

**EXPLORING STUDENTS' PERCEPTION AND MOTIVATION  
TOWARD ENGLISH E-LEARNING DURING THE COVID-19  
PANDEMIC**

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**ABSTRACT**

*The purpose of this study was to investigate students' perceptions and motivations toward English e-learning during the Covid-19 pandemic in the school year 2021/2022. The research was conducted using a descriptive quantitative method and involved a sample of nineteen students from grade VIII of SMPN 7 Gunung Talang. The data was collected using a questionnaire designed by the researcher. The questionnaire provided students with a response column to indicate their choices. In the study, 56 perception statements with three aspects and 26 motivation statements with two aspects were used. The results of the study showed that the perception of English e-learning was positive and received a perception score of 49%, and the motivation towards e-learning was rated at 41%. Both perception and motivation were rated as good. The study concluded that English e-learning was effective and appropriate during the COVID-19 pandemic. The study recommends that English teachers adopt creative approaches to effectively educate students and increase motivation for e-learning in possible future situations similar to the COVID-19 pandemic.*

Keyword : *Students' perception and motivation, English e-learning, Covid-19 pandemic*

**INTRODUCTION**

Due to the Covid-19 pandemic, the Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 in response to the Covid-19 pandemic. One of the circular's provisions emphasized online learning. It was done to provide students with significant growth opportunities without requiring them to complete all educational program achievements for class and graduation.

During the Covid-19 pandemic, e-learning is the most suitable choice for instruction. The main objective of the e-learning system is to offer students the option of learning at home instead of going to class. E-learning provides students access to learning materials whenever and from wherever they are. E-learning platforms also offer a variety of supporting learning

assets, such as interactive media, which teachers can use to enhance the learning experience (Suartama et al., 2014). E-learning, defined by Indrakusuma and Putri (2016) as an abbreviation for "Electronic Learning," is a new educational pathway that utilizes electronic media, particularly the Internet, as the primary learning system.

In the implementation of e-learning in SMPN 7 Gunning Talang, there are obstacles and challenges. This is because both teachers and students are not familiar with this learning system. According to the researcher's observation and interview with teachers and students in eighth grade from January 08 to the end of February 2021, there are some problems in the implementation of e-learning in eighth grade of SMPN 7 Gunung Talang. First, not all teachers have the ability to operate and use technology. This happens because the teacher lacks understanding of e-learning media. Second, independent learning at home has not been fully implemented by students. With parents who have to work and limited knowledge of English, students are required to learn on their own. Third, not all students have their own mobile phones or computers. It has become a luxury item for students with low economic level. Next, e-learning is limited by unstable Internet connections and expensive Internet data. Finally, the condition of English e-learning makes it difficult for students to control and maintain the learning atmosphere due to the limitations of virtual space.

Based on the problem stated above, it was assumed that both factors on the students' and teachers' sides affect the students' perception and motivation in English e-learning. Rahmat (2013) defines perception as the experience of things, events, or relationships brought about by inferring and interpreting messages. It implies that insight is a singular's view or assumption about an object being seen so it can unravel or close an event and the object. This is gained through judgment based on one's feelings about the surrounding objects. Since everything is influenced by how each person perceives the world, anyone can offer their own unique insights. The process of perception can occur through the five detects, to be explicit the sensations of sight, hearing, taste, contact, and the sensation of smell. In addition, motivation is viewed as a basic piece of the accomplishment of any objective. It is a crucial aspect that positively affects any educational learning process, particularly language acquisition. Motivation is more than basically stirring interest. It additionally includes supporting revenue and putting investment into investing the important energy to accomplish specific objectives (Abdul, 2014; Igawa, 2014).

Various studies have contributed valuable insights to this domain. Novika (2021) found that e-learning received a negative perception because students could not understand the material being conveyed. The unstable signal also makes some students lazy to open e-

learning and do assignments. Similarly, Nurzakiah (2021) found that the students' perceptions were negative perceptions because online learning was not effective, making students difficult to understand the material and making students not focus because they only learn to use cell phones. However, from the perception of internal factors the researcher found that there were also some students who were interested in learning English when online because of the friendly attitude of the teacher and using language that was easily understood by students. Furthermore, Yandi (2021) showed that there were several strategies used by English teachers in increasing student motivation in learning English online. The strategies include: giving video material, accepting students' assignments anytime, giving concise and dense material, using learning games, giving praise/rewards, and evaluating the learning process.

The previous studies have separately examined students' perceptions and motivations regarding e-learning amidst the Covid-19 pandemic. However, an important gap arises from the absence of a combined exploration of students' perceptions and motivations specifically within the realm of English e-learning during this pandemic. To address this gap, the present study takes a distinct approach by concurrently investigating students' perceptions and motivations. This research is dedicated to comprehensively exploring how students perceive and what motivates them in the domain of English e-learning amid the ongoing Covid-19 pandemic.

