

**THE TENTH-GRADE STUDENTS' PERCEPTION AND MOTIVATION  
ON ENGLISH E-LEARNING DURING THE COVID-19 PANDEMIC AT  
SMAN 4 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022**

**(An Undergraduate Thesis)**

**By**

**Eka Wiji Rahayu**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG**

**2022**

## **ABSTRACT**

### **THE TENTH-GRADE STUDENTS' 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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Covid-19 pandemic has resulted in a shift in the teaching-learning process to be replaced by E-learning. This research was focused on knowing students' perceptions and motivations toward English E-Learning during the Covid-19 pandemic at SMA Negeri 4 Bandar Lampung. The objectives of this research were to determine students' perceptions and motivations toward English E-learning during the Covid-19 pandemic. There are 80 students of class X SMA Negeri 4 Bandar Lampung who were selected as research samples using the purposive sampling technique. The research instrument was a questionnaire. This research applied descriptive research using a quantitative method. The data were taken from the questionnaire, then analyzed using SPSS and the percentage of each statement.

The finding shows that students have a positive perception of using English E-Learning during the Covid-19 pandemic. In addition, the results showed that students' perceptions of their abilities, the role of teacher, and also student activity in English E-Learning during the Covid-19 pandemic were quite efficient because it could be an alternative way to do learning activities from home. The students also get a positive perception because it is flexible and effective. Its flexibility makes some students motivated; however, some other students are lazy and choose to procrastinate in doing assignments.

***Keywords:*** Perception, Motivation, E-learning

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2021/2022**

**By:**

**Eka Wiji Rahayu**

**An Undergraduate Thesis  
Submitted in a Partial Fulfillment of  
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**The Language and Arts Education Department of  
The Faculty of Teacher and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG  
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2022**

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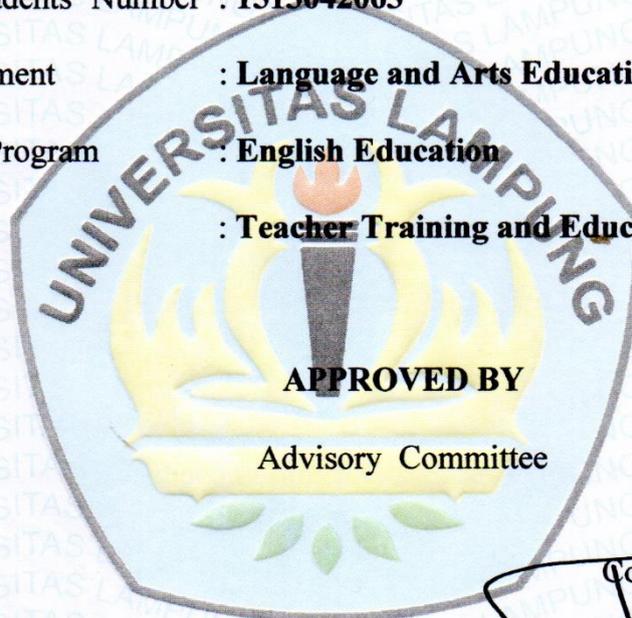
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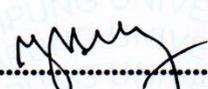
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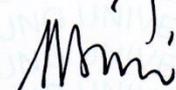
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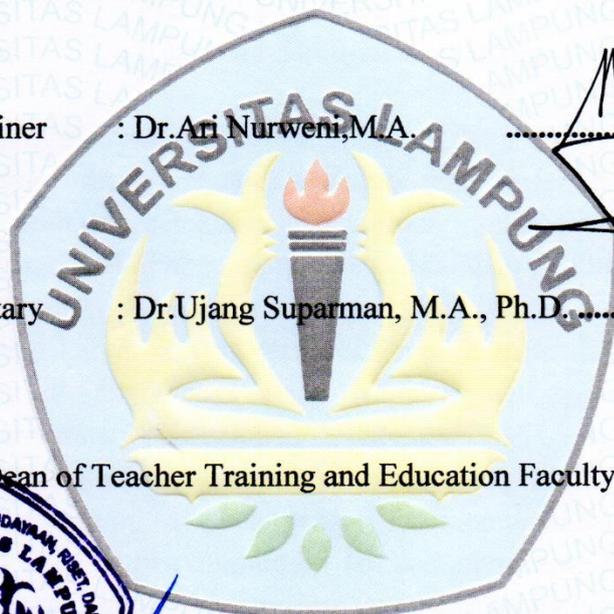
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Yang membuat pernyataan,



