

CHAPTER TWO

LITERATURE REVIEW

2.1 Previous Studies

Some similar research studies had been conducted before. The writer will describe as follows:

The research entitled (Online Learning and Students' Motivation: A Research Study on The Effect of Online Learning on Students' Motivation in IAIN Padang Sidempuan). This research has been done by Sri Minda published in 2020. The researcher conducted this research was to know the advantage of the relationship between students' motivation in online learning. This research is to know whether E-learning can develop students' motivation in studying. This study takes place in State Institute for Islamic Studies in Padang Sidempuan, and the researcher takes 100 students' as participants in the research. There is one data collecting technique in this research, namely using a questionnaire as a methodology. The result of this study was used statistically computed by using Pearson's correlation coefficient. The findings of this research proved that students' motivation and online learning have a weak correlation. The data was found that $r = 0.156$ is lower than r table = 0.5. it means that online learning poorly affected the students' willingness to learn.

The second research entitled (Teaching and Learning English using *Google Classroom* for Indonesian Learners). This research has been done by Hanif Maulaniam Sholah published in 2020. The aim of this research was carried out to know the efficiency of the use of technology for the teaching and learning process. This research focuses on understanding using "Google Classroom" from the perspective of both the teaching and learning process. The researcher was

conducting this research on the teachers and students who use *Google Classroom* as the medium or platform for the teaching and learning process. The result of this research showed that *Google Classroom* could help the teachers to manage the class, give the assignments, and report the class well. Students also can learn any materials posted by the teachers at anytime and anywhere, track their progress, and students could enjoy learning activities like playing the game. This research attempts to promote the learning process through online classes by joining the *Google Classroom* platform, in which this online class is joyful for both Indonesian teachers and students as English learners.

Third research entitled (Student's Motivation in Learning English). The research has been done by Neng Aprilia Purnama, Neng Sri Rahayu, & Rasi Yugafiati in 2019. The researchers give the information that the purpose of this study was to know how the students' motivation in learning English at the second grade of MTS Mathla'ul Anwar Sukaguna. This research is using descriptive qualitative as the methodology. The data was carried out by using a questionnaire and interview. The data were processed in the percentage and descriptive explanation. The main findings of this research show that the learners are entirely highly motivated. Based on this study's findings, students of the second grade at MTs Mathla'ul Anwar have that motivation, which is based on the outcome of the questionnaire and interview. From the output of the questionnaire, most of the students choose the agreed statements. It means that students have a savor in learning English. Furthermore, the yield of the interview expressed that students have highly interesting in learning English. But in this case, the teacher has to be

more creative in using the media, strategy or, delivered the material in teaching and learning activities to improve students' motivation.

The next research with the title (Students' Perception and Motivation toward English E-learning during Covid-19 Pandemic (A study at the tenth grades at SMA N 1 Suruh in the academic year of 2019/2020). The research has been done by Sri Mulyani in 2020. The researcher gives the information that the aim of this research is knowing the students' perception and motivation towards English E-learning during the covid-19 pandemic at SMA N 1 Suruh. The data collecting of this research is by using questionnaires and interviews. There were 64 respondents of tenth grades at SMA N 1 Suruh that participated in this research. The objective of this research is to explore the students' perception and motivation which coming from the students' experiences during the Covid-19 Pandemic, the research method of this research is using qualitative and quantitative techniques was considered as an appropriate approach for this research. The result of this research was presented descriptively in order to reveal the students' perception and motivation comprehensively. The researcher found E-learning gets a positive perception because it is flexible and effective. So, it flexible makes some students are motivated but some are being lazy in doing the assignment and choose to procrastinate the assignment.

The research with the title (Students' motivation in learning English by using games). This research has been done by Titik Nur Hidayati in 2016. The researcher gives information about students' motivation in learning English by using games. The method of this research is by using a descriptive qualitative approach and the data were gathered by observing the activities in the classroom. The data were

collected by using the questionnaire in order to measure the students' motivation and their response in learning English by using games. The data were analyzed by descriptive qualitative analysis and to present the finding of the research in the form of descriptive explanation. The finding of this research is showed some findings. There are, English teaching and learning at Pondok Pesantren Darul Falah Be-Songo Semarang is unorganized by the syllabus. Based on the observation, it was found that the teacher implemented some games to teach. Meanwhile, the result of this study was showed that the students' motivation is at the level of "fair". It can be seen from their attitudes and activeness in the classroom. While their response in learning English by using games was very positive, but the students want to make it proportional between playing games and the teacher's explanation.

