

# **CHAPTER I**

## **INTRODUCTION**

This chapter discusses the background of the research. It covers research background, research question, research purposes, research significance, and terminology.

### **1.1 Research Background**

Several countries were shocked by the discovery of a disease that could attack the wider population with a significant number of cases at the end of 2019. The World Health Organization (WHO) then announced the Novel Corona Virus (2019-nCoV) outbreak, human-to-human transmission of respiratory viruses, as a Public Health Emergency of International Concern (PHEIC) on January 30, 2020 (World Health Organization [WHO], 2020). The transmission is very worrying to adults and young people because the virus attacks the lungs. Surprisingly, young people were found to be protected from severe or fatal infections (Abdulmir & Hafidh, 2020), but once they have close contact with one another, they can be a new cluster to spread the virus. Due to the ease in which COVID-19 spreads in schools, schools have been closed to students. This was the main factor for school closures around the world. Viner et al. (2020) argued that school closures could reduce the spread and the number of cases during a pandemic, leading to fewer deaths.

When students are unable to attend school, the alternative is to switch from traditional to online learning (Basilaia & Kvavadze, 2020). Traditional learning is the same as face-to-face learning because the teacher uses books and blackboards

as teaching aids in the classroom (Basilaia & Kvavadze, 2020). In Indonesia, the Ministry of Education, Culture, Research, and Technology has provided online learning on the impact of school closure in Circular Letter No. 4/2020. This authority's impact is the changed method of learning from face-to-face to online learning since the Covid-19 pandemic attacked almost all countries. Germann et al (2019) argued that the primary community setting for transmission is a school. As a result, minimizing virus transmission in schools is the most effective way to slow virus spread before vaccinations. Thus, with all of the difficulties and challenges, technology-based learning is essential for maintaining learning continuity during this pandemic period (Rayuwati, 2020). No matter how difficult the situation, education must always be considered essential for the teacher and students.

In addition to the online learning function to prevent the spread of Covid-19, the teachers were required to start teaching remotely in a short period of time as a result of this unprecedented situation, despite the fact that most educational institutions, their digital learning environments, and their support systems were not totally ready (Van Der Spoel et al., 2020). Moreover, there are several drawbacks to online learning, such as lack of internet connectivity, poor technology, inadequate communication and interaction between students and teachers, and decreased students' motivation (Adnan & Anwar, 2020; Yusuf & Al-Banawi, 2013). These difficulties can be resolved with the help of teachers who should adapt their teaching methods to the needs of the students (Coman et al., 2020). Motivation, in particular, needs encouragement from the student himself as the intrinsic and the teacher and the environment as the extrinsic motivation.

Even though the technologies are so close to society, not all regions feel the same. Many rural areas got distressed because of fewer handphones, expensive data packages, or poor internet connections. Many parties (teachers, parents, and students) admit that learning from home is quite challenging because the learning system in Indonesia, especially in rural areas, is not used to a computer-based system, let alone an internet connection network (Rayuwati, 2020).

An effective and continuous effort is needed to carry out the educational process between teachers and students. One of the teacher's duties in the teaching and learning process is giving the assignments that students must do at home. Giving assignments can improve student learning achievement due to the repetition of what has been learned at school (Prihantini, 2018). During the pandemic, doing foreign language assignments would not be easy because students would have to learn about its structures and rules. They should learn the English subject by themselves with direction from the teacher. Students might find difficulties due to they needed to learn individually, or the constraints by handphone, data packages, and internet connection. When students completing their English assignments, the English teacher might get difficulties to control students in learning and complete its assignments.

With all the struggles, such as the expensive data packages and a poor internet connection, students should force themselves to have motivation when doing their assignments in online learning, especially English assignments. The students do it because they may want to obtain a reward or avoid punishment. Disciplined and intrinsically motivated students will desire and carry out learning

activities more diligently to achieve the expected learning achievements (Lestari & Miftakhul'Ulum, 2020).

Motivation can be a powerful spirit for the students to learn English. Indeed, motivation to learn English is crucial. Intrinsically motivated students can always make exemplary achievements in learning foreign languages, while students without intrinsic motivation are often defeated in language learning (Long et al., 2013). In this case, intrinsic motivation opens the opportunity to achieve all the goals because it arises the desire to do the best for themselves.