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## **CURRICULUM VITAE**

The writer was born on March 4<sup>th</sup>, 1997, in Bandar Lampung. She is the only child of the blissful couple, Jumin and Tati.

In 2003, she went to SDN 1 Sukarame II and graduated in 2009. Then, she continued to SMP 6 Bandar Lampung and graduated in 2012. Afterward, she continued her study at SMAN 4 Bandar Lampung and graduated in 2015.

In 2015, she was registered as one of the students in the English Education Study Program at the Faculty of Education and Teacher Training (FKIP) University of Lampung. She conducted her teacher training program (PPL) at SMAN 1 Metro Kibang in 2018.

## **DEDICATION**

This script is fully dedicated to:

The Most Merciful, Allah SWT

My beloved parents, and All of my best friend.

## **MOTTO**

-Better late than never.-

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*Alhamdulillah* *robbil' alamin*, praise is only for Allah SWT., the almighty god, for blessing the writer to finish the script. This script entitled “The Tenth-Grade students’ Perception and Motivation on English E-Learning During COVID-19 Pandemic at SMAN 4 Bandar Lampung in the Academic Year of 2021/2022” is presented to the Language and Arts Education Department at the Teacher Training and Education Faculty, University of Lampung as a partial fulfillment of the requirements for S-1 degree in English Education.

It is important to know that this script would never have come into existence without any supports, encouragements, and assistances by several generous people. The writer would like to take this opportunity to address her sincere gratitude and deep respect to:

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Finally, the writer believes that the writing is still far from perfection. There might be weaknesses in this research. Thus, comments, criticism, and suggestions are always open for better research. Somehow, the writer hopes this research would give a positive contribution to the educational development, the readers and to those who want to conduct further research.

Bandar Lampung, June 14<sup>th</sup>, 2022  
The writer,

Eka Wiji Rahayu

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>ii</b>
<b>CURRICULUM VITAE .....</b>	<b>iii</b>
<b>DEDICATION .....</b>	<b>iv</b>
<b>MOTTO.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>vi</b>
<b>TABLE OF CONTENTS .....</b>	<b>ix</b>
<b>LIST OF TABLES .....</b>	<b>xii</b>
<b>LIST OF APPENDICES .....</b>	<b>xiv</b>
<b>CHAPTER 1 .....</b>	<b>1</b>
1.1Background of the Study .....	1
1.2Identification of the Problems.....	5
1.3Limitation of the Problems .....	5
1.4 Formulation of the Problems.....	6
1.5 Objectives of the Research.....	6
1.6Uses of the Research.....	6
1.7Definition of Terms.....	7
2.1 Review of Previous Research .....	9
2.3Perception .....	12
a. The Definition of Perception.....	12
b.Perception Process .....	12
2.4 Motivation.....	13
a.Definition of Motivation .....	13
b.Types of Motivation.....	14
c.Types of Motivations .....	14
2.5 Language Learning .....	15
2.6 E-learning.....	16
a.Definition of E-learning .....	16
b.Characteristics of E-learning.....	17
c.Benefits of E-learning .....	18

d. Advantages and Disadvantages of E-learning.....	18
2.7 COVID-19 Pandemic.....	20
CHAPTER III.....	22
3.1 Design of the Research.....	22
3.2 Population and Sample.....	22
3.3 Instrument of the Research.....	23
3.3.1 Questionnaire.....	23
3.3.2 Developing Instrument.....	24
3.3.2.1 Validity of the Questionnaire.....	24
3.3.2.2 Reliability of the Questionnaire.....	24
3.4 Data Collecting Technique.....	26
3.5 Data Analysis.....	28
CHAPTER IV.....	28
4.1 Research Findings.....	28
4.1.1 Students' Perceptions of English E-Learning.....	58
4.1.2 Students' Motivations toward English E-Learning.....	33
4.2 Discussion.....	35
CHAPTER V.....	40
5.1 Conclusions.....	40
5.2 Suggestions.....	40
REFERENCES.....	43
APPENDICES.....	46

