

CHAPTER I

INTRODUCTION

1.1. Research Background

The Novel Coronavirus (Covid-19) has changed over many sectors of human life, especially in education. Public education places such as schools and universities should adopt the teaching transition from direct learning to online learning (learning from home), regarding the Government of Republic Indonesia through the Ministry of Education and Culture Circular Number 4 of 2020 about the implementation of education policies in the emergency phase of Covid-19 disease in directing to learning from home (Arifa, 2020).

There were many problems happened during the process of online teaching and learning. A study from Gustiani (2020) stated that students feel demotivated when doing the online learning because of the electricity problem, delay voice, bad signal, and unclear pictures. Those conditions impacted the students' belief and ability in understanding the learning material. In addition, study from Nufus et al., (2022) stated the problems that happened to students in MTSN 1 Serang City were the atmosphere in online learning is really different with offline learning. Sometime when the teacher conducted online learning, the students were struggle with internet connection, limited internet quota and bad signal that showed them the disadvantages of online learning. The problems with internet connection like bad signal are usually happened on rural area school, but it rarely can be happened on urban area school.

Even though online learning caused many problems during teaching and learning process in some schools or areas, online learning also have many advantages and benefits for the teachers and the students. A previous study from Gustiani (2020) stated that online learning was driven by the students' ambition and enjoyment to learn English in a new method. The students enjoyed joining online learning because they learned something new by using digital platforms that motivated them to attend the class. Another study from Nufus et al. (2022), stated online learning created students' positive perception because the effort from their teacher in distributing the English materials was easy to understand.

The problems during online learning also happened in SMP Negeri 2 Selat, in Peringsari village. Peringsari village is located in Selat Sub-district, Karangasem Regency, Bali Province. Peringsari village was categorized as a rural area based on the Indonesia Central Bureau of Statistics (Badan Pusat Statistik, 2010), it showed on the location of the village is 21 km away from Amlapura city, the capital of Karangasem regency. Based on the pre-interview that has been conducted with the English teachers and the students, both of them have same problems with internet connection and unsupported learning technology (smartphone, laptop, and computer) to be used in online learning. However, teachers found the solution to those problems by providing the learning material and assignment that was easily accessed and understood for the students to keep their motivation in online learning. Based on those previous studies and the example of online learning in rural area school, online learning has positive and negative impacts for the students' motivation in learning English.

Motivation is probably the crucial factor to improve the students in learning something (Williams, 2011). Ryan & Deci (2000) was categorized three kinds of motivation in self-determination theory, namely intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation refers to someone's action that comes from internal factors such as interest and enjoyment. Meanwhile, extrinsic motivation refers to someone's action that comes from external factors such as rewards and punishment. In contrast, amotivation refers to an action that has been done by someone without intentions. For example, those kinds of motivation impacted the students' motivation in English classrooms in Thailand. The study from Vibulphol (2016) stated that the students in some of Thailand's schools had an internal interest in learning English, although few of them showed a lack of motivation. In problem-solving, the teachers used a variety of motivational strategies to support the students' motivation.

To face the problem in learning process related to the students' motivation, teacher can use motivational strategies as the solution. According to Madrid (2002), motivational strategies are the strategies used by the teacher to support the students' motivation in learning process. A study from Madrid as cited in Bernaus et al., (2009) found that in increasing the students' motivation in learning, the teachers could apply the motivational strategies such as by using new technologies like audio-visual resources, satisfying the students need and interest, creating group work, giving praises, rewards, and good grade for the students who has actively participated in class. In addition study from Ambarwati & Mandasari (2021) stated that to enhance the students' motivation, the teacher must be able to conduct various teaching strategies to cope with both students' intrinsic and

extrinsic motivation. It can be concluded that motivational strategies help the teachers to support the students' motivation in learning process. The stronger motivational strategies used by the teacher, the more it affected to enhance the students' motivation.

After 2 years of Pandemic Covid-19 in Bali, the Head of Disdikpora Karangasem confirmed that schools in Karangasem can conduct 100% direct learning regarding SE Pemkab Karangasem No. 421/1215/Disdikpora/Set about the Guidelines for providing education during Covid-19 (Ayu, 2022). The direct learning is conducted on March 14 2020 because the case of Covid-19 in Karangasem has been lower and is now at level 2, but the schools have to keep providing health protocol during the learning process.

It also happened in SMPN 2 Selat as the only junior high school in Peringsari village that conducted direct learning. Based on the pre-observation and pre-interview with the English teachers that conducted in the school on April 5th 2022, the transition from online learning to offline learning (learning in the classroom) caused a new challenge for English teachers namely students' motivation. Students' motivation in learning English at school was different from learning English through online learning, especially for 56 ninth-grade students who learned English as a compulsory subject from seventh-grade by online learning during Covid-19 pandemic and now shifting to direct learning in the classroom. The problems that happened after the transition from online to direct learning in the classroom are the students have low enthusiasm during learning English in the classroom, only a few students who responded to the teachers'

question during learning process, and lastly some of students did not bring their textbook and homework in English class.

During the teaching and learning process in the classroom, the teacher tried to create positive atmosphere and creative ways in teaching English to the students. Some students gave positive respond or enthusiasm and some did not, so the teacher kept to maintain the students' motivation to focus during learning English in classroom. After the class finished, the researcher did interview with the teachers to confirm the problems that happened during the teaching and learning process. The teachers said that some of students have low motivation in learning English due to the factors such as they did not think English matter is really important to study, they just learned English to graduate high school and they did not interest in learning English. As the teachers, they have tried their best to teach English whether the students have low motivation or amotivation.