## **METHOD**

### **Research Design**

This research was conducted by using a quantitative descriptive method because the purpose of this research focused on the analysis of students' perception and motivation toward English e-learning during the covid-19 pandemic at SMPN 7 Gunung Talang. According to Sudjana and Ibrahim (2001), quantitative research is based on assumptions, then variables are defined and analyzed using valid research methods. Furthermore, Sukmadinata (2010) says that descriptive research in the field of education and teaching curriculum is important enough to describe the phenomenon of educational activities, learning, and implementation of the curriculum in various types of educational units.

### **Population and Sample**

The population of this research was class VIII students at SMP Negeri 7 Gunung Talang for the 2020/2021 academic year. The total population of 38 students is divided into two classes. In this study, the researcher chose a classification technique based on random

sampling to get the class as the sample. Mahmud (2011) states that if this research is conducted as a descriptive study, the minimum sample size is 10% of the total population. The sample of this research is students of class VIII B, totaling 19 students.

### **Instrumentation**

In conducting this research, the researcher used a questionnaire as the research instrument. The questionnaire instrument was picked on the grounds that; as Sugiyono (2010) claims that questionnaire is an effective information assortment strategy assuming that the researcher knows precisely the exact thing factors to gauge and what can be generally anticipated from the respondent. Saving money and time can come from working efficiently here.

The Likert scale was used by the researcher in this study to score the questionnaire's results. Sugiyono (2014) says that there are measuring such attitudes, opinions, and someone's perception of group perception about social phenomena by using the Likert scale. According to Prasetyo and Jannah (2006), the Likert scale must be used to measure perception and motivation in the following categories: Strongly Agree (SA) will be scored 5, Agree (A) will be scored 4, Neutral (N) will be scored 3, Disagree (D) will be scored 2, and Strongly Disagree (SD) will be scored 1.

**Table 1: The Aspects of Students' Perception toward English E-Learning during Covid-19 Pandemic**

No.	Aspect	Indicator	Item	Time given
1	Internal	Motivation	1, 2	26 minutes
		Attention	3, 4	
		Process of responding	5, 6	
		Psychological	7, 8	
		Gender	9, 10	
		Individual behavior	11, 12	
		Values in oneself	13, 14	
		Decency	15, 16	
		Desires	17, 18	
		Ideals	19, 20	
		Hope	21, 22	
		Needs	23, 24	
Experience	25, 26			
2	External	Family	27, 28	18 minutes
		School	29, 30	
		Community	31, 32	
		Information	33, 34	
		Culture	35, 36	

		Size	37, 38	
		Intensity	39, 40	
		Frequency	41, 42	
		Status	43, 44	
3	Component	Knowledge	45, 46	12 minutes
		Views	47, 48	
		Beliefs	49, 50	
		Feeling	51, 52	
		Behavior	53, 54	
		Action	55, 56	
Total			56 items	56 minutes

Based on the table perception questionnaire above, the researcher used 3 (three) aspects referenced from the questionnaire about students' perception toward English e-learning during the covid-19 pandemic, the aspects are internal, external, and component aspects.

**Table 2: The Aspects of Students' Motivation toward English E-Learning during Covid-19 Pandemic**

No.	Aspect	Indicator	Sub Indicator	Item	Time given
1	Internal	Age		1, 2	6 minutes
		Goals		3, 4	
		Needs		5, 6	
2	External	Teacher		7, 8	20 minutes
		Society		9, 10	
		Peers	Reinforcement	11, 12	
			Modeling	13, 14	
			Punishment	15, 16	
			Competition	17, 18	
			Parents	19, 20	
		Study		21, 22	
		Home		23, 24	
		Facilities		25, 26	
Total				26 items	26 minutes

Based on the table motivation questionnaire above, the researcher used 2 (two) aspects to be referenced from the questionnaire about students' motivation toward English e-learning during the covid-19 pandemic, the aspects are internal and external aspects.

### Technique of Data Collection

The researcher collected the data on Thursday, July 21, 2022, and used the questionnaire to collect data. In the process of collecting the data, first of all, the researcher distributed a questionnaire to the students in class VIII at SMPN 7 Gunung Talang. The

research questionnaire consisted of 82 items that were focused on students' perceptions and motivation toward English e-learning during the Covid-19 pandemic.

To make it simpler for students to fill in, the questionnaire was written in Indonesian, so it did not need bother with to be translated again by the researcher. Then the researcher explained to the students how to fill out the questionnaire. The researcher likewise added an introductory letter on the first page, so the students to make sense of the reason for the survey, and that the answer to the questionnaire was private and did not influence the worth of English lessons.