## LIST OF TABLES

### Tables

3.1 Specification of Students' Questionnaire.....	24
3.2 Validity of the Questionnaire .....	25
3.3 Result of the Questionnaire .....	26
3.4 Cronbach's Alpha Interpretation .....	26
4.1 Questionnaire Data of Students' Perceptions .....	29
4.2 Questionnaire Data about Students' Motivations .....	33

## LIST OF APPENDICES

### Appendices

1. Questionnaire of students' perception and motivation on E-learning .....	46
2. Distributed Questionnaire (G-Form) to the students.....	50
3. Students' Questionnaire on G-form .....	52
4. Documentation .....	56
5. Letter of Research Permission .....	57
6. Letter of Having Done the Research .....	58
7. Distribution of the Questionnaire.....	59
8. Validity of the Questionnaire .....	61

# CHAPTER 1

## INTRODUCTION

### 1.1 Background of the Study

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). Fatiha et.al. (2014) 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. 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.

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home.

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 using 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.

Moreover, numerous previous researchers found that students show positive perception toward English E-learning. Mihhailova (2005) that investigate the perception of lecturers and students using E-learning as a strategy in higher education, showed the result that the key problem areas for E-learning lecturers are: lack of time, lack of interest/motivation and lack of cooperation. Another research conducted by Seoud (2014), focused on the students' learning motivation toward E-learning, showed that self- motivation is one of the important factors for the students' success in their e- learning process. The integration of information technology and communication with the learning process depends on the individual motivation of the participants. Sabah (2013) carried out research on the attitude and motivation of students to E-learning. The results of this study revealed a good correlation between technical skills and E-learning attitudes of the students.

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 to Walgito (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 the form 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. However, in this study, the researcher also pays attention to students' motivation. Then, the researcher would conduct a research entitled "students' perception and motivation toward English E-learning during COVID-19 pandemic".

## **1.2 Identification of the Problems**

Based on the background, there are several problems in this study:

1. Not all students are familiar with E-learning system
2. Students find it difficult to adapt with the online learning
3. Students cannot fully absorb the lessons during the online learning
4. The level of English students' motivation have not been verified.

## **1.3 Limitation of the Problems**

In this study, the researcher limits the problem mainly to exploring students' perceptions and motivation of English E-learning during the COVID-19 pandemic that is endemic in Indonesia. The subjects of this study were the tenth-grade students of SMAN 4 Bandar Lampung.

#### **1.4 Formulation of the Problems**

1. How are students' perceptions toward EnglishE-learning during the Covid-19 pandemic?
2. How are students' motivations toward EnglishE-learning during the Covid-19 pandemic?

#### **1.5 Objectives of the Research**

Based on the research question above, this particular study aimed to find out:

1. Students' perceptions toward EnglishE-learning during the Covid-19 pandemic.
2. Students' motivations toward EnglishE-learning during the Covid-19 pandemic.

#### **1.6 Uses of the Research**

The result of this research was expected to be beneficial theoretically and practically:

1. Theoretically.

It is expected that the findings of this study can support and complement previous theories related to the use of E-learning for learning English.

2. Practically

The research expects that the findings of the research can be useful for:

- a. For students

E-learning can be used as a learning medium for learning English during the Covid-19 pandemic. Students can use E-learning to learn

English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind.

b. For teachers

It is hoped that this research can provide inspiration or ideas to teachers in teaching English through E-learning. Teachers can use E-Learning as an alternative medium for teaching English without having to face to face directly in the classroom. Then from the perception of students the teacher can know the extent of student understanding of the material delivered through E-learning, whether there are obstacles or not.

