



Students' Perception and Motivation toward English E-Learning during Covid-19 Pandemic of Eleventh Grade Students at SMAN 1 Monta

Ika Irawati¹, Fitri Ningsi², Nurhidayat³

^{1,2,3}Dosen STKIP Taman Siswa Bima, Kabupaten Bima, NTB, Indonesia

E-mail: ika.irawati1989@gmail.com, ningsifitri899@gmail.com, nuryaya8@gmail.com

Article Info	Abstract
Article History Received: 2022-08-11 Revised: 2022-09-22 Published: 2022-10-01 Keywords: <i>E-Learning; Perception; Motivation.</i>	This research aimed at knowing the students' perception towards English E-Learning during Covid-19 pandemic at SMA N 1 Monta. This research generally answered two questions as follows: (1) What are students' perceptions towards English E-Learning during Covid-19 pandemic? (2) How are students' motivation towards English E-Learning during Covid-19 pandemic? The data was collected through a questionnaire and interviews. There were 31 students of MIPA-2 in eleventh graders at SMA N 1 Monta participated in this research. Since this research explored the students' perception and motivation which coming from the students' experiences during Covid-19 pandemic, descriptive research by using qualitative techniques was considered as an appropriate approach as a type of 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 positive perception because it is flexible and effective. Meanwhile, its flexibility makes some students motivated but some are being lazy in doing it and choose to procrastinate the assignments.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2022-08-11 Direvisi: 2022-09-22 Dipublikasi: 2022-10-01 Kata kunci: <i>Pembelajaran Elektronik; Persepsi; Motivasi.</i>	Penelitian ini dilakukan untuk mengetahui persepsi dan motivasi siswa dalam belajar bahasa inggris melalui jaringan online selama pandemi covid-19 di SMA N 1 Monta. Penelitian ini umumnya menjawab dua pertanyaan sebagai berikut: (1) Apa persepsi siswa dalam belajar bahasa inggris melalui jaringan elektronik atau internet selama pandemi covid-19? (2) Bagaimana motivasi siswa dalam belajar bahasa inggris melalui jaringan onlines elama pandemi covid-19? Data dikumpulkan dengan cara memberikan kuesioner dan melakukan waThe wancara. Terdapat 31 siswa dalam kelas XI-MIPA-2 di SMAN 1 Monta yang berpartisipasi dalam penelitian ini. Karena penelitian ini bertujuan untuk mencari tau persepsi dan motivasi siswa dimana berdasarkan pengalaman para siswa itu sendiri selama masa pandemi covid-19, maka penelitian ini menggunakan tehnik deskriptif kualitatif sebagai metode yang tepat. Hasil penelitian ini disajikan dengan cara meguraikan persepsi dan motivasi siswa secara luas. Peneliti menemukan bahwa nbelajar online memberikan persepsi yang positif bagi siswa karena belajar online dianggap fleksibel dan efektif. Namun demikian, flesibilitas dalam belajar online membuat sebagian siswa mals dalam belajar dan memilih untuk menunda untuk mengerjakan tugas yang diberikan oleh guru.

I. INTRODUCTION

Learning foreign languages refers to conditions where a language that is not spoken by the surrounding community so that the community learns and acquires non-native languages or what are commonly referred to as foreign languages (Fasold and Linton, 2006:434). Fatiha et al. (2014:121) stated that English language has become the international language which widely adopted for communication worldwide, as it became a tool of communication between native and non-native speakers. In Indonesia, English is a foreign language as well as a global language that must be mastered to support various aspects of life, one of which is learning in education. In Indonesia, there are still many teaching and

learning activities that prioritize face-to-face meetings in class. However, with the Covid-19 pandemic widespread in Indonesia, all activities must be carried out from home. Directorate General of Disease Prevention and Control (2020:11) stated that Corona Virus Disease (COVID-19) is a new type of virus that has never been identified in humans. Corona Virus is a zoonosis (can be transmitted between animals or humans). Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to plague in Indonesia in early March 2020.

By knowing students' perception, the teacher can understand students better. However, in this study, the researcher is going to explore

students' perceptions and motivations of English E-Learning during the Covid-19 pandemic that was endemic in Indonesia. The subject of this study is the eleventh grade students of MIPA-2 at SMAN 1 Monta especially in English subject.

