

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

In this 21st century, technology plays an important role in all aspects of life, especially in the field of education. The utilization of technology in the field of education can make it easier to get information. This technology acts as a means to deliver teaching. Technology in education is used as a tool to achieve learning goals (Maritsa et al., 2021). E-learning is a teaching method that incorporates any form of technology; it also describes an educational setting in which teaching and learning occur within an environment that is based on the internet (Sabah, 2013). E-learning allows for greater flexibility in terms of time and location, as well as savings in terms of both time and money for students. In addition, it makes the process of learning more interactive and collaborative by connecting learners with experts who are located in different locations. E-learning creates new educational methods that increase educational efficiency as well as the number of learning opportunities available (Lestari et al., 2021). These methods involve the storing of knowledge on a website, where it can be kept up to date and maintained on a regular basis. E-learning is a form of education that, from the perspective of the student, entails involvement, the motivation to learn, and the efficiency of communication (Lestari & Setiyawan, 2020).

The emergence of digital technologies has opened up fresh prospects for incorporating mobile phone devices into the process of acquiring a second language (L2) (Hamsia et al., 2020). The growing prevalence of these portable devices has allowed researchers and educators to explore the realm of mobile-assisted language learning (MALL), which focuses on assessing the efficacy and utilization of mobile devices and their applications in facilitating language learning (Wrigglesworth, 2020). The utilization of mobile-assisted language learning (MALL) has become increasingly popular worldwide as a means of teaching and learning English (Hesmatantya, 2007). Integration of MALL has shown positive effects on learners' advancement in various language learning domains such as vocabulary, grammar, pronunciation, listening, and speaking (Hwang et al., 2013). Various MALL studies have been conducted, exploring applications such as Twitter, Snapchat, BBM, Kiki, Line, and Somo. However, the use of WhatsApp as a learning tool for developing

vocabulary proficiency in the Gulf region and other parts of the world has not gained significant traction in this particular aspect (Njoku, 2016).

Since a few years ago, a growing number of people have begun using WhatsApp as a form of educational platform (Lestari et al., 2021). Several investigations have been conducted to examine the effectiveness of WhatsApp in improving vocabulary and other language learning skills. Researchers from a variety of fields have looked into the usefulness of WhatsApp as a learning medium for foreign language acquisition. Research conducted by Ta'amneh (2017) examined how using the messaging app WhatsApp impacted English language acquisition among university students. His research revealed that there were significant disparities between the accomplishments of the two groups, with the experimental group coming out on top. Based on these differences, it can be deduced that incorporating the Whatsapp application into the instruction of the English language led to improvements in the students' abilities in the experimental group. Hamad (2017) has carried out research to investigate whether or not the use of whatsapp can help Saudi university students improve their writing in English. The research revealed that using WhatsApp boosts students' learning and enthusiasm, helps students develop English skills, enriches their vocabulary, and forces them to learn from the mistakes of their classmates.

The level of an individual's motivation is an important factor in the learning process. The extent to which students are motivated to learn is directly proportional to the level of knowledge gained. According to the definition provided by Parson et al. (2001, page 28), motivation can be understood "as an important component or factor in the learning process." Learning and staying motivated are equally important factors in reaching any goal you set for yourself. Learners acquire new knowledge and abilities through the process of learning, and motivation is what drives or encourages them to continue on with the learning process. According to Christiana (2009), a student's level of motivation is an important factor that has a significant impact on the degree to which they are successful in achieving many fundamental objectives throughout the course of their academic career. When it comes to the acquisition of linguistic skills, students' motivation is the single most important factor that determines whether or not they could be successful. When it comes to the acquisition of a second language, motivation is of the utmost significance, and it is, without a doubt, of the crucial relevance to comprehend what the students' motivations are (Oxford & Shearin, 1994). Since the level of students' motivation determines whether they are successful or unsuccessful in

learning English, it is possible to draw the conclusion that motivation and English language learning are inextricably linked and cannot be separated. If students have an interest in learning English and are motivated to do so, even if they believe that English is a challenging language to master, they could make an effort to comprehend it fully.