### Technique of Data Analysis

After collecting the data, the researcher analyzed the result of the research. The researcher analyzed the questionnaire that had been answered by the sample. The researcher calculated the percentage of students' perception and motivation toward English e-learning during the Covid-19 Pandemic by using the formula suggested by Riduwan (2010) as follows:

$$P = F/N \times 100\%$$

Where:

P = The percentage of the response

F = Frequency

N = Total of respondents

After getting the total percentage of students' perception and motivation scores, the researcher classified the percentage based on the classification of the categories of the answers questionnaire in Table 5. Riduwan (2010) explains that there are five criteria to conclude the analysis of characteristics of the answer on the questionnaire, as follows:

**Table 3: Categories of the Answer on Questionnaire**

Categorize	Total
Excellent	81% - 100 % from total indicator
Very good	61% - 80 % from total indicator
Good	41% - 60 % from total indicator
Poor	21% - 40 % from total indicator
Very poor	0% - 20 % from total indicator

## FINDINGS AND DISCUSSION

### Findings

In this research, the sample selected was eighth-grade students at SMPN 7 Gunung Talang. Data collection had been done by distributing questionnaires to the sample class. From the research that had been conducted on July 21, 2022, the descriptions scores of the students' perception and motivation toward English e-learning during the covid-19 pandemic can be seen in the following table and chart:

**Table 4: Scores of the Students' Perception**

Statements	Responses					Total
	SA	A	N	DA	SDA	
Total Score	1698	928	564	152	120	3462
Percentage	49%	27%	16%	5%	3%	100%

Based on the table and chart above, it can be illustrated that there are 3.462 total scores from students' perceptions. 1.698 (49%) of the students' scores were strongly agree (SA). In the option of agree (A), the students' scores were 928 (27%). In the category of neutral (N), the students' scores were 564 (16%). In the option of disagree (DA) the students' scores were 152 (5%), and in strongly disagree (SDA) the students' scores were 120 (3%).

The highest score was 1.698 (49%) in the category strongly agree. It can be classified as good classification. It means that the students had good perception of English e-learning during the covid-19 pandemic.

**Table 5: Scores of the Students' Motivation**

Statements	Responses					Total
	SA	A	N	DA	SDA	
Total Score	385	572	189	214	52	1.412
Percentage	27%	41%	13%	15%	4%	100%

Furthermore, from students' motivation, it was found that the total score of students' motivation was 1.412. The students' scores strongly agree (SA) was 385 (27%). In the option of agree (A), the students' scores were 572 (41%). In the category of neutral (N), the students' scores were 189 (13%). In the option of disagree (DA) the students' scores were 214 (15%), and in strongly disagree (SDA) the students' scores were 52 (4%).

The highest score was 572 (41%) in the category agree. It can be classified as good classification. It means that the students had good motivation of English e-learning during the covid-19 pandemic.

## **Discussion**

Based on the finding above, it becomes evident that students in the eighth grade at SMPN 7 Gunung Talang during the 2021/2022 academic year held generally positive perceptions and motivations towards English e-learning amidst the challenges posed by the Covid-19 pandemic. In terms of perception, the study indicated that students are greatly assisted in the learning process by using e-learning as an alternative choice of learning during the Covid-19 pandemic. With e-learning, students can concentrate on learning separately from home, because students can learn English topics effectively anywhere, and whenever. Even without the help and supervision of parents, students can still study independently by utilizing various learning resources from the internet. In understanding the material and doing assignments, of course, the process of student learning activities is not as smooth and easy as imagined. Misunderstandings in communication and misconceptions of the material may occur because not delivered directly, especially for English material that requires a more detailed and in-depth explanation. Because E-learning requires facilities such as smartphones, computers, internet connections, and also internet data so that online learning can run optimally, students who do not have these facilities can ask for or borrow from their neighbors. Some of them even share these facilities with their friends who do not have these learning facilities. Not only facilities, but parents also try to provide attention, support, and guidance to students when studying with e-learning. This is in accordance with what was said by Suartama et al. (2014) said: "Through e-learning, the material given to students can be gotten to whenever and from any place. Additionally, teachers and parents can support the material's enhancement or inclusion of a variety of supporting learning resources, such as multimedia".

Turning to student motivation, it showed that students have a strong desire to successfully master the material and get high marks in learning activities with e-learning. However, teachers usually only send subject matter and assignments in e-learning media. This causes some students to be lazy and less active in conveying their aspirations and thoughts, resulting in boredom while studying. In addition, students who are interested in learning will take part in learning activities with a sense of pleasure, so that students assume that learning is a necessity. This is in accordance with Abdul and Igawa (2014) who expresses that motivation is viewed as a basic piece of the accomplishment of any objective. It is a crucial aspect that positively affects any educational learning process, particularly language acquisition. Motivation is more than basically stirring interest. It additionally includes

supporting revenue and putting investment into investing the vital energy to accomplish specific objectives.

## CONCLUSION AND SUGGESTION

In conclusion, this study revealed a positive perception and motivation of students towards English e-learning during the Covid-19 pandemic. E-learning proved to be a valuable alternative to facilitate student learning in the midst of the pandemic. The flexibility of e-learning allowed students to engage with English topics anytime and anywhere, thereby enhancing their learning experience outside of traditional classroom settings. In addition, students demonstrated a strong determination to master the material and achieve high levels of performance in their e-learning activities. In light of these findings, it is advisable for English teachers to embrace creativity and innovation in addressing current educational challenges. By doing so, teachers can effectively guide and motivate students, ensuring a robust learning experience even in scenarios reminiscent of the Covid-19 pandemic. Students, in turn, are encouraged to take an active role in their English e-learning journey, optimizing the achievement of learning goals.

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