimed that prolonged staring at computer or phone screens had damaged their eyesight. Financial difficulties also affected students because they had to purchase large amounts of credit for online quotas (Simamora, 2020). However, both benefits and drawbacks that affected students' effectiveness in learning were directly correlated with their level of motivation in an online course.

There have been more complaints of students' declining learning performances and enthusiasm in online classes as a result of these difficulties in online class (Hendrawaty, 2021). A considerable lack of preparation, involvement, and reduced breadth of classroom activities in online classes are revealed by research. Additionally, issues with the reliability of the internet and energy, a lack of students' attention perseverance, and their ability to grasp in online lectures were all mentioned as contributing explanations for this decline in students'

comprehension and interest in such virtual classes (Gustiani, 2020). Although a considerable amount of relevant research has been reported here on the learning process and performance degradation in online class in Indonesia due to ongoing challenges, the direction of motivation and the impact on such direction Studies examining causal factors are lacking in online EFL classes among students in one of private university in Yogyakarta.

Distance education is a way of remote training without regular face-to-face tutor communication during a crisis (Burns, 2011). Online class is a transitory switch from one modality of instruction delivery to another because of emergency situations. It used to be possible to take online tutorials, communicate with the instructor using social media or a learning management system, and study from both text and online resources without ever seeing the instructor or other students in person.

Successful distance learners are independent learners who take charge of their education (Fidyati, 2016). They seek help from a variety of sources, other students, and their teachers. They actively try to adapt their learning style and read outside the core materials to identify problems. Because of this, teachers must improvise even though the situation is not ideal (Meiers, 2007). Not all aspects of the well-designed online education system are implemented in the activities that are developed and delivered in response to the changing scenario.

The drawbacks of online class had mentioned by a lot studies. (Abramenka, 2015) presented the findings that some students were unwilling to sign up for another online class because of the obstacles. Study by Octania (2017), Students

will be more engaged in online class if they are more motivated, which will result in greater learning outcomes. Additionally, there are certain disadvantages to taking classes online, including difficulties with retaining information and perhaps monotonous interactions in the classroom that demotivated students.

Online class are crucial for giving teachers, schools, and other English students valuable knowledge about how to handle such a challenging learning scenario. The purpose of this study is to examine students' factors how they motivated for participating in online classes as well as their problems during the EFL online class in one of private university in Yogyakarta.

Despite a number of studies concerned with motivation in online class learning, the issue of students' motivation during online class has not been sufficiently addressed. Based on the researcher's prior experience with EFL students at one of university in Yogyakarta, they mentioned that online class very challenging. Like sometimes they don't want attend the online class because they have some important schedule despite there is online class in that day or they might have low motivation because they sleep schedule was ruined because night activities. And in other cases, students when they are at home feels they doesn't have motivation to joining online class because of helping parents' job or the choose to going out with their friends. Online class it was like second option when they have activities that can please them at home. Therefore, they put aside taking online classes. The reason is because they can manage their maximum schedule of absences online class. That is an important reason why the study of EFL students' motivation during online class at private university in Yogyakarta need to be

done. Even though it has been a lot study that discuss this topic, but students' motivation still on their level of low motivation and there is several factors that makes students in their low level of motivation for joining online class. The researcher chose students' motivation because motivation is very important for students. They need some motivation in many ways to accept that online class is the future of learning technique.

Identification of the Problem

Based on the experiences of the researcher and also observations made on students of ELED, the researcher found several problems related to the research topic according know investigating EFL students' motivation during online class in one of private universities in Yogyakarta. The first thing is motivation in learning activities is very necessary because someone who does not have motivation in learning will not be able to carry out learning activities. Therefore, learning motivation needs to be instilled in oneself. There are students that are very and poorly motivated, thus there is no doubt that each student's motivation is varied. For students who lack drive, this is obviously no longer an issue because poor motivation is extremely comprehensible given the subpar teaching techniques. But in realities there are still many students who have high learning motivation, this can be influenced by several factors.

Students' motivation in joining online class has many factors like example the frequents problem are come from the technology it is. How the internet always lagging or sometimes there is power failure at their location in joining class. The drawbacks of online class make the students' have a low motivation during online

class. But, in online class the situation or atmosphere of the class sometimes make the students' feel bore and they choose to fall asleep during that class. And then the socialization in online class is quiet, there interaction between teacher and students are less and otherwise, between student to student too. Because of the less of interaction that makes the class feel boring as mentioned before. Those problems are going to relate to their motivation during online class.

What and how are their motivations in dealing with Online Class which, is required to start new things related to Online Class. Which, this situation has an effect on the standard of learning since students who once engaged face-to-face in the classroom must now do it virtually in a constrained environment. Having interesting facts regarding inconsistency effects of EFL students' motivation in Online Class in one of private university in Yogyakarta, this study is intended to know the motivation of EFL students in one of private university in Yogyakarta.

The final is whether student motivation has an impact on Online Class during this epidemic. Since having lots of free time will affect every EFL student's attitudes, thoughts, and sentiments in this epidemic, how internet media platforms may help improve student motivation to study more actively or vice versa.

Delimitation of the problem

This study research is focused on how students' motivation in joining class and what factors motivate students to joining online class. In investigating motivation for learning English through online class is more focused on EFL

students in one of private university in Yogyakarta who more discussed in learning English. This research focus on what students' motivation it is like the intrinsic motivation or the extrinsic one. And then, what motivational factors that affect student to joining online class. While there are various forms of EFL students with specific motives, there are certain parallels which would help the encouragement of EFL students to Online Class.. Through understanding the effort, the desire and the effect for each student of the EFL.

Research questions

Based on the background of the research above, this research gives information about the students' motivation during online class. The problem in this research can be formulated as follow:

1. How are EFL students' motivations toward English online class?
2. What factors that make EFL students motivated in joining English online class?

Objectives of the Research

Based on this study regarding investigating students' motivation and the elements affecting students' motivation toward English Online Class achievement in one of private university in Yogyakarta, a purpose is conducted for this study to:

7. Investigate EFL students' motivations towards online class in one of private university in Yogyakarta
8. Find out the factors that make EFL students motivated in joining English online class in one of private university in Yogyakarta

Significance of the Research

In this study, the researcher hopes can underline many advantages and decent benefaction for the reader, for instance, the researcher, the teacher.

For others researcher. Hopefully with this study, the researcher will take good knowledge about how motivation in learning take effect during online class and learning develop what is in the analysis segment. The study may also turn this review into a guideline for future studies.

For the teacher. With this study, the researcher hopes the teacher will get adequate knowledge of how motivation in learning take effect to students during online class explains it. By keeping this study as a teacher's guide, the instructor will enhance the learning way that is perfect for students.

For the institution. The researcher hopes that through this study, the institutions for university will get adequate knowledge of how motivation in learning take effect to students during online class.