### **1.7 Definition of Terms**

a. Perception

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 (Walgito, 2010).

b. Motivation

Motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action with a specific purpose (Prihartanta, 2015).

c. Learning English

Learning is 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 (Schunk, 2012). Then, learning English in this study refers to the process by which English education is important to be taught in order to be able to gain knowledge and English language skills.

d. E-learning

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).

e. Covid-19 Pandemic

Coronavirus Disease (COVID-19) Pandemic is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). (Directorate General of Disease Prevention and Control, 2020).

## **CHAPTER II**

### **LITERATURE REVIEW**

In this chapter, the researcher attempts to explain the theoretical foundation that includes definitions of perception, motivation, learning English, E-learning, and Covid-19 pandemic.

#### **2.1 Review of Previous Research**

There is a previous study by Mihhailova (2005) who conducted a study to investigate how the use of E-learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students. Participants in this study involved 15 lecturers and 115 students. In conclusion, it can be said that the main problem areas for lecturers related to E-learning are: lack of time, lack of interest/motivation, lack of co-operation, compensation system does not take into account the specifics of E-learning and lecturers are concerned about the quality of teaching in a virtual environment. The most problematic of them appear to be lack of time and inappropriate compensation system. Students appear to have an interest in e-courses, but the level of knowledge regarding specifics of web-based learning as well as about e-courses offered was unexpectedly low. This is an especially problematic case as open university students were the main target group for whom the e-courses were designed in the first place. Web-based

learning is 100 percent unsuitable for many subjects and achieves the result that all programs taught are web-based or mixed learning programs cannot be self-directed. The discussion has and will maintain its important role as a teaching tool and it requires quick feedback and responses that can only be achieved in face-to-face meetings.

Another study is from El-Seoud et al. (2014) who conducted research to investigate student motivation towards the effects of E-learning. In this study, there were 159 students who participated and 124 questionnaires were completed correctly and used in this study. Then the results are obtained that one of the important factors for the success of students in the E-learning process is self-motivation. The integration of information and communication technology with the learning process depends on the personal motivation of the participants. Lack of confidence and experience in using technology might be an additional obstacle for other students. In the E-learning process, students work independently and some students may find it difficult to understand its contents, due to the lack of face-to-face contact with instructors and other fellow students. All these factors indicate that these students will not do so can participate effectively and successfully in the E-learning process. As a result, in order to progress well and successfully use all of the E-Learning tools to effectively access online information, some students need the necessary hardware and some special skills. Besides, E-learning will increase student motivation and involvement to learn and help them become independent learners.

Sabah (2013) who conducted a study about students' attitude and motivation toward E-learning. In this study, the sample size of 100 students are taken randomly, male (52) and female (48). The results of this study revealed a good correlation between technical abilities and students' attitudes towards E-learning. Furthermore, influences are registered due to field of study, computer experience, and dedicated time to computer use. Therefore, students with computer experience and frequent users are more likely to accept E-learning. Students with no experience of E-learning are not aware of its importance and have weak motivation to participate in the E-learning process. Interactivity and motivation are valuable means of enhancing and improving learning effectiveness. Therefore, they suggest incorporating the three stages of the learning process. This is to engage students in deep interaction in the learning environment, resulting in more positive attitudes towards the intended behavior and object.

Another research about students' perception has been conducted by L Vitoria, et al (2018). The research found out that the students have positive perception toward the implementation of E-learning. They agreed that E-learning was helpful in improving their understanding of the course materials, time discipline, interactions with each other and with the teacher. The student also agreed that E-learning was enjoyable.

Previous studies have similarities with this study where they all use e-learning in education. However, this study is slightly different from the above study where this study analyzes students' perceptions and motivations towards e-learning which can be used as an evaluation and for further research

on E-learning. In addition, the striking difference from this research is the time spent in this study, namely when the Covid-19 pandemic is an epidemic in Indonesia so that E-learning is the only option to continue learning activities.

