CHAPTER 1

INTRODUCTION

In this chapter, the researcher presented some points including background of the research, statement of research questions, objectives of the research, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

The existence of Covid-19 virus has huge impact almost on all fields, one of them is in the education field. With the existence of Covid-19 virus, the learning process can not be implemented directly. The learning process should be handled in a manner that can minimize the direct contact which has a risk of expanding the virus transmission. This statement is also strenghtened by WHO that as an effort to prevent the transmission of Covid-19 virus, everyone should temporarily cease the activity which has potential causing a mass crowd. Therefore, the implementation of face-to face learning which gathers lot of students should be reviewed. The learning process should be held by the scenario which can prevent the physical contact between students and students and also between students and lecturers (Firman and Rahayu, 2020). Then, considering the circumtances, one of the alternative learning forms which can be carried out during an emergency of Covid-19 is online learning. This is suitable to the cilcular letter No. 1 of 2020 issued by Nadiem Makarim

(education minister) that the face-to face leaning should be changed to online learning during this pandemic situation.

According to Dickson and Galyen (2011), online learning is learning process which uses internet network. Online learning is learning process which able to confront between students and teachers to carry out learning interaction with the help of internet. Then, according to Gikas and Grant (2013), in practicing the online learning, students and teachers require the support of mobile devices such as smart phone, tablet, and also laptop which can be used to access the information anytime and anywhere. The use of mobile technology has huge contribution in the world of education as like achieving the distance learning goals (Korucu and Alkan, 2011). Then, another supporting matter that students and teacher required to carry out the learning process is online learning media or commonly called as e-learning media.

E-learning media is learning tool which uses electronic media to deliver the materials (Karmaga, 2000:20). Then Rosenberg (2001) pointed out that e-learning media refers to the use of internet technology for comprehensive troubleshooting enhance of the knowladge and performance. E-learning itself is the form of distance learning concept which contain of scientific information. Thus, e-learning media combines between teaching method and the technology to carry out the learning activity. E-learning media which can be used to support the implementation of online learning such as Google Classroom, YouTube, Google Form, Madras e-learning, and others. Then, the accuracy of media selection can help students understanding the learning

material easily. As explained above, e-learning media plays an important role in achieving learning goals. Then, another factor which can support the succeed of online learning activity is student interest.

Students' interest has a great influence on the succeed of learning activity. Students interest is inclination and desire for achieving the goals (Muhibbin , 2011:133). When students have strong interest in learning, the value/learning outcomes tend to get better. Students will pay more attention to the lesson. As stated by Hindi and Renniger (2006), the high degree of students interest in learning will greatly affect to the way students learn. For example, students who wants to obtain the good learning outcomes, they will study hard by concentrating on the lesson. Therefore, high degree of students interest will affect to the succeed of teaching and learning activity process. Beside of students interest, the other factors which can support the online learning activity is students motivation (Cheek and Wessel, 2005).

Motivation is a kind of mental drive which guide the attitude of the individual (actor) to achieve the goals of learning activity (Harun, 2006). Motivation is found in the learners ideal or aspiration. Then, Ormod (2006) argued that motivation affects on students learning behavior which encourage students to increase their enthusiasm and perseverance in learning. In learning activity, interest has huge impact in increasing students motivation. Students' motivation in learning will be more optimal if there is interest. The more precise interest, the more succeed the student motivation in learning.

Then, in education field, English is one of the compulsory subject that should be learn by the student at every levels of education. Starting from elementary school up to the collage. English as the international communication language more prosecute every people around the world to be able to understand and ulitize it. This happen because English is the main tool which used by the people around the world to cooperate, communicate, and also identify oneself (Keraf and Chaer, 2006:1). Furtehrmore, English also used as a learning tool, this means that English is used to learn and understand the science widely which is published in English format. Consequently, Indonesian government decided to make English as the compulsory subject with the aim to make Indonesian young generation getting better and be able to compete in international world. Alwasilah (2001) stated that English should be in the part of curriculum because English can support the deveopment of indonesian generation.

The description above point out that in education field there are defiances for the teacher to design the English learning system for the students, and also prepare the students to be active in facing globalization. The provision which should be posessed is the ability/skill to use English both spoken or written. Teacher should make strategic plans which the aim to increase students ability in English. One strategy which can be used by the teacher is using appropiate media to support the learning process. Moreover in this pandemic situation, students is prosecuted to understand all learning material which is given by the students by online. The accuracy of using e-learning media can help teacher to

increase the students' interest and motivation in implementing the learning process. The appropriate learning media and its e-learning part can facilitate the process of teaching learning between teachers and students, and also can make students and teachers successfully achieving the learning goals easily.