1. The Concept of Perception

According to Qiong (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensor devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception. Qiong (2017:18) also stated that there are three stages of the perception process, those are: selection, Organization, and Perception.

2. The Concept of Motivation

According to Qiong (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010:99) stated that perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensor devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception. Qiong (2017:18) also stated that there are three stages of the perception process, those are: selection, Organization, and Perception. According to Prihartanta (2015:3), motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action with a specific purpose. Furthermore, Saptono (2016:190) stated that motivation will make students more active in learning and obtain high learning outcomes. Meanwhile students who do not have learning will give low learning outcomes. In activities that facilitate students, learning becomes one of the roles in it to create motivation. The teacher understands how important motivation is for learning and does many things to increase student motivation (Schunk, 2012:346). From the explanations of the experts above it can be concluded that student motivation is an internal energy that makes students become excited in learning to achieve goals. Fatiha et al. (2014:122) stated that there are two variable of motivation,

those are: Instrumental Motivation and Integrative Motivation. Prihartanta (2015:4) added that there are two types of motivation, Intrinsic motivation and Extrinsic Motivation.

3. The Concept of Language Learning

Schunk (2012:3) defined learning as a process that results in long-lasting behavioral change, which from practice or other forms of experience naturally produces a variety of behaviors in certain ways and in certain capacities. Furthermore, Schunk (2012:346) also sees that student learning begins with the knowledge and skills brought to the situation, which are developed and refined as one of the learning functions. Oroujlo and Vahedi (2011:994) stated that language, especially English, is accepted as the key to success in life if fluency in English is well mastered. English is an important instrument in fields including scientific communication, business, cultural exchange, political matters, etc. Furthermore, Delahunty and Garvey (2010:7) stated that language is the main communication medium between students and teachers and between students and textbooks in educational facilities. Students who study English as second language workers will have difficulty doubling because English is simultaneously both their educational facilities and objects.

4. The Concept of E-Learning

Naidu (2006:1) stated that E-Learning is a teaching and learning system that uses information and communication technology. The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics. Furthermore, Indrakusuma and Putri (2016:2) stated that E-Learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system. Through E-Learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers (Suartama, 2014:20).

II. METHOD

This research used qualitative as a method of the research. The researcher employed qualitative research because in this research the researcher collected the data, made an analysis, and made a conclusion. This research is not statistic procedure, not using the formula and not manipulation data, but this research was analyzed based on phenomena, real and concrete experienced by the students toward English E-Learning during pandemic. The research was conducted the research in the MIPA-2 classroom students of eleventh grade at SMAN 1 Monta which is located in Jl. Lintas Tente-Parado, Sie. In MIPA-2 of eleventh grade consist of 13 male students and 18 female students with total 31 students. In collecting the data, the researchers used two research instruments such as interview and questionnaire, while In analyzing the data, the researchers used qualitative data analysis theory which consist of data reduction, data display, and conclusion.

III. RESULT AND DISCUSSION

In conducting interviews, the questions given to participants are the same as the questionnaire questions. So the points used are the same, namely to discuss two research problems related to students' perceptions and motivations. Interview results are used by the researcher to convince and strengthen student responses in the questionnaire. It Conducted at SMAN 1 Monta and there were five students of eleventh grade student of MIPA-2 and one English teacher that had been interviewed as the data representative. Then, the questionnaires result would be explain as follows:

A. Result

1. The first research problem is about perception where there are 5 questions in the questionnaire to get the data. The data is classified into four scales namely strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' perception. There are four levels of scale, such us: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Table 1. Students' perception

No	Questionnaire Statement	Scale	Frequency	Percentage
1	(The teacher explains English material well	4	5	31.3%
		3	11	68.8%
		2	0	0%

2	through E-The English material delivered by the teacher through E-Learning is	1	0	0%
		4	4	25%
		3	6	37%
		2	4	25%
3	Learning English through E-Learning was effective during Covid-19 pandemic	1	2	12.5%
		4	6	37%
		3	6	37%
		2	3	18.8%
4	Your English skills improve during learning through E-Learning	1	1	6.3%
		4	4	18.8%
		3	8	25%
		2	3	50%
5	The teacher conducts question and answer activities about English material in learning through E-Learning	1	1	6.3%
		4	5	31.3%
		3	7	43.8%
		2	4	25%

2. Students' Motivation

The second research problem is about motivation where there are 5 questions in the questionnaire to get the data. The data is classified into four scales namely strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' perceptions.