## **2.3 Perception**

### **a. The Definition of Perception**

According to Qiong (2017), perception is a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010) states that 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.

So, from the explanation above it can be concluded that students' perception is the way students interpret the picture and understanding of what is felt. This process goes through stages starting from collecting, recognizing, and interpreting the sensory information that is obtained.

### **b. Perception Process**

According to Qiong (2017) there are three stages of the perception process, as follows:

#### **1) Selection**

Selection is the first stage in the process of perception, in this stage the environmental stimulus turns into meaningful experience.

## 2) Organization

The second stage in the process of perception is an organization. After getting information from the outside world, information needs to be arranged in a certain way by finding meaningful patterns. There are two characteristics in this stage. First, the organizing process provides the structure of human perception. In this stage, raw stimuli from the outside world are placed into meaningful experiences of structured humans. Second, the process shows that human perception has stability. In other words, after selecting a stimulus and putting it into a category, the selected stimulus becomes more durable.

## 3) Interpretation

The third stage in perception is interpretation, that is referred to the process of attaching meaning to what is chosen by the stimulus. However, each person will give a different interpretation despite getting the same stimulus.

## 2.4 Motivation

### a. Definition of Motivation

According to Prihartanta (2015), 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) states that motivation will make students more active in learning and obtain high learning outcomes. While 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). 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.

#### **b. Types of Motivation**

Fatiha et al (2014) stated that there are two types of motivation which are explained as follows:

##### 1) Instrumental motivation

An instrumental motivation, humans have high motivation and want to learn languages for practical reasons such as getting a salary or college bonus.

##### 2) Integrative motivation

In integrative motivation, motivated humans want to learn languages so that they can better understand the people who speak using language and also the culture associated with that language.

#### **c. Types of Motivations**

According to Prihartanta (2015), there are two types of motivation which are explained as follows:

##### 1) Intrinsic Motivation

Intrinsic motivation is motives that become active or functioning do not need to be stimulated from the outside, because in every individual there is already an urge to do something. For example, there is someone who wants to learn a new language because she/he wants to experience new things, not because her/his job requires it. It

means that she/he has motivation that comes from the inside and she/she is willing to do it without any external coercion.

## 2) Extrinsic Motivation

Extrinsic motivation is active and functioning motives due to external stimulus. It can also be said as a form of motivation in which learning activities begin and continue based on outside encouragement that is not absolutely related to learning activities. Usually, a person with intrinsic motivation wants to do a task in order to receive a reward or avoid a punishment. For example, she/he is going to learn English because she/he wants to get better job or she/he wants to travel around the world so that she/he will be able to communicate easily.

## **2.5 Language Learning**

Schunk (2012) defined learning as a process that results in longlasting 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) also states that student learning begins with the knowledge and skills brought to the situation, which is developed and refined as one of the learning functions.

Oroujlo and Vahedi (2011) 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) 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.

From the explanation above, it can be concluded that learning will provide experience through the knowledge and skills received during the learning process. Learning English is the key to success because of its importance in various aspects of life.

## **2.6 E-learning**

### **a. Definition of E-learning**

Naidu (2006) 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) 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).

From the explanation above, it can be concluded that E-learning is a teaching and learning system that utilizes electronic media specifically the

internet. This model of learning system makes it easy for teachers and students because learning can be carried out anytime and anywhere.

**b. Characteristics of E-learning**

According to Rudi and Riyana (2007) as quoted in Indrakusuma and Putri (2016) there are four characteristics of E-learning which are explained as follows:

- 1) The attractiveness of students to learning material does not depend on the instructor/learner, because students construct their own knowledge through teaching materials delivered through the web site interface.
- 2) Sources of knowledge are everywhere and can be easily accessed by everyone. This is due to the globalized nature of the Internet media and can be accessed by anyone who is connected to it.
- 3) Learners/educational institutions function as mediators/mentors.
- 4) Obtained from a restructuring of education system policies, curriculum and management that can support the application of Information and Communication Technology for education optimally.

