

## **CHAPTER I INTRODUCTION**

This chapter delineates the background of the present research along with some other important points. This chapter also sets out the formulation of the problem, operational definitions, aim of the research, and uses of the research. The background contains the identification of a problem which becomes the basis for research.

### **A. Background of the Research**

The world is fighting against an unexpected Covid-19 pandemic since 2020. World Health Organization (WHO) announced that Coronavirus disease 2019 (Covid-19) as an international global public health emergency on 30<sup>th</sup> January 2020 (Cucinotta & Vanelli, 2020). The ability of the Covid-19 virus to spread quickly has resulted in many countries taking strict precautions to stop the spread of it (Luo et al., 2020). This condition forced all the schools to remain closed during this pandemic as Li and Lalani (2020) reported, 12.2 billion students are studying out of classrooms all across the world during the Covid-19 pandemic. It means, all countries struggle to find a solution to keep fulfilling the students' educational rights.

In an attempt to stop the spread of the Covid-19 pandemic, schools across the world conducted online learning as a replacement of face-to-face learning in the early months of 2020 (Luo et al., 2020). It means, this policy forces all the schools to make the transition from face-to-face

learning to online learning. Kim (2020) states that online learning is an educational process that takes place over the internet. Furthermore, the students rely on their motivation to complete all their online learning activities (Lathrop, 2011). Thus, the students need to have motivation in online learning because it affects their online learning activities completion.

Several previous studies found that online learning during the Covid-19 pandemic was reported beneficial for students because they had a high level of engagement with rich learning materials regardless of time and place as well as a high level of opportunity to explore digital learning programs (Firman & Rahayu, 2020; Hidayat & Noeraida, 2020; Simamora, 2020). Moreover, the challenges to access online learning are less because both learners and teachers have been experienced the excellent opportunity of knowing and interacting with educational technology tools such as mobile-based learning, computer-based learning, and web-based learning (Pellegrini, Uskov & Casalino, 2020; Byun, Sooyeon, & Slavin, 2020). Thus, online learning gives positive impacts to the students because it has rich learning materials available at any time and in any place with a high level of opportunity to experiment with digital learning programs.

A survey study by Subakthiasih and Putri (2020) which investigate Mahasaraswati Denpasar University students' motivation in studying English during Covid-19 pandemic, whether they had intrinsic or extrinsic

motivation found that the total mean score of intrinsic motivation is higher than the total mean score of extrinsic motivation  $4.20 > 3.39$ . It means that the students had higher level of intrinsic motivation than extrinsic motivation in online English learning during Covid-19 pandemic. Most of them are motivated in online English learning during the pandemic in order to improve their English language skills, they believe that English will help them learn other cultures, values and thoughts, they use their free time to learn English more during the pandemic, and they enjoy their online English learning. In addition, a survey study by Manalu (2020) which aims to find out and describe students' motivation in learning English during Covid-19 pandemic found that 11<sup>th</sup> grade students of SMAN 8 Medan have two types of motivation in online English learning, namely intrinsic motivation and extrinsic motivation. This study showed that most of the students try to do their work, learn English on their own initiative, assuming that learning English is important for them, and concentrating when studying in crowded places. On the other hand, giving praise or any kinds of appreciation to the students increased their motivation in online English learning during Covid-19 Pandemic. Based on previous studies, there is a gap that the researches on students' motivation in online English learning during Covid-19 pandemic only examined university students and senior high school students.

To fill the gap, this present research entitled, "Young Learners' Motivation in Learning English During Online Learning in Covid-19

Pandemic” focused on investigated what factors motivate young learners in learning English during the online learning in the Covid-19 pandemic to inform the readers especially English teachers about what factors motivate young learners and how those factors motivate them in online English learning, so that the English teachers will be able to motivate young learners in online English learning.

## **B. Formulation of the Problem**

Based on the background, the problem of this research is “what factors motivate young learners in learning English during online learning in Covid-19 pandemic?”

## **C. Operational Definitions**

To avoid a different perception, the terms related to the topic of this research is explained, as follows:

1. Young Learners’ Motivation: It is secondary school EFL students’ encouragement which pushes them to learn English. It appears due to supporting factors which can be categorized as extrinsic, intrinsic, instrumental, and integrative factors based on certain aspects.
2. Online English Learning: It is the process of learning English in an EFL classroom during Covid-19 Pandemic by the students who are

not present in the same room. It takes place over the internet by using communication technologies and online tools.

3. COVID-19 Pandemic: It is an ongoing pandemic of Coronavirus disease 2019 (Covid-19). It was declared as an international global public health emergency on 30<sup>th</sup> January 2020.

#### **D. Aim of the Research**

This research aims to investigate what factors motivate young learners in learning English during online learning in the Covid-19 pandemic.

#### **E. Uses of the Research**

This research is expected to provide the following benefits:

##### **1. Theoretical Use**

This research can be used as additional theories from several experts about motivational factors of online English learning for the readers and to give the contribution toward the knowledge about the motivation of young learners in online English learning.

##### **2. Practical Use**

This research is expected to be useful for English teachers because it provides information about what motivates young learners in learning English during online learning. Thus, the English teachers can find out how to motivate the young learners during the online instructions.

### 3. Empirical Use

This research provides empirical insight into what factors motivate young learners in online English learning and how those factors motivate them in order to inform the readers especially English teachers. Furthermore, this research is beneficial for the writer because it gives a lot of knowledge that can be useful for the writer's English teaching and learning career.