

The tenth-gradestudents' perception and motivation on English e-learning during the Covid-19 pandemic at SMAN 4 Bandar Lampung in the academic year of 2021/2022

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ABSTRACT

The Covid-19 pandemic has resulted in the shifting of teaching-learning process replaced with E-learning. This study focused on knowing the students' perception and motivation towards English E-Learning during the Covid-19 pandemic at SMA Negeri 4 Bandar Lampung. The objectives of this research were to find out the students' perception and motivation toward English E-learning during the covid-19 pandemic. There were 80 students of tenth graders at SMA Negeri 4 Bandar Lampung who participated in this research. The instrument of this research was a questionnaire. This research applied descriptive research using quantitative method. The detections from data analysis, students show a positive perception toward English E-learning, because with E-learning, the process of learning English has become much easier and E-learning can foster students' interest and motivated in learning English. Even though students found problems in implementing English E-learning, students also found learning English through E-Learning is quite effective.

Keywords: *Perception, Motivation, E-learning*

1. INTRODUCTION

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. According to Schunk (2012), learning is a process of behavior change that is able to last long enough or to behave in a certain way in a capacity, which results from practice or other forms of experience. Learning can acquire and modify knowledge, skills, strategies, beliefs, attitudes, and behaviors through the process. Many people want to learn cognitive, linguistic, motor, and social skills, and this can be produced through a variety of different forms. 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) stated that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus 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.

E-learning is the best choice for education in the midst of the Covid-19 outbreak. According to Suartama (2014), through E-learning, the 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. Furthermore, Ghiardini (2011) stated that E-learning can offer one effective teaching method,

such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games.

Based on the preliminary observation in SMAN 4 Bandar Lampung, it was found that the students were most interested in used online teaching as a media of teaching learning process. Some students were more active while following the class and doing teachers' assignments but for the other also becomes a burden in their study, it was not irrespectively from the student motivation toward following online teaching learning method. The online learning processes was carried out with various E-learning applications that can support the distance learning process such as Google Meet, and Google Classroom. According to information from the teacher, there were still many students who feel uncomfortable with the English E-learning conducted during the pandemic and there were some students who have problems with the internet network and access to technology. Those problems faced in online teaching learning method made the researcher more interested in analyzing how the students' perception and motivation toward E-learning as a media in Online teaching English Class in Pandemic situation. However, the differences between this research with the previous researcher were about the aim of the research. This research was aimed to find out about the students' perception and motivation in using E-learning method during the Covid pandemic but the previous research aimed to know the perception between students and lecturers and to find out the correlation between students' attitude and motivation during learning using E-learning method.

Based on the explanation above, the researcher was interested in exploring students' perceptions and motivation after experiencing the learning process through E-learning. According toWalgito (2010), perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory 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. While motivation is a psychological phenomenon in theform of an impulse that arises in a person consciously to take action with a specific purpose(Prihartanta, 2015). By knowing students' perception, the teacher can understand students better.

II. METHODS

This research applied descriptive research using quantitative method to find out students' perception and motivation toward English E-learning. The research took three classes through a purposive sampling technique as the sample of this research. The class was Class X Science 1,2,3 consisting of 80 students. The instrument of this research was a questionnaire. This research used four-point Likert scale questionnaire; 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree.

III. RESULTS AND DISCUSSION

Results

The first research problem is about perception, where there are 10 questions in the questionnaire to get the data. The data was classified into four scales that is strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' perceptions.

Table 1. Questionnaire Data of Students' Perceptions

No	Statements	Scale	Frequency	Percentage
1	I feel comfort with English E-learning.	4	42	52.5%
		3	24	30%
		2	11	13.75%
		1	3	3.75%
2	I do prefer learn English online rather than offline.	4	14	17.5%
		3	27	33.75%
		2	34	42.5%
		1	5	6.25%
3	I feel not confident with English E-learning.	4	31	38.75%
		3	35	43.75%
		2	8	10%
		1	6	7.5%
4	I am satisfied with the materials that the teachers provide.	4	54	67.5%
		3	20	25%
		2	6	7.5%
		1	0	0%
5	Learn English online is quite effective for me.	4	22	27.50%
		3	29	36.25%
		2	24	30%
		1	5	6.25%
6	Learn English online is more flexible in choosing a place and time even though while in a trip.	4	31	38.75%
		3	23	28.75%
		2	23	28.75%
		1	3	3.75%
7	Learning English online can save transportation costs.	4	32	40%
		3	32	40%
		2	16	20%
		1	0	0%
8	I feel uncomfortable when learn English online because of the internet access is inadequate.	4	30	37.50%
		3	29	36.25%
		2	17	21.25%
		1	4	5%
9	It is hard to learn English online because of the technology access is inadequate.	4	31	38.75%
		3	35	43.75%
		2	12	15%
		1	2	2.5%
10	Lack of interaction with the teachers and friends.	4	41	51.25%
		3	22	25%
		2	14	17.5%
		1	3	3.75%

The second research problem is about motivation where there are 5 statements in the questionnaire to get the data. The students were asked to response to five items related to

their motivation while learning English e-learning during COVID-19 pandemic. This questionnaire required the students to give responses in four levels of agreements; 1 for strongly disagree, 2 for disagree, 3 agree and 4 for strongly agree. The table below presents the finding data through online questionnaire.