For the next research entitled (Students' motivation in English language learning viewed from Gardner Theory). This research has been done by Bopita Sari published in 2019. Sari (2019), tells that the purpose of this research was to find out the level of students' motivation in learning English among second grades students in the English department of IAIN Bengkulu and also to find out the dominant type whether integrative or instrumental motivation. This study uses descriptive quantitative analysis for research methodology. The technique used for collecting the data by using questionnaires and interviews. The modified motivational survey of 20 items adapted from Gardner's Attitude/Motivation Test Battery (ATMB) was carried out. For data is presented statistically by using percentage, frequency, arithmetic mean, and standard division. This research shows the result that the majority of the students learn English because of integrative motivation. It means

that the students learn English is caused to understand the people and culture they have.

Lastly, the research entitled (An Analysis of Students' Motivation toward English Learning as Second Language among Students in Pritchard English Academy (PEACE)). This research has been done by I Wayan Suryasa, I Gede Putu Adhitya Prayoga, and I Wayan Astu Werdistira and published in 2017. Suryasa et al. (2017) say that this research was aimed at investigating the students' motivation in English learning as a second language. The researcher using the survey as the methodology through a questionnaire by randomly asking the students in Pritchard English Academy (PEACE). The respondent of this research was 30 students. The data of this research were analyzed using SPSS. The result of this study was to show that students are relatively motivated and be slightly motivated to learn English. It means that instrumental motivation is a significant factor among these students.

These previous studies have some similarities with this study in which about students' motivation to learn English especially using *Google Classroom*. However, this study slightly different from the previous studies above because this study will analyze EFL students' motivation. It can be extrinsic or intrinsic toward *Google Classroom* during the *covid-19 pandemic*, which can be used as an evaluation for further research on E-learning.

2.2 Theoretical Review

2.2.1 Motivation

a. Definition of Motivation

According to Marshall (2010), motivation is a complex psychological process with many aspects: emotion, behavior, cognition, biological elements, and the

decision-making process. Motivation is one of the essential elements in the learning process that influences students learning achievement. In order to make the whole learning process more successful, maintaining a high level of motivation can be the best way for the successfulness. As we know, each student has a different level of motivation in learning, so the teachers have to find the best way and suitable environment in the teaching and learning process.

Students or people need much motivation when they want to be better students or people, with high motivation expected to boost enthusiastic students' learning process. Not only that, motivation such key when students want to do something in order to be a better person.

b. Types of motivation

Based on Self-determination Theory (SDT), there are two types of motivation (Prihartanta, 2015) such as:

1. Intrinsic Motivation

Intrinsic motivation means that the students are intrinsically motivated and engage in every activity because of their intrinsic motivation, interest, joy, and excitement. From intrinsic motivation, students do something with emotions, much desire, and sincerity with no compulsion. According to Sincero (2012), many factors that are indicating intrinsic motivation. These factors such as curiosity, challenge, control, fantasy, competition, recognition, and cooperation. The definition of these factors presented below:

- a) Curiosity: A factor that influences the physical environment makes other people get new knowledge.

- b) Challenge: This factor influences the person's motivation if the task includes the problematic activities that positively impact personally meaningful goals.
- c) Control: a factor that comes from human nature to have some degree of control in every situation.
- d) Fantasy: is a factor that can influence the mental images of a person that can stimulate them to achieve their imagination. For example, a person sees herself as a successful teacher after her study.
- e) Competition: is a factor that influences motivation because comparing a person's achievement with others' achievement.
- f) Recognition: This factor influences motivation because it involves satisfaction when others appreciate their performance.
- g) Cooperation is a factor that also influences motivation because the person achieves satisfaction when people help other people toward their goals.