At the same time, an additional factor that influences the success of an educational process that is based on learning platforms in remote learning is the internal stimulus of a student, who is required to make special efforts (Mukhametshin et al., 2021). This is an important consideration because of the importance of the student's role in the process. The fact that students are able to determine how much time they spend studying is one of the many positive aspects of this type of instruction. They are working toward a specific educational objective, but they are aware in advance of the time resources they have available, including the number of days and hours that a specific section on the educational platform could be open for his review. Students independently decide how much time they could devote to studying various topics based on the information provided here. Alamer et al., (2023) reported that instant messaging applications have a substantial overall effect on student motivation; instant messaging apps can be used to facilitate motivation and achievement. In this case, the researcher wants to examine whether the effect of students' intrinsic motivation is directly proportional to the output produced in learning.

Referring to the explanation above, the researcher intends to investigate students' intrinsic motivation in online english learning through whatsapp as a mobile-assisted language learning (mall) platform. This research is conducted at Aaron's English on Whatsapp. Aaron English on Whatsapp (AEonWA) offers a comprehensive and specialized learning course that facilitates English language acquisition through the popular WhatsApp platform. AEonWA provides a diverse range of programs, catering to different language learning needs, including English conversation covering grammar and tenses, IELTS/TOEFL Preparation, job interview skills, and business English encompassing presentations, negotiations, and meetings. To reach a vast audience, AEonWA effectively utilizes social media platforms such as Instagram (@aarons.english) with an impressive following of nearly one million users and TikTok (@aarons.english) with over seven hundred thousand followers. Through its innovative approach and widespread presence on social media, AEonWA continues to empower individuals worldwide to enhance their English language proficiency conveniently and effectively.

The majority of AEonWA's students being 18 and over signifies its appeal to young adults seeking to advance their language skills for personal growth and professional success. Despite this, there are students participating in this language class from all over Indonesia.

## **1.2 Research Question**

1. How is students' intrinsic motivation in online english learning through whatsapp as a MALL platform?
2. What is the correlation between intrinsic motivation and students' learning output by using Whatsapp as a MALL platform?

## **1.3 Research Objective**

1. To analyze students' intrinsic motivation in online english learning through whatsapp as a MALL platform.
2. To analyze the correlation between intrinsic motivation and students' learning output by using Whatsapp as a MALL platform.

## **1.4 Significance of the Research**

This study is expected to provide a valuable information as well as recommendation for concerned parties, in this case are educational agents such as researcher, teachers, and reader for better improvement partially in English language and teaching.

1. Researcher  
The findings of this research can serve as a helpful reference for other researchers who are interested in investigating motivations of students regarding online education.
2. Teacher  
The results of this study are anticipated to be beneficial for language instructors, as they pertain to perspectives and information regarding students' intrinsic motivation toward online learning, especially English language learning using WhatsApp.

## 1.5 Scope and Limitation

The researcher observed the English learning process at Aaron's English on Whatsapp online course. This research, in particular, conveys students' motivation towards online english course. However, this study only discusses students' intrinsic motivation in online english learning through whatsapp as a mobile-assisted language learning (mall) platform.

## 1.6 Definition of Key Terms

1. Motivation is defined as the psychological forces that determine the direction of an individual's level of effort and persistence in the face of obstacles. Motivation is considered to be the driving force behind behavior, action, and especially persistence (Kanfer, 1990).
2. Mobile Assisted Language Learning defined as subset of mobile learning (Viberg, 2012) that employs mobile devices for instructional purposes. These devices encompass a range of options such as iPads, iPods, smartphones, and laptops. The mobility offered by these devices enables novel forms of learning that can take place at any time and in any location, catering to diverse contexts and applications (Kukulka-hulme et al., 2014).
3. English course is defined as a series of classes or a study plan on a specific subject, typically leading to an examination or certification (Cambridge Dictionary, 2023). English course guides students along a path to English proficiency by enhancing their speaking, reading, listening, writing, grammar, pronunciation, and vocabulary.
4. Online learning is defined as learning English through online resources, in general, refers to the process of acquiring knowledge through the utilization of electronic-based media, computers, and a network. Electronic learning, also known as e-learning, online learning, internet-enabled learning, virtual learning, and web-based learning are all names that are used to refer to online learning (Reviews et al., 2019)

