

# CHAPTER I

## INTRODUCTION

The researcher outlines the study's background; of the study, problem identification, problem limitation, research problem, purpose and significance of the study

### 1.1 Background of the Study

Covid-19 has spread throughout the world since 2019 until now. Covid-19 has had a considerable impact on daily activities, the economy, and also on the world of education. Facing the impact, the government has provided various policies to prevent the spread of the COVID-19 virus. The policy given by the government is staying at home and social distancing, all people should work and study from their home rather than doing all their activities outdoors. This is done to prevent the spread of the COVID-19 virus and to limit activities that usually require large gatherings of people. The treatment of restrictions on activities outside the home has greatly impacted the economy and is now also being felt in the world of education. Education field is one of the most affected fields by the COVID-19 virus, where students have to carry out distance learning (online). This has been done in various countries that have been exposed to the virus, learning is done online in an effort to reduce interaction with many people (Abidah et al., 2020). Learning activities that used to be done face to face are now fully online. This is expected to reduce the spread the Covid-19 virus. Online learning is the only solution to continue education in the midst of a pandemic. in continuing education. Online learning is a teaching and

learning activity that is carried out remotely using electronic media such as laptops, computers, cellphones, and also using an internet connection. Online learning can help the students in continuing the learning process easily.

Online learning is the solutions in the Covid-19 situation for the world of education so that students can continue learning. In addition, online learning provides various advantages and disadvantages for students who participate in learning during the covid-19 pandemic. The advantages of online learning that are obtained by students such as able to access learning materials easily, being able to search for more extensive information; students can also send their work, and receiving feedback online. Students can interact with their friends online and join online activities (webinars) that provide more knowledge (Slavin & Storey, 2020). Students can access complete information and can follow learning anywhere and anytime. Students can set their own pace and progress in learning according to their skills and abilities (Slavin & Storey, 2020). However, with the various advantages of online learning, there are also various disadvantages for students. Some students did not have the supporting media to help them learning in this online era. In addition, internet connection is also one of the obstacles for students in participating in online learning. School closures and the implementation of distance learning also negatively impact students, such as spending less time studying. Students will feel stressed because they cannot follow learning well and cannot concentrate appropriately due to distractions around them.

Online learning becomes less effective because there is no direct face-to-face interaction between teachers and students and no essential personal interaction (Al Rawashdeh et al., 2021) Unstructured and improperly delivered instructions can lead to learning and information overload. This causes a decrease in students' learning motivation to participate in learning English.

Learning English, especially for junior high school students, has been affected by the Covid-19 virus. English is a subject that we have been learning since we were at the elementary school (Valentino et al., 2021). Therefore, it is expected that students can speak English correctly and adequately because this can positively impact students, such as can study abroad in English or can make student easier to speak with foreigners (Valentino et al., 2021). Since participating in online learning, especially in learning English, junior high school students have faced internal or external difficulties, which affect the student's learning process and learning motivation (Nurhakiki & Sari, 2021). As in this study, the researcher found that online learning reduced student motivation and inflexibility, and the student learning environment became a challenge for students (Nurhakiki & Sari, 2021). This affects the students' learning process and student motivation in participating in online English learning.

Student learning motivation is one of the essential factors in determining student success in following the learning process (Thahir et al., 2020). According to Thahir et al. (2020) student learning motivation is an encouragement from within or outside students to achieve the desired goals.

Motivation has two types, namely intrinsic and extrinsic motivation. According to Ryan and Deci (2000), intrinsic motivation is a motivation that comes from within for the desired goal and without any external driving factors. Extrinsic motivation is a desire influenced by external encouragement such as rewards, praise, punishment, etc, (Ryan and Deci, 2000). However, the impacts and shortcomings obtained in online learning can affect student motivation, such as their inability to focus on learning, being inactive during learning or reduced interest in learning, feeling bored quickly, and not having quality time to learn (Thahir et al., 2020). Therefore, factors can reduce motivation, both internal and external.

The same happened to the target school used for the research, SMP Negeri 6 Singaraja. Based on pre-observation, the researcher found a case on students' learning motivation during online learning, namely the reduced motivation of students in English learning online. Things that cause a decrease in student learning motivation are not having technological tools such as cellphones or laptops to participate in online learning, learning materials that are difficult to understand because teachers only provide power points and videos, unstable internet connections, and various disturbances experienced when studying at home which causes not focus on participating in online learning. With the results obtained from pre-observation, this study aims to examine student motivation and the factors that reduce student motivation during online learning at the junior high school level. Researchers find things that can be researched based on several previous studies and cases found in schools that are used as

research. Namely, students' intrinsic and extrinsic motivation during online learning. Therefore, to fill the gap, the researcher examines it with "Analysis of Junior High School Students' Motivation in Learning English Online During the Covid-19 Pandemic".

## **1.2 Problem Identification**

Based on the background described above regarding junior high school student's motivation to learn English online during the covid-19 pandemic, researchers can identify the problems faced as follows:

1. Motivation is an essential factor for students in participating in online learning.
2. Online learning activities have an impact on student motivation because some several factors that can cause students to feel less motivated.
3. Factors or obstacles faced by students that can make them feel less motivated and lack interest in learning and participating in online English learning activities during the pandemic

## **1.3 Research Limitation**

This research only focuses on Junior High School Students' motivation to learn English Online during the Covid-19 Pandemic. This study would examine some 7-th graders at SMP Negeri 6 Singaraja.

## **1.4 Research Problem**

1. What are the factors that can make junior high school students feel less motivated in online English language learning during Covid-19 Pandemic?

## 1.5 Objective of the Study

### General Objective

1. In general, this study will analyze junior high school students' motivation when learning English online during the Covid-19 Pandemic.

### Specific objective

1. This study analyses the factors that cause students to feel less motivated to participate in online English learning during covid-19.
2. Explain the factors influencing students' motivation to participate in online English learning during covid-19.

## 1.6 The Significance of the Study

The results of this study are expected to provide benefits for several parties as follows:

### 1.6.1 Theoretical Significance

Theoretically, this research is expected to provide an idea about the factors that cause a student to feel less motivated to participate in online English learning during the pandemic. In addition, this research is expected to help understand the factors inhibiting student motivation.

### 1.6.2 Practically

#### 1.6.2.1 For the teacher

For the teacher to find out the factors that can hinder student motivation. The teacher can later assist students in developing and building student motivation during online learning.

#### **1.6.2.2 For students**

The results of this study can be used as an insight into the factors inhibiting students' motivation during online learning. Therefore, these factors are expected to be avoided by students.

#### **1.6.2.3 For School**

The results of this study can be used to help increase student motivation which is reduced during online learning.

#### **1.6.2.4 For other Researcher**

The results of this study are expected to be helpful and assist researchers in conducting the same research regarding the motivational factors of students in participating in online learning during the pandemic as material for comparison and providing additional insights for the research conducted.

