CHAPTER I

INTRODUCTION

This chapter presents the general explanation of this current study. Those are research background, problem identification, research limitation, research questions, research objectives, and research significances.

1.1 Research Background

EFL pre-service teachers are the prospective English teachers who will educate the students by sharing knowledge, thought, skill, and experience in the educational environment. Moreover, English is necessary in the academic area to develop carefully to make the students able to communicate in English (Fandiino et al., 2019, p. 1). Sant & Elt (2018, p. 203) state, a teacher must be skillful at creating a motivational role among the students in learning process. The teachers need to improve themselves in various aspects to fulfill the requirement to be a professional teacher in an educational context. Pre-service teachers are required to master the essential teaching competencies before contributing to educational institutions (Elmahdi & Fawzi, 2019, p. 305).

EFL pre-service teachers need to realize the importance of professional development since it shows personal quality in determining working period in the workplaces. It requires EFL pre-service teachers to upgrade competencies and teaching skills to adapt to times. Mufidah (2019, p. 99) explain that language teachers need to be more skillful in understanding linguistic elements and the culture of language being taught. It directly requires great motivation among EFL pre-service teachers to improve professionalism in language learning context.

In the teaching context, EFL pre-service teachers need to fulfill the requirement by mastering a good teacher's basic competencies. One of them is professional competence. Ningrum (2018, p. 2) states that professional competence relates to developing materials based on content standards to help students attain the required competencies. Therefore, EFL pre-service teachers need to prepare themselves early to improve cognition about understanding and developing learning material. Learning materials become a critical aspect of sharing knowledge and content to improve EFL pre-service teachers' understanding of the subject. There are three types of learning materials commonly used in a language learning context: printed and online text, audio, and audio-visual. A video and a speaker of a seminar session who directly delivers material to the participants are examples of audio-visual material. Through various learning materials, the students can manage themselves in improving learning quality independently (Liliawati et al., 2018, p. 2).

In the 21st-century pandemic, the learning system has changed into fully online learning. The common alternative way for educators to teach and share material to EFL pre-service teachers is by conducting a webinar session by utilizing electronic devices and internet connections. Using webinars as learning material can create an interactive learning process and engage students to learn during online learning system. A webinar can encourage students to understand topic from the speaker and do discussion to minimize misconception of the topic being learned. Gegenfurtner & Ebner (2019, p. 2) strengthen that webinar can help students reduce the challenges during online learning system by providing face-to-face meetings through video-conference platforms.

A video-conference platform enables the participants to do simultaneous communication among students in a different geographical area with the same conditional timing (Ebner & Gegenfurtner, 2019, p. 3). A webinar that held through video-conference platform can bring effectiveness among teachers and students to conduct face-to-face online meeting and discuss topic or issue that need to be addressed in detail. Ahmadi (2018, p. 116) explain that by utilizing technology in the learning process during pandemic, the teacher can share various learning materials to motivate students in language learning. Therefore, EFL pre-service teachers can learn a lot through the implementation of the webinar by understanding the content from the speaker, getting a great chance to comprehend the content, and discussing the topic with speaker and other students to improve cognition and view.

However, in pandemic condition, EFL pre-service teachers need high motivation to adapt to the new learning system and improve themselves to become a professional English teacher in the future. Motivation can affects teachers' successful learning over a long-term period (Wallace & Leong, 2020, p. 221). It is essential to have a high motivation in learning English as a foreign language due to less exposure to communicate using English in real social environment (Pariyanto & Pradipta, 2019, p. 89). Motivation generally takes a role in a personal psychological aspect, which involves the cognition and emotion that influence students' learning quality (Fandiino et al., 2019, p. 1). Ilahiyah et al. (2019, p. 119) defines motivation plays as a key in students' language learning achievement. Motivation takes an essential role in encouraging students to learn and create a meaningful result with excellent comprehension (Riadil, 2020, p. 3).