Table 2. Questionnaire Data of Students' Motivations

No	Statements	Scale	Frequency	Percentage
1	I feel motivated to learn English with E-learning.	4	25	31.25%
		3	36	45%
		2	18	22.5%
		1	1	1.25%
2	I always study English at home even though the learning process conducted online.	4	30	37.50%
		3	41	51.25%
		2	9	11.25%
		1	0	0%
3	I always try to do my homework even though the learning courses are conducted online.	4	61	76.25%
		3	17	21.25%
		2	2	2.5%
		1	0	0%
4	I get motivation from my family to always learn English with E-learning.	4	25	31.25%
		3	42	52.50%
		2	13	16.25%
		1	0	0%
5	I always try to study at home even though there is no homework given by the teacher.	4	31	38.75%
		3	39	48.75%
		2	10	12.5%
		1	0	0%

Discussions

This research aimed to find out students' perception and motivation on English e-learning during COVID-19 Pandemic which was conducted at SMAN 4 Bandar Lampung. There are 80 students of tenth grade who participated in filling out the questionnaire. The researcher made the questionnaire in the form of a Google Form and the link was distributed through WhatsApp group.

In this research, the first questionnaire was related to students' perception toward English e-learning. According to the research findings, most of the students gave positive responses to the perception questionnaire because with e-learning they can enjoy the process of learning wherever they want, saves effort, time and money and also easy to use. Besides, e-Learning is useful for students in providing various tools to learn languages in the form of videos, audios, textbooks, or animations. With E-Learning students can study anywhere and independently outside of class hours. E-Learning helps students in the process of working on assignments and collecting assignments. However, each student has a different perception of E-Learning as an additional school that is beneficial for them. It is in line with the previous research, Nopa (2019) who claim that e-learning was appeared to be useful. This utility includes individuals having the ability to check from any place within the world while not essentially relocating. This statement is also in

line with Tjokro in Indrakusuma and Putri (2016), E-learning can provide the organization of its implementation, proficiency in facility provision, and actual facility cost effectiveness, and there are options to learn like cost productivity of consumption, particularly transportation costs and needs.

Some of students of SMAN 4 Bandar Lampung class X Science 1,2,3 agreed that the used of application in online learning was efficient for learning during the Covid-19 pandemic, it is in line with the statement from Goyal (2012) who said that online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Thus, in using online learning some alternative media or applications can be used to support the learning process. It means that E-learning system can be used as an alternative way to conduct teaching learning process during this Covid-19 Pandemic.

All those results above showed that the students' experience in learning interprets their own perceptions about what they gained. In other words, the teacher played a key role in the learning process, how good they gave role models the better students' perception will be the teacher's side. The teacher must also always improve their ability and competence in teaching so will build up a good atmosphere in the teaching-learning process.

The second category of the questionnaire in this research is about students' motivation. Most of the students agree with the statements of the motivation questionnaire. The students feel they were motivated to learning English toward E-learning at home during Covid-19 pandemic. According to Li & Pan (2009), Motivation is very important factor which determine the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, power of learning, goal setting and achievement in learning. Motivation is an internal process that makes a person move toward a goal and it will be an important thing that makes students fall or success in their learning.

The used of E-learning made the students motivated to improve their ability in English. Students who are more active, including activeness in doing assignments can be indicated that there also presents a big motivation (Saptono, 2016). It can be said that online learning and students' motivation have a correlation each other in which online learning could push the students to do more great educative initiations such as search for more explanations or materials, find more exercises, and read more e- book which relevant with their subject. It is n line with Prihartanta (2015), motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action for a particular purpose, by using E-learning system made the students more courage to be active in online class and also be more motivated in following class.

Based on the explanation above, it can be concluded that most of the students' perceptions and motivations about English e-learning are positive. In this study, the researcher found that students agreed that learning English with e-learning during the COVID-19 pandemic was quite effective for them and could be done anywhere, even though they were traveling long distances. The students also get positive perception because it is flexible and effective. Meanwhile, its

flexibility makes some students motivated but for the others make them lazier in doing it and chooses to procrastinate in doing the assignments. In addition, the weaknesses of this research are the lack of respondents and the researcher did not do interview with the students because of the limit of time research.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion of the research findings, the researcher comes to the following conclusions: 1) From the results of these expressions, the researchers found that in the answers to closed statements in the questionnaire, most students had a positive perception of English e-learning during the COVID-19 pandemic. Most students feel confident when learning English with e-learning and are satisfied with the material provided by the teacher during online learning. The students also agreed that learning English online during the COVID-19 pandemic was more flexible because it could be done anywhere. However, students feel that conducting online learning from home makes them feel less interacting with teachers and other students. 2) Based on the results of the motivation questionnaire, students are motivated to learn English through e-learning and most of them always study and do homework, even though learning is done online from home. They also get motivation from their parents to always learn English online. Even though there are no assignments given by the teacher, some students still study from home to increase their knowledge.

Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions to the English teacher and further researcher. First, English teachers are recommended to do more interaction with students so that students will be more enthusiastic in learning English online and do not feel bored. In this case, teachers are also advised to use more supporting media to make online learning more effective, such as using Google classroom, Schoology, and others. Second, the researcher suggests the further researcher to include another proper method of data collection like interview to make the result of the data more informative. To get a complete finding, further researcher can interview teacher or lecture instead of focusing on students only. It is suggested to do stratified random sampling and increase the population, the new research paper should include a variety of schools or faculties in higher education institutes.

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