After undertaking a pre-observation at class X in SMAN 1 Sajingan Besar, the researcher discovered that the English teacher had practiced the online learning to her students during the Covid-19 pandemic. The teacher gave the English material and assignments for such a practice through WhatsApp for students with handphones, good internet connections, and data packages. In contrast, the students who did not have it came to school to take both material and the assignments because some students do not have handphones. To overcome the problems, the students borrowed their family member's handphones. This situation caused them not to be able to complete the assignments on time; besides, some students did not complete them. However, the constraints should not make students fail to complete their assignments if they have high motivation. If it is low, even though they have facilities in learning English, students may fail or not be good at completing the assignments. Therefore, the students need to have high motivation in learning English. With all the existing phenomena, the researcher investigated the students' motivation in completing English assignments in an online learning mode.

The study on motivation is not new, there are several studies that have been carried out related to motivation in online learning, such as a study by Mulyani (2020), who analyzed students' perception and motivation toward English E-learning during the Covid-19 pandemic. The subjects involved in this research were 64 tenth graders. The researcher used qualitative and quantitative techniques and used interviews and questionnaires to collect the data. The result showed that E-learning in the pandemic era is effective during social distancing and flexible to access anytime and anywhere. It proved that E-learning got positive perceptions from the students. Moreover, the students are motivated and excited in learning English through E-learning because they have realized the benefits of learning English.

Another study by Gustiani (2020) conducted a case study research using a qualitative approach to discover the students' motivation at the English Department of Sriwijaya Polytechnics toward their online learning during the Covid-19 pandemic. Eight students participated in individual interviews, and 14 participated in focus group interviews to collect the data. This study has revealed that students' motivation in the English Department at Sriwijaya Polytechnics was highly motivated by internal factors in their online learning. The student's participation in online learning resulted from their self-decision, interest in learning English during the pandemic, and ambition to learn and gain new knowledge.

In this study, motivation became the center of discussion using Self-Determination Theory (SDT). It is a theory of human motivation and outlines three fundamental distinctions; intrinsic, extrinsic motivation and amotivation. The

theory is used because it focused on how motivation influences a student's desire to do the best for their learning. The students at class X in SMAN 1 Sajingan Besar stayed at home during the pandemic while they were used to living in the school dormitory. Further, they were located in different areas with various technical problems such as the internet connections, handphone, and limited data packages. Previous studies have focused on analyzing students' motivations in online learning, which is similar to this research. However, this study was slightly different from the above studies because there was little published research on describing students' motivation when they completed their English assignments, particularly when they faced Covid-19 pandemic at class X.

The researcher chose this class because they faced the Covid-19 pandemic when they registered for senior high school. Due to their experience in learning and completing English assignments in junior high school, it is necessary to research their motivation while completing their English assignments. Even though they face constraints in online learning, they are supposed to complete their English assignments based on their desire and interest to learn English. Hence, the researcher conducted descriptive research on 68 students in class X in SMAN 1 Sajingan Besar, Sambas.

## **1.2 Research Questions**

- 1.2.1 In online learning, how high is students' level of motivation in completing their English assignments?

- 1.2.2 In online learning, what types of motivation do the students apply the most in completing their English assignments?

### **1.3 Research Purposes**

- 1.3.1 To identify how high students' level of motivation in completing their English assignments in online learning
- 1.3.2 To identify types of motivations that students apply the most in completing their English assignments in online learning

### **1.4 Research Significance**

- 1.4.1 For the English teacher, this research gave an overview of students' motivation, so the teacher can know what encouragement caused students to complete their English assignments in the pandemic era.
- 1.4.2 For the students, particularly the tenth-grade students, are expected to realize the importance of intrinsic motivation to learn English. Not only getting a good score in an English subject, then the English skill can be acquired.
- 1.4.3 For the other researchers, the research result is expected to be a beneficial reference for the other researchers that would like to conduct a similar topic to discover students' motivation in online learning.

### **1.5 Terminology**

#### **1.5.1 Motivation**

Motivation is defined as a person's strength (energy) in accomplishing an activity that can generate a level of persistence and enthusiasm, and it may

come from both within the individual (intrinsic motivation) and outside the individual (extrinsic motivation) (Kompri, 2015).

#### 1.5.2 English Assignments

English assignments are the assignments assigned by the teacher to students to be completed out of school hours to assess students' understanding of English.

#### 1.5.3 Online learning during Covid-19

Online learning during Covid-19 is a teaching-learning method using technology applied by schools to reduce the spread of the virus.