As long as EFL pre-service teachers have high motivation in learning through various ways, it can direct them to improve teaching competencies to fulfil the requirement of professional teacher, especially for professional competence.

Many researchers have done research studies about motivation in language learning among EFL students. In previous study conducted by Wallace & Leong (2020, p. 222) obtain the factors influencing students' motivation. Those were attitudes toward English, the reason for studying English, learning activities, social support for learning English, and perception about the learning context. Furthermore, Alizadeh (2016, p. 13) also discover that positive attitude, enjoyment of learning, and external pressure dominate students' motivation in language learning. Moreover, from the preliminary research through an informal interview that the researcher has done, it found that EFL pre-service teachers have lack motivation within themselves to join the webinar as their additional learning material to get new knowledge and improve professional competence. They are mostly motivated in other particular aspect of webinars such as the speaker, certificate, social pressure, and feedback or reward given.

Based on the phenomenon explained above, professional competence needs to be improved in early time by EFL pre-service teachers through various learning materials. However, it depends on how students' motivation in learning. Moreover, in the remote learning context during pandemic, the learning system is changed drastically into fully online without any direct face-to-face meeting. It forces students to adapt to the online learning system. The learning system that implemented without preparation can affect students' motivation. Educators cannot guarantee whether the students' motivation is higher or lower.

It is imporatant to know whether the students are more motivated in online or offline learning system. In Indonesia, many researches have been conducted about students' motivation in specific aspects, such as motivation towards learning strategy and motivation in improving English skills among students. Rarely, any research has been conducted about motivation among EFL pre-service teachers to join the webinar as learning materials in remote learning context. Therefore, this research study aims to identify and investigate the motivation among EFL pre-service teachers at Ganesha University of Education in joining webinar to improve professional competence as future English teacher.

1.2 Problem Identification

From the research background above, the problem is identified as follows:

1) EFL Pre-service teachers have different views about the benefit in joining webinar. They state that webinar is an alternative to improve professional competence (content management, critical thinking, and communication skills) and also stated webinar is an event without long-term feedback.

2) There are different factors influencing students' motivation to join webinar. EFL pre-service teachers are motivated internally and realize the importance of webinar for their future in teaching practice. In contrast, they are also motivated externally. They are motivated to get feedback from the webinar instead of knowledge from the speaker.

3) The lack of motivation among EFL pre-teachers is also affected by various factors. The quality of motivation is depending on factors influencing it. Therefore, it needs to investigate factors influencing motivation in joining webinars to develop professionalism in the teaching context.

1.3 Research Limitation

This study is limited on identifying the types of motivation and investigating the factors influencing motivation among EFL pre-service teachers' motivation at Ganesha University of Education in joining webinar as learning material in remote learning context.

1.4 Research Questions

From the research background above, the research questions are:

1. What types of EFL pre-service teachers' motivation toward webinar sessions as a learning material?

2. What factors influence EFL pre-service teachers' motivation in participating in webinar sessions during remote learning context?

1.5 Research Objectives

From the research questions above, the research objectives are:

1. To identify types of EFL pre-service teachers' motivation toward webinar sessions as learning material.

2. To investigate the factors influencing EFL pre-service teachers' motivation to participate in webinar sessions during remote learning context.

1.6 Research Significance

1.6.1 Theoretical Significance

This research is expected to give a contribution to the theory of motivation in language learning. It can provide useful reference and guidance for other researchers who later do similar research about EFL pre-service teachers' motivation with another specific aspect.

1.6.2 Practical Significance

1) For Educator

This research is expected to reflect educators about the obstacles that influence the students' motivation to join webinar as the learning material in remote learning context by utilizing video conference platforms. It can give an overview of the factors that commonly affect the students' motivation in webinar implementation. Thus, it can be a consideration among educators to use webinar for students to learn in remote learning context.

2) For Students

This research is expected to realize why participating in a webinar session is essential for EFL pre-service teacher to improve professional competence and develop professionalism in the teaching context as a future English teacher.