

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Research**

In Indonesia, from the end of March 2020 until now, society is still experiencing the corona period and has not wholly entered the new normal. In addition, the government, especially in education, has issued a circular regarding the prevention of transmission of the coronavirus, which is still applied today. These circular letters also aim to inform the academic units to implement physical distancing to reduce crowds within the schools. Even more, one of the Government's strategies in suppressing the spread of Covid-19 is to establish a Large-Scale Social Restriction (PSBB) policy. Therefore, this becomes the basis for making distance learning systems which supported by the use of online-based technology media or ICT (information, communication & technology).

There are numerous ways that the government has taken to prevent its spread by social distancing. One of them is by issuing the Circular Letter from Ministry Education and Culture (Kemendikbud) Directorate of Higher Education No. 1 of 2020 regarding the prevention of the spread of Covid-19 in the world of Education. In this circular letter, Kemendikbud instructed to organize distance learning and suggested that students learn from their homes. Several schools then implement online learning so that the teaching and learning process could be done at home.

The impact of COVID-19 on teaching and learning activities has been quite pronounced. This can be seen from learning that should have been done face to face. However, it must be done independently from home. This online learning aims to invite students to maintain health, stay enthusiastic about carrying out social distancing, and still get an education to support government programs.

Online learning itself is a learning system using a multimedia platform that can help the teaching and learning process carried out even if it is a long distance. In the opinion of Khamparia & Pandey, (2017), the use of the internet and multimedia technology can change the way of delivering knowledge. In other words, online learning provides opportunities for students to take the course online and provide a virtual classroom environment on the web through teacher-learner interactions based on an interactive multimedia platform. Practically, the implementation of online learning requires facilities as support, such as smartphones, laptops, or tablets that can be used to access information wherever and whenever.

Intrinsic motivation plays an important role in the process of student development, in the process of improving self-quality. because this intrinsic motivation will be the fulcrum for students to learn English on their own accord. whereas, for students there are some external factors that will encourage them to study in addition to their own desires. It is in line to Paul Eggen & Don Kauchak (1994) in (Kong 2009) stated that intrinsic motivation is an internal drive within students, such as curiosity, the need to know, and feelings of competence or growth. Intrinsic motivation arises from a person. From within a person, there is an urge that causes them to do something. For instance, those who like to listen to songs, read, or draw without prompting them to do what they should do. They will look for a song or book to read without being told or getting encouragement from others.

Things beyond the wishes and abilities of students themselves can be a boost for students in doing assignments, especially during the pandemic. In addition, there is a difference in the atmosphere in learning English when learning English in an online class compared to a conventional class (face to face). There are aspects of friends in remote discussions related to learning, supportive parents at home, as well as the learning atmosphere created by the teacher. Several studies have shown that external influences provide more motivation for students to learn English online from home. Extrinsic motivation is motivation to do a job or an

activity as a means or way to achieve a target. Those who are extrinsically motivated perform and do affairs as they think that their contribution will cause desirable results like a reward or teacher admiration (mahadi & jafari, 2012).

Seeing the phenomenon that is happening, some schools in big cities in Indonesia are still implementing online learning. One of the schools that are still implementing online learning is SMK N 3 Jambi City. The researcher was one of the pre-service teachers who helped the English teacher teach English subject in that school during the online English learning. Even more, education during pandemic also affects student's interaction with their peers and teachers. Therefore, students' learning motivation while learning English from home becomes an issue that is essential to be discussed. This illustrates that before teachers invite and ask students to master some skills, it is better to know first what motivation they have in following the online learning, especially in English as a foreign language.

The students in eleventh grade in SMK N 3 Jambi city who joined online learning while schools were closed during the pandemic were the subject of this study. The researcher chose eleventh grade as the research subject because the eleventh grade is a class that is still learning English online starting at the beginning of the Covid19 pandemic until this semester of the 2020/2021 academic year.

In addition, conducting research related to motivation during online learning, especially in learning English, is important for some reasons. Basically, according to Hartnett (2016), motivation will affect the level of the quality of the work produced. Moreover, during English online learning, research on motivation can provide an overview of the phenomenon of English online learning that has just occurred in several schools in Indonesia. Furthermore, with students' motivation to take lessons, students will enjoy the learning held by the teacher. However, if the student's motivation is very weak or even unmotivated, the student will have difficulty accepting the teacher's learning.

Therefore, this research is expected to contribute to education, especially related to student motivation during online English learning. Thus, based on some reasons above, the writer has an intention to research students' motivations toward English online learning at eleventh grade SMKN 3 Jambi City entitled "**Students' Motivations toward English Online Learning at Eleventh Grade in SMKN 3 Jambi city**".

### **1.2 Questions of the research**

As the background of the research above, there are two research questions formulated in this study:

1. How high is the intrinsic motivation of eleventh-grade students of SMK 3 Jambi City towards learning English online?
2. How high is the extrinsic motivation of eleventh-grade students of SMK 3 Jambi City towards learning English online?

### **1.3 Purpose of the Research**

This study aims to find out how high is the intrinsic motivation of eleventh-grade students of SMK 3 Jambi City towards learning English online and how high is the extrinsic motivation of eleventh-grade students of SMK 3 Jambi City towards learning English online.

### **1.4 Limitation of the Research**

This study focuses on finding out the intrinsic motivation of eleventh grade students of SMK 3 Jambi City towards learning English online, and how high is the extrinsic motivation of SMK 3 Jambi City students towards learning English online. This research selected eleventh-grade students majoring in TKR (light vehicle engineering) classes as research subjects because this TKR class has the most students in the eleventh grade in SMKN 3 Jambi city.

### **1.5 Significance of the Research**

This research hopefully brings a benefit both theoretically and practically:

- a. For the writer, this study will help the writer gain knowledge and increase experience in education, especially in students' motivations toward English online learning.
- b. For teachers, this research is expected to be helpful as an overview regarding students' motivations toward English online learning.
- c. For students, this study is expected to be used as a reflection of their motivation in English online learning.
- d. For other researchers, this research is expected as a reference those who are researching similar studies.

### **1.6 Key term definitions**

The following are the key term definition of this research:

- a. Intrinsic motivation

Intrinsic motivation is an internal drive that exists within students, such as curiosity, the need to know, and feelings of competence or growth (Kong, 2009).

- b. Extrinsic motivation

Extrinsic motivation is the motivation that comes from outside or from other people (Harmer, 2007)

- c. Online learning

During covid-19, online learning is an educational environment in which online and land-based learners can access course-related or training-related materials and resources.

- d. English learning

According to Richard & Rodger, (1986), many people in various countries use English to communicate in various important international meetings. Mastery of English is essential because almost all global sources of information in various aspects of life use this language.