Based on this explanation, students interest and motivation towards e-learning media play an important role in learning activity. Interest is the driving factor to achive the learning goal. While motivation is the driving force which will guide students to achive the learning goals. When students are interested and also motivated in using media, students will be easier to carry out the learning activity and they also will be easier to achieve the learning goals. Moreover in this online learning, students' interest and motivation need to be further considered, so that the online learning can be run well and the learning objectives can be achieved more easily. In order to support this research, the researcher shows the empirical study in this research, the researcher collects similar studies relevant to the research as reference. Arikunto (2010:83) explains that in conducting preliminaries studies, it is possible to found that others researchers have already solved problems that they posed. So that, it was no longer worthwhile to do the investigation again. Based on this opinion, the researchers collected similar studies conducted by previous researchers.

For the first is research by Sanjaya, G. Batan, and Myartawan (2018). The reserach here is focused on investigating the types of intructional media which used by the English teacher toward students interest and motivation. The

result of this study showed that the used of intructional media has relation to students responses on their learning interest and motivation. The result showed that the presentage of students interest was 78,5% positive and students motivation also was 85,6% positive. Second is research by Sri Mulyani (2020). The research here is focused on investigating students perception and motivation towards e-learning medium. The result of this study was e-learning medium give positive perception because it is flexible and also effective. But, most of the students felt that e-learning could not make them fully motivated to learn because most of teacher do not used it well. Teacher only used e-elarning as media to give and collect the assignment. The third is research by Antonius Setiawan (2020). The focused of this research is on students perception towads online learning. The result of this study is most of students still feel difficult to do the online larning. It wass happen because lecturer do not use appropiate/friendly platform which can make students learn easily.

Based on the previous study above, most of researchers who discussed e-learning media were only focused on investigating students perception and motivation toward e-learning media. None of study has discussed e-learning media which focused on investigating the students interest and motivation toward e-learning media. Whereas, Students interest, motivation, and e-learning media are one unit which can not be separated in learning process. Moreover, during this online learning situation. The accuracy of using e-learning media can help to increase the students interest and motivation. Then, the students interest and motivation are able to give positive impact in teaching

and learning process which can make students and teacher easily in achieving the learning goals. Due to the reason above, it is very important to carry out a research which discussed students interest and motivation towards e-learning media. So here, the researcher interested in conducting reserach entilted *"Students' Interest and Motivation Towards E-Learning Media Used by English Teacher During Online Learning for Junior High School Students in Academic Year 2020/2021"*.

B. Statement of Research Questions

1. How is the students' interest in e-learning media used by the English teacher?

2. How is the students' motivation on e-learning media used by the English teacher?

C. Objectives of the Research

1. To know the students' interest in e-learning media used by the English teacher.

2. To know the students' motivation on e-learning media used by the English teacher.

D. Significance of the Research

The result of this study is expected to be useful for the readers, school, and also students who are interested in English education.

1. For the IAIN Tulungagung library

The results of this study are useful for adding to the literature in the field education.

2. **For the School**

The results of this study are expected to be a measure of how is students' interest and motivation toward e-learning media provided by the English teacher.

3. **For researchers**

For researchers in order to gain deeper insights regarding the student' interest and motivation toward e-learning media provided by the English teacher.

4. **For further researchers**

The results of this study can be used by further researchers as reference and information related to students interest and motivation twads e-learning media.

E. Scope and Limitation of the Research

In order to avoid the misunderstanding upon what the researcher explained, here the reseracher limits the scope of the study in order to make it more detail and focus. The scope of this study is to find out students interest and motivation toward e-learning media used by the English teacher.

The study that is conduct in this research is limited in the junior high school students with the VII-D class of MTsN 7 Kediri as the sample and the focused media are YouTube, Madras e-learning, and Google Form.

F. Definition of Key Terms

1. **E-Learning**

E-Learning is learning process which used electronical device services.

2. **Media**

    Media means communication tool used to carry information from a source to the recipient.

3. **Learning Interest**

    Learning Interest is the central force that drives the whole machinery of the teaching learning process.

4. **Learning Motivation**

    Learning motivation is kind of internal drive which encourage someone to act.

5. **Online learning**

    Online learning is learning process carried out by the internet network.