

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Many factors influence students' learning motivation, one of them is the learning environment (Kulmetov, 2016). Due to the COVID-19 outbreak since 2019, it causes drastic changes in teaching and learning activities which previously were conducted face-to-face to be online or also called "E-learning" or "online learning" (Roberts, 2019; Kassymova, Aigerim, & Issaliyeva, 2019). The shift from offline to online learning during the pandemic may have some negative effects on students' lives, such as it could hinder and demotivate students during the learning process (Al-Kumaim, Alhazmi, Mohammed, Gazem, Shabbir, & Fazea, 2021). Most schools and universities in Indonesia use traditional face-to-face learning, and only use online learning as needed which is combined with offline learning or known as "blended-learning" (Watson & Johnson, 2011), but due to the pandemic the learning now is conducted entirely online. Online learning is also known as "distance learning", which means the learning process is done separately from one another, both geographically, and physically (Roberts, 2019). Therefore, online learning is very suitable and important to apply during this pandemic situation to reduce physical interaction. In addition, the emergence and growth of online learning is inevitable and arguably the most significant development over the last decade, as well as promising educational reforms and innovations in the 21st century (Watson & Johnson, 2011). Including the language learning, which is needed in the 21st century, also driven by significant global demand from

Developing countries where language learning is seen as a means of improving work and trade (Kukulska-Hulme, 2012).

There have been many studies discussing language-learning motivation (Gardner, 1985; Dornyéi, 2001; Wu, Yang, Hsieh & Yamamoto, 2019; Lasagabaster, Doiz, & Sierra, 2014). Unfortunately, still very few studies discuss motivation in translation learning (Liu & Yu, 2019). As Pym, Malmkjær, & Gutiérrez-Colòn (2013) stated, studies that discuss learning motivation behind translation are still limited, even though it is an integral part of language learning. Translation is one of the important language skills. It is considered as the fifth skill and can be a valuable tool in developing and improving communicative competence and a major component in bilingual communicative competence (Ross, 2000). It can be a great aid in learning a foreign language and can improve students' "analytical skill" and "awareness" (Guerra, 2014; Guerra, 2012). It is also concerned as a crucial part of foreign/second language learning, especially for students in a foreign/second language major (Gao, Zhao, & Li, 2020). As a part of language learning, in learning translation, learning motivation is also needed so that students continue to learn and enjoy the learning process so that they can achieve the learning goals.

Based on the preliminary interview data taken from the lecturer of Translating and Interpreting course when teaching the course in 2021. He said that it was quite difficult to see and find out how the students' motivation during the course was. This happened because it was constrained by the online learning situation so that he could not monitor and interact with students directly. He

concluded that the learning in 2021 had gone well even though it was conducted fully online. Students continue to attend the online class every week, and can do the final project assignment quite well (Preliminary interview, 30 May 2021).

As Pym, et al. (2013) noted that studies discussing learning motivation behind translation are still limited; moreover, almost no research discusses students' motivation in translation learning in the context of an online learning environment. Therefore, this study aims to describe students' motivation in online learning of the Translating and Interpreting course and the factors that influence it.

1.2 Formulation of the problems

The researcher contemplates on problems:

1. What types of motivation orientation engage students in online learning of the Translating and Interpreting course?
2. What factors affect students' motivation in online learning of the Translating and Interpreting course?

1.3 Operational definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides some definitions related to the study, as follows:

1.3.1	Language Learning Motivation :	Language learning motivation is an encouragement to carry out a behaviour or a condition when there is an urge to learn to
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		achieve learning goals, especially in language learning.
1.3.2	Online Learning :	Online learning is a distance learning strategy that is carried out using electronic devices (internet) as a medium.
1.3.3	Translating and Interpreting course:	One of the courses of English Education Department major at a state university in Tasikmalaya, West Java, Indonesia, which is focused so that students have good translation and interpretation knowledge and skills.
1.3.4	Indonesian Students	Three students who took the Translating and Interpreting course in this semester became participants in this study. With further information: a male and two female students from the same class, each of them has different learning achievement (low, medium, high), age range 19-22, and they use Sundanese and Bahasa Indonesia as their L1.

1.4. Aim of the study

The purpose of this study is to describe students' motivation orientation in the online learning of the Translating and Interpreting course and the factors that affect their motivation in the course.

1.5. Significance of the study

1.5.1 Theoretical use

Theoretically, this study contributes to the existing theories about the Motivational Strategies in the Language Classroom (Dornyéi, 2001), Language Learning Motivation (Gardner, 1985), Students' Motivation toward Online Learning (Knowles & Kerkman, 2007), and Students' motivation in Translation Learning (Liu & Yu, 2019).

1.5.2 Empirical use

This study will provide an existing empirical investigation about the students' motivation in learning translation.

1.5.3 Practical Use

Practically, this study provides learners, teachers/lecturers, curriculum developers, and policymakers some information and views on students' motivation in an online class of translation learning.