2. Extrinsic motivation

In addition, extrinsic motivation is different from intrinsic motivation. Students with extrinsic motivation usually get encouragement from outside. It can be from parents, friends, or teachers. Extrinsic motivation has come from external aspects. According to Ghufron & Risnawati (2010), People will be motivated extrinsically if people do something by choosing simple, straightforward tasks, routine and predictable, depending on others help using external criteria in determining success failure. According to Laeli (2019), extrinsic motivation is caused by outside factors they are reward and punishment:

- a. The reward is a stimulus, event, object, or outcome that is perceived as being pleasant and be reinforcing. Students will learn the material and complete the

task when they receive the reward. For example, the students want to learn English because they want to get maximum scores.

- b. Punishment provides either the presence of an unpleasant stimulus or the withdrawal of a pleasant stimulus, as a consequence of behavior. For example, the students want to learn English because they are don't want to get a minimum score and afraid to fail on it.

Furthermore, these types of motivation have different impacts on the students' inactivity. Firstly, intrinsic motivation positively impacts the students in learning, such as students learning better, more process-oriented, and more enthusiastic. While extrinsic stimulus sometimes it is necessary for the situation where the learning activities are not interesting or enjoyable by nature (Cho, Y. 2012).

c. Factor Influencing Students' Motivation

Motivation can be influenced the student attitude in the learning process, and it is considering what and who they are around students' feeling end engagement in the learning process (Harmer, J., 2001). some sources that can be motivating students' in the learning process, such as the society student lives in, for example, in-home or school situation. From the culture around students', their attitude will be affected by their motivation. The teacher, teachers are the main factor for student motivation when at school. The last is the method, and the learning method is also a crucial source for student motivation. The best way that teachers use in teaching will make the student more comfortable in learning.

2.2.2 Learning Media

Media is a tool or mediator for the teaching and learning process (Rohani, 1997). The use of learning media can help the effectiveness in the process of teaching and learning. Learning media also help the students to increase their understanding of the material and facilitate them in order to improve the students' achievements. According to Filosofi (2018), the general characteristic from learning media is presented on the list below:

- a. Learning media has a sense of aids in the learning process. Both offline and online learning.
- b. Learning media is used for communication and interaction in the teaching and learning process.
- c. Learning media has a physical sense known as hardware and a non-physical sense known as software. For hardware means that an object that can be seen and touched. While for software it can be in form of a content message or application. One of the example software learning media that can be used by teachers and students in learning is Google Classroom.

2.2.3 Google Classroom

- a. Definition of *Google Classroom*

Google Classroom is one of an application for education provided by Google Apps for Education (GAFE). This educational application was released on 12 August 2014. *Google Classroom* is an application that contains features for learning. From this application, the teachers can distribute the material and tasks. After that, the students can access the material, study and submit the assignment through this application also. Through this online learning application, the students

and teachers will be helpful in the teaching and learning process especially learning English. From this, an application can be obtained free of charge and can be used for any device. According to Syakur et al. (2020), there are many kinds of benefits that students and teachers get from *Google Classroom* in its utilization as a learning management system (LMS), as follows:

b. Benefits of *Google Classroom*

The setting, *Google Classroom*, provides a fast and convenient process of settings compared with other LMS. From this, an application teacher can start to share the material it can be in the form of video, text, or picture and the assignment for students. First, teachers share a unique code for students who want to join their online classes in *Google Classroom*. After that, the students can access the material and assignment given by the teacher through *Google Classroom* using their handphones or laptop. *Google Classroom* is a simpler and easier application to use in the learning process.

Saving Time, *Google Classroom* gives the students benefits in learning like saving time because the student no longer times to download the material and assignments presented by teachers. Teachers only need to create the material and project assignment and then distribute the file through *Google Classroom*. Teachers can also give the students feedback and score on their project assignments in *Google Classroom*. Thus, this application can save most of the time for the teachers and the student. The learning process is done paperless, making it easy for the teachers to distribute the material and assignment, and no time is wasted.

Improve Cooperation and Communication, and *Google Classroom* also provides significant benefits for those who are using this application. One of the essential benefits there is possible to do an efficient online collaboration. In that, the teachers can share the notifications to the student to start the online class activity, and teachers can share all of the material they want to discuss with their students. *Google Classroom* provides benefits not only for teachers but also for students. In this case, the students also have the opportunity to give feedback or comment related to the material, and students can ask the questions by posting directly to the discussion flow in *Google Classroom*.