The four characteristics above are what distinguish E-learning from conventional learning activities. In E-learning, students' comprehension of learning material no longer depends on the teacher/student, because students process their knowledge through teaching materials delivered through the E-learning application interface. In E-learning too, sources of knowledge are scattered everywhere and can be easily accessed by everyone.

### **c. Benefits of E-learning**

According to Indrakusuma and Putri (2016) there are three benefits of E-learning which are explained as follows:

#### 1) Cost efficiency

E-learning is able to provide cost efficiencies for the administration of its implementation, efficiency in the provision of facilities and also physical facilities to be able to learn as well as cost efficiency for expenditures namely transportation costs and needs.

#### 2) Flexible

The E-learning gives flexibility in choosing the time and place to be able to access the trip.

#### 3) Learn to be independent

E-learning provides opportunities for students to independently hold the entire procession in the learning process.

### **d. Advantages and Disadvantages of E-learning**

#### 1) Advantages of E-learning

According to L. Tjokro (2009) as quoted in Indrakusuma and Putri (2016) there are advantages from the application of E-learning as follows:

a) Easier to absorb, meaning that in learning E-learning can use multimedia facilities in the form of an image, text, animation, sound, and also video.

b) Much more cost-effective, meaning that in learning E-learning does not need an instructor, there is also no need for a minimum audience, it can be anywhere, and so on.

- c) Much more concise, meaning that in learning E-learning does not contain much class formalities, directly into a subject, subjects as needed.
- d) Available 24 hours per day, meaning that mastery in the material depends on the enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

## 2) Disadvantages of E-learning

According to Nursalam (2008) as quoted in Indrakusuma and Putri (2016) there are disadvantages from the application of E-learning as follows:

- a) Lack of an interaction between teacher and student or even between students themselves.
- b) This tendency can ignore the academic aspects or also social aspects and also otherwise make the growth of business or commercial aspects.
- c) The teaching and learning process tends towards training rather than education itself.
- d) The change in the role of the teacher from initially mastering conventional learning techniques is now also required to be able to know learning techniques using ICT (information, communication, and technology).
- e) Not all internet facilities are available at all places.
- f) Lack of a human resource that understands the internet.
- g) Lack of mastery in computer language.

- h) Access to an adequate computer can be a problem for students themselves.
- i) Students may be frustrated if they cannot access graphics, images, and videos due to inadequate equipment (software and hardware).
- j) Availability of an infrastructure that can be fulfilled.
- k) The information varies in quality and accuracy so guidelines and feature questions are needed.

## **2.7 COVID-19 Pandemic**

Zu et al. (2020) stated that in December 2019, an outbreak of coronavirus 2 (SARS-CoV-2) infection was a severe acute respiratory infection that occurred in Wuhan, Hubei Province, China and spread throughout China and beyond. On February 12, 2020, WHO officially referred to the disease caused by the novel coronavirus as Coronavirus 2019 (COVID-19). 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) (Directorate General of Disease Prevention and Control, 2020:11).

The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/distance learning is focused on increasing students' understanding of the

corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/learning facilities at home. During the Covid-19 pandemic, all activities were carried out from home, including learning. Thus activities that cause direct contact to be reduced so that this virus does not develop rapidly. The government also urges everyone to do social distancing to minimize the spread of this virus.

## **CHAPTER III**

### **METHODOLOGY**

This chapter focuses the methods of the research that uses in this study such as the research design, population and sample, instruments, data collecting technique, and data analysis.

#### **3.1 Design of the Research**

This research applied descriptive research using a quantitative method to find out students' perception and motivation toward English E-learning. According to Creswell (2013), quantitative research is a type of research that explains some problems by collecting numerical data which the way to analyze is by using the statistical method. To be exact, this research was survey research. Sprinthall (1991) stated that survey research is designed to gather information from samples by using questionnaires or, sometimes, interviews. Survey research focused on a group's opinions, beliefs, attitudes, and or characteristics.