Table 2. Students' Motivation

No	Questionnaire Statement	Scale	Frequency	Percentage
6	You want to learn the learning media who will be teach by the teacher during Covid-19	4	7	43.8%
		3	6	37.5%
		2	3	18.8%
		1	0	0%
7	You ask the teacher when you have difficulty learning English through E-Learning	4	6	37.5%
		3	9	56.3%
		2	1	6.3%
		1	3	18.8%
8	You are diligently working on English assignments given by the teacher through E-Learning during Covid-19 pandemic	4	6	37.5%
		3	7	43.8%
		2	1	6.3%
		1	2	12.5%

9	You continue to learn English even though there are no assignments during Covid-19 pandemic	4	4	6.3%
		3	10	25%
		2	1	63%
		1	1	6.3%
10	You are motivated and Passionate about learning English through E-Learning during Covid-19 pandemic	4	3	18.8%
		3	7	43.8%
		2	4	25%
		1	2	12.5%

Table 3. Total of Students' perception

No	Levels of Scale	Percentage Total	
1	Strongly Agree	4	17%
2	Agree	3	25%
3	Disagree	2	39%
4	Strongly Disagree	1	19%

Table 4. Total of Students' motivation

No	Levels of Scale	Percentage Total	
1	Strongly Agree	4	21%
2	Agree	3	19%
3	Disagree	2	38%
4	Strongly Disagree	1	22%

B. Discussion

1. Data analysis of students' perception

The first research problem is investigating students' perceptions related to learning English through E-Learning during the Covid-19 pandemic. To answer the first research question, the researcher distributed questionnaires, there are 31 students voluntarily participated in filling out the questionnaire. In addition, the researcher also conducted interviews with five students to strengthen and obtain additional information. After the questionnaire and interview data are completed, there is some data that can be described:

a) The first is about students' perceptions related to the teacher's role in explaining English material through E-Learning is good or not, in this case, the data obtained in the questionnaire showed the highest frequency with a percentage of 68.8% agree with the question but after further interviews, more answers were given obtained

disagree. From the five students interviewed, the difference is not so far only a small difference. Based on the answers of the majority of students, it is known that the teacher rarely provides material and prefers to give assignments. This is as explained in chapter 2 about the disadvantages of E-Learning in point (c), namely the teaching and learning process tends towards training rather than education itself. So it is more dominant given the task that explained about the material. From the first data, it can be concluded that according to students' perceptions, the delivery of material by teachers in learning English through E-Learning during the Covid-19 pandemic was less than optimal. This is because teachers often give assignments rather than deliver the material.

- b) The second is about student perceptions related to the teacher's role in delivering English material through E-Learning according to the syllabus or not. In this second point, the data obtained in the questionnaire showed the highest frequency with a percentage of 37% agree with the question, then deepened with further interviews many students agreed with the question so that the data obtained were the same. The way they know is because what is used as an English learning material is the LKS (Student Worksheet) book so they know it's appropriate.
- c) The third is about student perception related to the effectiveness of using E-Learning for learning during the Covid-19 pandemic. In this third point, the data obtained in the questionnaire showed that there were two similar results, namely strong agree as much as 37% and agree as much as 37% with the question, then deepen with further interviews the results were obtained that their answers were equally balanced. From these results, it can be concluded that half the students feel that E-Learning is very effective and the other half feel effective. The effectiveness during E-Learning is in accordance with the theory in chapter 2 point (2), namely the e-learning gives flexibility in choosing the time and place to be able to access the trip, so they find

learning at home more enjoyable.

- d) The fourth is about student perceptions related to an improvement in their English ability while learning English through E-Learning. On this fourth point, the data obtained in the questionnaire showed that highest frequency with a percentage of 50% disagree then deepening with further interviews the results obtained that their answers were slightly more who disagree. Those who disagree argue that while studying at home their abilities do not improve. From these results, it can be concluded that more students feel that E-Learning does not improve their English skills, this is due to the lack of interaction between the teacher and students and not as if face to face in the class. There are some students who agree if their English language skills improve because they want to study independently at home.
- e) The fifth is about student perceptions related to the teacher's role in the question and answer activity during learning through E-Learning. At this fifth point, the data obtained in the questionnaire the highest frequency with a percentage of 43.8% agree with the questions presented.