Centralized Data Storage, *Google Classroom* also provides the setting that everything is in one central location. So, students can see and search all the material and assignments given by the teachers in a specific folder. The teachers can save the online class material and project assignments in *Google Classroom* for all grades. Through this application, teachers, and students, no need to worry about documents lost because it's all stored in this LMS.

Fast Sharing Resource, *Google Classroom*, facilitates the teachers to share information with their students directly. The Teachers only need to access the Google Classroom application and share the links of online resources that can improve students' achievements, especially in learning English. From this gives the student opportunity to get timely updates related to the lessons. So, the students also can better understand the material and improve their achievements in learning. That all the benefits of using *Google Classroom* in the online learning process.

2.2.4 English Language Learning

Language is a process carried out by individuals from birth or since they child. Someone learns and uses language to communicate in daily life. The English language is the international language globally, and the English language is the foreign language for students in Indonesia. One of the factors that build the student's motivation in learning the English language is the attitude toward the language and culture of the community in using the language (Idham Kholid, 2017). The main point is, both are interrelated between teaching and language learning, where the learning process in learning languages requires strategies that cannot be observed only as part of the activity.

2.2.5 English Learning during *Pandemic Covid-19*

The teaching and learning process at school in Indonesia still uses the traditional way, which is face-to-face. However, the *covid-19 pandemics* gives an impact on education policy in Indonesia. So, all of the activities have the transformation which is in the teaching and learning process changes into online learning (E-learning). It happens because to overcome this pandemic. Online learning has become a new learning method that requires adaption because not all students know and familiar with the online learning system and tool.

According to Naidu (2006), online learning is a learning and teaching system that uses information and communication technology. Online learning (E-learning) means electronic knowledge. Online learning combines all the activities in an educational program that carry out by individuals or groups works through the internet networked and computer. Online learning is the newest way and the alternative way in teaching and learning process during this pandemic, which is

used electronic media internet for learning system (Indrakusuma & Putri, 2016).

However, online learning also has some positive and negative impacts on learners.

These are several advantages and disadvantages of online learning, as follows:

- 1) Flexible: online learning gives the students flexibility, especially in choosing a time and place to learn.
- 2) Independent learner: online learning gives the students chance to learn independently.
- 3) Learning source: online learning provides many sources for students in learning activities. They can access multimedia facilities like image, text, sound, or video.
- 4) Available 24 hours: from online learning, the students can do the assignment and submit it 24 hours per day.

Disadvantages of online learning, as follows:

- 1) Online learning makes the lack of interaction between students and teachers different from offline classes. The teacher and student more active in communication during a face-to-face meeting.
- 2) Lack of internet facilities, because not all area is available for the internet facilities.
- 3) Lack of mastery in computer features and understanding the internet, especially for students in rural areas.

From this situation, every teacher and lecturer must provide an online learning platform that is used to teach their students in online learning like *Google Classroom*, *WhatsApp*, *Moodle*, and other platforms. *Google Classroom* contains many features for learning. From *Google Classroom* teachers can distribute the

materials and tasks through this application, and the students can access the material and do the assignment anywhere and anytime. Google Classroom is one of the alternative applications, most of the teachers using this application for the teaching and learning process.

While the second platform is *WhatsApp*, according to Hanisi et al. (2018), *WhatsApp* is an application that provides many features for the teaching and learning process. From this application, teachers and students can interact with each other through online mediums, have a discussion with a group that allows them to communicate, and send pictures, videos, and sound recordings. All teaching and learning activities can be arranged by the teachers to improve the students' skills in learning English during the classroom activities.

For other platforms, the teachers can use Moodle as other platforms in learning. According to Goyal & Puhorit (2010), One of the most used LMS is Moodle (Modular Object-Oriented Dynamic Learning Environment). Teachers also can use it for teaching and learning activities. Moodle, same with Google Classroom that contains many features for the teaching and learning process. Teachers can provide the material for teaching, and students can access the task and submit the assignments. However, this research focuses on the use of *Google Classroom* in teaching and learning the English language.