Looking at this case, there might be the other factors that caused those problems during the transition from online to direct learning especially the students' motivation in learning English and how the teacher solved those problems in rural area school. In order to know the factors, this study focused to investigate the level of students' motivation had by ninth grade students during the transition to learn English in the classroom and the English teacher's motivational strategies. By investigating the level of students' motivation in learning English and the motivational strategies used by teachers to enhance their motivation, the researcher hopefully can find the major factors that caused the problems of ninth-grade students' motivation during learning English in SMPN 2

Selat and provide the solutions that could help the English teacher providing proper strategies to enhance the students' motivation.

1.2. Identification of Problem

After 2 years of Covid-19 pandemic, the 56 ninth-grade students who had learned English by online learning from the seventh-grade are now learning directly in the classroom. The students' motivation in learning English from online to direct learning might be different related to many factors that happened during the learning process especially in rural area schools. SMPN 2 Selat is located in Peringsari village, Selat Sub-district, Karangasem Bali. Based on the background of study, the English teacher in SMPN 2 Selat had mentioned the challenge that happened to the ninth-grade students during the transition from online to direct learning is related to the students' low motivation. It can be seen from the previous observation, the students have low enthusiasm during learning English in the classroom, only a few students who responded to the teachers' question during learning process, and lastly some of students did not bring their textbook and homework in English class. Related to the problem, this study is focused to investigate the level of motivation had by the ninth-grade students of SMPN 2 Selat during learning English in the classroom and the teacher' motivational strategies in enhancing the students' motivation.

1.3. Scope of Study

This study is limited to the ninth-grade students and an English teacher of SMP Negeri 2 Selat. The focuses of this study are to investigate the level of students' motivation during the transition of learning English in classroom and the teacher's motivational strategies used to enhance the students' motivation.

1.4. Research Problem

Based on the background of the study described above, the research questions in this study are:

1. What is the level of motivation had by the 56 ninth-grade students in SMP Negeri 2 Selat during the transition of learning English in the classroom?
2. How did the teacher apply motivational strategies to motivate the 56 ninth-grade students during the transition of learning English in the classroom?

1.5. Research Purpose

Related to the research problem, the aims of this study are:

1. To investigate the level of motivation had by the 56 ninth-grade students in SMP Negeri 2 Selat during the transition of learning English in the classroom.
2. To investigate how the teacher applied motivational strategies in enhancing the 56 ninth-grade students' motivation during the transition of learning English in the classroom.

1.6. Research Significance

This study is expected to give theoretical and practical significance. The theoretical and practical significance can be described as follows.

1.6.1. Theoretically

The result of this study is expected to enrich literature related to the students' motivation and the teacher's motivational strategies especially in learning English in rural area schools. This study is provided some theories and empirical reviews as the stems to create the beneficial and useful research, then in the future this study could be the inspiration and source for the next research.

1.6.2. Practically

- a. For teachers, the result of the study is expected to be a reflection and preparation for English teachers to motivate their students during learning English by using motivational strategies related to the problem they faced in teaching and learning process.
- b. For students, the result of the study is expected to know their level motivation in learning English and how to maintain and increase their motivation during the learning process. The students are also expected to know the reason and the importance of learning English that could help them in the future.
- c. For the other researchers, the result of the study is expected to provide new theories and references for further study related to the student's motivation in learning English in rural area schools and the teachers' motivational strategies.

1.7. Definition of Key Terms

1.7.1. Conceptual Definition

a. Motivation

Deci & Ryan (1985), described motivation as the factor that forces someone in doing something. There are three kinds of motivation according to self-determination theory, namely intrinsic motivation, extrinsic motivation and amotivation (Ryan & Deci, 2000). Intrinsic motivation refers to someone's action that comes from internal factors such as interest and enjoyment. Meanwhile, extrinsic motivation refers to someone's action that comes from external factors such as rewards and punishment. In contrast, amotivation refers to an action that has been done by someone without intentions.

b. Motivational Strategies

According to Madrid (2002), motivational strategies are the strategies used by the teacher to support the students' motivation in the learning process. Motivational strategies can enhance the students' motivation during learning activity in the classroom. In addition, Vibulphol (2016) stated that the teachers' motivational strategies are suggested to be used to enhance students' motivation in learning English.

c. Rural Area

The rural area is an area that has few buildings with low population density. Most people in the rural areas work in agriculture. Badan Pusat Statistik (2010) defines rural as a territorial area with a population that is not in an urban area. In addition, Khulel & Wibowo (2021) stated that the

location of rural can be isolated in cultural, psychology, professional, and geographic.

1.7.2 Operational Definition

a. Motivation

Motivation is the eagerness or reason of the students to learn English. Motivation is crucial because it can influence the students to do or learn something. Without motivation, the students would not know the importance of learning English for their life and the reason why they have to learn it.

b. Motivational strategies

Motivational strategies are the strategies used by the teachers to motivate their students in learning English and to provide the essential reason why learning English is important for them. Vibulphol (2016) stated the number of motivational strategies used by the teacher to motivate the students in Thailand schools such as the teachers motivated their students to learn together by using whole class strategy, the teachers gave immediate feedback by using external motivation sources like rewards and punishment, and the teachers used controlling strategies to support their students' motivation more than autonomy-support strategies.

c. Rural Area

Peringsari village is a rural area with most population working in agriculture and having limited access and facilities to the large city. Peringsari village was categorized as a rural area based on the Indonesia Central Bureau of Statistics (Badan Pusat Statistik, 2010), it showed on the

location of the village is 21 km away from Amlapura city, the capital of Karangasem regency. SMPN 2 Selat is the only one Junior High school that located in Peringsari village.