2. Data analysis of students' motivation

The second research problem is investigating students' motivations related to learning English through E-Learning during the Covid-19 pandemic. After the questionnaire and interview data are completed, there are some data that can be explained:

- a) The first is students' motivation related to students' willingness to learn the media used during learning through E-Learning. At this first point, data obtained from the results of the questionnaire showed the highest frequency with a percentage of 43.8% strongly agree with the questions presented. Then deepened with interviews the results obtained that the answers of dominant students want to learn the learning media used by the teacher. It can be concluded that from the two research instruments used these results are mutually supportive. However, in practice during E-Learning the English

teacher concerned was less using learning media and only using Whatsapp for learning activities during the Covid-19 pandemic.

- b) The second is students' motivation related to the difficulties faced by students in learning English through E-Learning whether or not asked. In this second point, the data obtained from the results of the questionnaire showed the highest frequency with a percentage of 56.3% agree with the questions presented. Then deepened with interviews the results obtained are balanced. Some students want to ask questions when it's difficult and some don't. From the results of the interview also obtained the results that to ask when the difficulty of the homeroom teacher recommends asking questions directly with the teacher concerned via Whatsapp personal chat. However, there are some students who actually rely on Google to get answers to their questions. It can be concluded that from the two research instruments used the results are balanced. There are some students who are quite indifferent to learning English during E-Learning because of various factors such as fear of asking questions and being lazy.
- c) The third is students' motivation related to English assignments given to students through E-Learning during the Covid-19 pandemic whether it is done diligently or not. In this third point, the data obtained from the results of the questionnaire showed the highest frequency with a percentage of 43.8% agree with the questions presented. Then deepened with the interview, the results obtained are precisely balanced. From the interviews, it was found that some students doing their assignments diligently because they thought that delaying doing the assignments would add to the burden because there would be more assignments coming in. However, some students also did not do assignments diligently or lazy and some did not even do it at all, the reason being they could not speak English, the number of assignments given from all subjects are too much, and also laziness. It can be concluded that from the two

research instruments used the results were not much different. Students' motivation in doing their assignments diligently is quite high, although there are some who are not so diligent. This is not much different from face to face learning in class.

- d) The fourth is students' motivation related to whether students' habits continued to study even though there were no assignments during the Covid-19 pandemic. In this fourth point, the data obtained from the results of the questionnaire showed the highest frequency with a percentage of 63% disagree with the questions presented. Then deepened with the interview, the results obtained are also the same. From the interviews, the researcher found the fact that the majority of students did not learn if there were no assignments, even some that even if there were assignments they also did not do. There are some who learn only if there are assignments, this is because other assignments accumulate so that the available time is used to complete the assignments of other subjects. In addition, there are also those who think that English is too difficult to learn so if there is no assignment they prefer not to learn. It can be concluded that from the two research instruments used the results are mutually supportive. Students' motivation in learning English if there are no assignments during the pandemic is not very good.
- e) The last is whether students are motivated and enthusiastic when learning English through E-learning during the Covid-19 pandemic. At the last point, the data obtained from the results of the questionnaire showed the highest frequency with a percentage of 43.8% agree with the questions presented. Then deepened with the interview, the results obtained are balanced. From the interviews, the researcher found the fact that some students were motivated and enthusiastic about learning English during the Covid-19 pandemic because this was the only way to keep learning because of the circumstances that did not allow them to go and study at school, but there were some students

which is not motivated and not motivated because they feel learning at home is boring especially if learning English or difficult subjects such as mathematics. It can be concluded that the motivation of students in learning English through E-Learning during the Covid-19 pandemic is quite good, this is based on their awareness of the importance of learning during the pandemic. From the analysis of the data above, the researcher found that students' perceptions and motivations for English E-Learning during the Covid-19 pandemic differed from one another. Using E-Learning during this pandemic has advantages and disadvantages, where the effects felt by students are also different. Students have difficulty learning because the learning systems used during the pandemic have never been felt before. Based on students' responses to filling questionnaires and interviews, students' perceptions and motivations while studying at home were quite good, and E-Learning was quite helpful in learning during the Covid-19 pandemic.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on result and discussions, the researchers conclude as follow:

