

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, identification of the problem, limitation of the problem, formulation of the problem, objective of the research, and significance of the research.

1.1. Background

It is generally acknowledged that students' motivation in the learning process is the element that determines the success of learning. According to Dörnyei (1998) individuals with extraordinary abilities cannot achieve long-term goals, even though they have the appropriate curriculum, and good teaching enough, to ensure student achievement without adequate motivation. However, high motivation can overcome considerable deficiencies in both language skills and individual learning conditions. In other words, motivation can be said as a whole of energy activator in the students' selves that leads learning activity that guarantee learning performance and give direction in learning activity, so the desired objective by the learning subject can be reached (Sardiman, 1994). Therefore, students' motivation is recommended to become a concern in any teaching method in order to achieve the success of teaching-learning process.

According to Knowles et al (2005), learning is the process of gaining knowledge and expertise. If learning is a process of gaining knowledge and expertise, students have to be encouraged for being active while studying in order

to construct knowledge they will reach and try to find the answer from the problem they face. As the facilitator and motivator in teaching learning, teacher must be active to improve the interactive and meaningful teaching learning method or concept for students in the teaching learning process in order to make students enjoyable and motivated to learn. In otherwise, there are many teachers still using the conventional method or lecturing method in higher education or university.

Lecturing or traditional teaching are now described as being passive teaching method. Kaur (2011) states that in the lecturing process, the learners are more passive than be active in class, and there is no cooperation and interaction between the teacher and students in the lecture process. But now, as the technology era, people have to deal with Information and Communication Technology (ICT). ICT has affected human needs; particularly education also did not escape from the role of sophisticated technology. Education right now will change the progress of learning process.

There are many kinds of learning media that can be used to encourage the learning process; one of the examples is technologies for learning. Technologies for learning refer to the products and the process of technology that is applied to human learning (Heinich, Molenda, Russell, & Smaldino, 2002). Over time, many technologies for learning have been developed (Heinich, Molenda, Russell, and Smaldino, 2002). One of the technologies for learning is online technology. Online technologies (those that rely on computer-based systems) have open up a

new array of distance learning opportunities (Heinich, Molenda, Russell, and Smaldino, 2002).

Islamic University of Indonesia is one of the universities that use some types of learning media in the learning process. The learning media that most often used is online technologies, which is using Google Classroom. The use of Google Classroom is as asynchronous method. According to Anderson (2008) in asynchronous online learning, students can access the online materials anytime and anywhere, while synchronous online learning allows for real-time interaction between students and teachers. One of the departments in Islamic University of Indonesia that often use Google Classroom in the learning process is English Language Education.

The previous research that discusses about one of the examples of learning media in the learning process, which is using online technologies is by Gonen and Akbarov (2016). They found that using Schoology in Intensive English Language Program at Zirve University in Turkey was significantly contributing to the motivation of the learners in four constructs of ARCS Model (Attention, Relevance, Confidence, and Satisfaction) to improve their English language skills. It also found with Instructional Material Motivation Survey (IMMS) that using the blended learning strategy with second language learners motivated them a lot. However, the context of that research is in intensive English Language Program at Zirve University in Turkey, and the platform used in blended learning is Schoology, while the context of this research is in English

Language Education at Islamic University of Indonesia, and the blended learning platform is Google Classroom, which is asynchronous model.

This topic is important and interesting to be studied because of three reasons. The first reason is students' motivation becomes the critical issue in the learning process (Dörnyei, 1998). The second reason, lecturing method that most often used in many universities is now describe as being passive teaching method, because there is no cooperation and interaction between the teacher and students in the lecture process (Kaur, 2011). The last reason, Islamic University of Indonesia is one of the universities that use some types of learning media in the learning process, but the most often used is Google Classroom.

1.2. Identification of the Problem

As mentioned in the background that students' motivation in the learning process is a critical issue that determines the success of learning. Therefore, teachers are recommended to consider students' motivation in using learning media which is using technology. Lecturing or traditional teaching which commonly used in many universities in Indonesia are now described as being passive teaching method because in the lecturing process, the learners are more passive than be active in class, and there is no cooperation and interaction between the teacher and students in the lecture process (Kaur, 2011). So, it is time to use more media in the teaching learning process.

1.3. Limitation of the Problem

Because of several considerations, this study is limited with several variables. The first is locative limitation; this study conducted in English Language Education, Islamic University of Indonesia. The second is human limitation; the population of this study is all English Language Education students from batch 2014 to batch 2017. The third is topical limitation; this study examines instructional materials that focus on attention, relevance, confidence, and satisfaction in order to motivate students in using Google Classroom. The last is instrumental limitation; the questionnaire of this study is Instructional Materials Motivation Survey (IMMS) adapted from Keller (2010).

1.4. Formulation of the Problem

This research was conducted to answer questions:

1. What are the students' motivations in the use of Google Classroom in each batch of English Language Education, Islamic University of Indonesia?
2. What positive motivation do students perceive on the use of Google Classroom?
3. What negative motivation do students perceive on the use of Google Classroom?
4. What kinds of activities do the lecturers use in Google Classroom?

1.5. Objective of the Study

The research objectives of this study are:

1. To identify the motivation of students in the use of Google Classroom in each batch of English Language Education, Islamic University of Indonesia.
2. To show the numbers of students perceive Google Classroom in positive motivation.
3. To show the numbers of students perceive Google Classroom in negative motivation.
4. To identify the lecturers use Google Classroom for students in English Language Education, Islamic University of Indonesia.

1.6. Significance of the Study

This expected study will contribute to the following aspects. The first for students, this survey study is intended, with its findings, to raise awareness of the current factors affecting student motivation. Second for teachers, this survey study is very important for the teacher to know their students' motivation in using Google Classroom as one of media technology in learning. The last is for the researcher. This survey study can be a reference for educational purposes to map students' motivation.