1. Students' perceptions toward English E-Learning during Covid-19 pandemic

The first perception is the positive perception of students about learning English through E-Learning during the Covid-19 pandemic, some of them stated that learning English while at home is quite good. They argue that this method is arguably quite effective because it is the only way out to keep learning online as long as the Covid-19 pandemic is still taking place in Indonesia, so they can still learn even if not directly in school. Learning English through E-Learning has many advantages, such as students can be more independent to learn so that they do not depend on the teacher, time and place to learn can also be flexible anytime and anywhere, but in this context they must remain at home because of the regulations of government during the pandemic. In addition, the second perception is negative

perception. Students said that learning English through E-Learning during the Covid-19 pandemic was quite difficult, as the material delivered by the teacher was not well received and the lack of question and answer interactions during online learning resulted in students not understanding. In addition, the ineffectiveness of this learning system also makes some students lazy to learn because the responses given by the teacher concerned are not so good.

2. Students' motivations toward English E-Learning during Covid-19 pandemic

Most students said that learning English through E-Learning is less motivating, although some students think that this is quite motivating. Student learning motivation can be seen using several indicators taken from questionnaire and interview questions such as the enthusiasm of students in learning the learning media used by the teacher, the willingness of students to ask when difficulties in doing assignments, the diligence of students in doing assignments, and the willingness of students to learn when no assignment. From all the indicators there are two different results. The first, students are motivated and excited by learning English through E-Learning, this can be seen from the way they think that they realize the importance of learning English while at home. Some of them want to try to remain diligent even though everything is done online, there are some that they make as learning resources that make them motivated like teachers, friends, and the internet (usually using YouTube).

3. Secondly, students are less motivated and lack enthusiasm with learning English through E-Learning, this can be seen from the attitude of those who are more lazy to learn when compared to before when learning directly in class. Some of them think that learning in class directly is more fun because they can interact directly with the teacher and also many friends. In addition, too many assignments given by teachers from all subjects actually make them lazier because the tasks received are increasingly piling up. Coupled with the lack of firmness of the teacher in determining the time of assignment so that

students become underestimated the given task.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, the suggestion for the next writer is to study more deeply and comprehensively about Students' Perception and Motivation toward English E-Learning during Covid-19 Pandemic of Eleventh Grade Students at SMAN 1 Monta.

REFERENCES

- Biro Kerja Sama dan Hubungan Masyarakat. 2020. *Sikapi COVID-19 Kemendikbud Terbitkan Dua Surat Edaran*. Jakarta: Kementerian Pendidikan dan Kebudayaan
- Delahunty, G. P., & Garvey, J. J. 2010. *The English Language: From Sound to Sense*. Fort Collins, Colorado: WAC Clearinghouse.
- Direktorat Jenderal Pencegahan dan (P2P). (2020). *Pedoman Kesiapsiagaan Menghadapi Corona virus Disease (COVID-19)*. Jakarta Selatan: Kementerian Kesehatan RI.
- Fasold, R. W., & Connor-Linton, J. 2006. *An Introduction to Language and Linguistics*. New York: Cambridge University Press.
- Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. 2014. *Attitudes and Motivations in Learning English as a Foreign Language*. International Journal of Arts & Sciences.
- Indrakusuma, A. H., & Putri, A. R. 2016. *E-Learning: Teori dan Desain*. Tulungagung: STKIP PGRI Tulungagung.
- Naidu, S. 2006. *E-Learning: A Guidebook of Principles, Procedures and Practices Revised Edition*. New Delhi: Commonwealth Educational Media Center for Asia.
- Oroujlou, N., & Vahedi, M. 2011. *Motivation, Attitude, and Language Learning*. International Conference on Education and Educational Psychology.
- Prihartanta, W. 2015. *Teori-Teori Motivasi*. Jurnal Adabiya.
- Qiong, O. 2017. *A Brief Introduction to Perception*.

Studies in Literature and Language.

- Saptono, Y. J. 2016. *Motivasi dan Kerberhasilan Belajar Siswa*. Jurnal Pendidikan Agama Kristen Regula Fidei.
- Schunk, D. H. 2012. *Learning Theories: An Educational Perspective Sixth Edition*. Boston, MA: Pearson Education.
- Suartama, I. K. 2014. *E-Learning Konsep dan Aplikasinya*. Singaraja: Universitas Pendidikan Ganesha.
- Walgito, Bimo. 2010. *Pengantar Psikologi Umum*. Yogyakarta: C.V Andi.