#### **3.2 Population and Sample**

The population in this research were the tenth-grade students of SMAN 4 Bandar Lampung. There are 5 classes, there are X Science 1-4 and X Social

1. The total of tenthgraders in this school is about 160 students. In this research, purposive sampling was chosen to select the sample. According to Black (2010), purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Therefore, Ms. Lasma (the English teacher in SMAN 4 Bandar Lampung) asked the researcher to conductan online survey in the classes that are taught by her, with a total of 80 students consisting of 3 classes. They are X Science 1-3.

### **3.3 Data Collecting Technique**

In this research, the researchercollected theclose-ended responses to questions in an online questionnaire by using Google Form. According to Raco (2010), data is collected if the direction and purpose of the research are clear and the data source, namely the informant or participant, has been identified, contacted, and has obtained approval to provide the information needed. Furthermore, Walidin (2015) said that the research data was collected by a predetermined research design. The data is obtained by using observations, experiments, or measurements collected. Data collected represents facts about the object being invited.

### **3.4 Instrument of the Research**

#### **3.4.1 Questionnaire**

The questionnaire is an efficient data collection technique that is done by giving a set of questions or written statements to respondents to be answered

(Sugiyono, 2017). The researcher made the questionnaire in the form of a Google Form and the link was distributed through the WhatsApp group of tenth-graders at SMAN 4 Bandar Lampung. In order to make it easier to understand by the students, the questionnaire was written in Bahasa Indonesia.

The type of questionnaire in this research was a close-ended questionnaire that used Likert Scale multiple-choice questions. The students were asked to show their level of agreement; strongly agree (4), agree (3), disagree (2), and strongly disagree (1).

The questionnaire was adapted from a study done by Ncube (2015) for the questionnaire about students' perception of English E-learning and students' motivation through online learning. The questionnaire contains 15 items. The questionnaire points 1 to 10 discuss students' perceptions toward English E-learning during the COVID-19 pandemic while points 11 to 15 discuss students' motivations toward English E-learning during the COVID-19 pandemic.

**Table 3.1 Specification of Students' Questionnaire**

<b>Variable</b>	<b>Number of Items</b>	<b>Scale</b>			
Perception	1,2,3, 4,5,6,7,8,9,10	strongly agree (4)	agree (3)	disagree (2)	strongly disagree (1)
Motivation	11,12,13,14,15	strongly agree (4)	agree (3)	disagree (2)	strongly disagree (1)

### 3.4.2 Developing Instrument

In order to prove whether the questionnaire had good quality or not, it must be tested first. It could be concluded as good quality if it had good validity and reliability.

#### 3.4.2.1 Validity of the Questionnaire

The validity test was calculated before the instrument was used. The validity test was used to test whether the instrument used is valid or not. It means that the instrument can be used to measure what is being measured. The results of the instrument are called valid if the data collected is the actual data that occurs on the object under study. Validity explains how well and accurately the collected data covers the actual area of an investigation (Ghauri & Gronhaug, 2005). In this research, Pearson Product Moment Correlations was used to test the validity of the Questionnaire. These are basic deciding validity test:

a. Seeing the value of significance:

- 1) If the significance value  $< 0.05$ , then the instrument is declared valid
- 2) If the significance value  $> 0.05$ , then the instrument is declared invalid.

b. Comparing the value of  $r_{xy}$  with  $r$  product moment:

- 3) If the value of  $r_{xy}$  (score total)  $> r$  table product moment, then the instrument is declared valid
- 4) If the value of  $r_{xy}$  (score total)  $< r$  table product moment, then the instrument is declared invalid.

Here are the results of validity test for the questionnaires:

**Table 3.2 Validity of the Perception Questionnaire**

Items	Validity		
	$r_{xy}$	$r_{table}$	Note
Q1	0.564	0.219	Valid
Q2	0.396	0.219	Valid
Q3	0.477	0.219	Valid
Q4	0.424	0.219	Valid
Q5	0.675	0.219	Valid
Q6	0.593	0.219	Valid
Q7	0.554	0.219	Valid
Q8	0.244	0.219	Valid
Q9	0.406	0.219	Valid
Q10	0.270	0.219	Valid

**Table 3.3 Validity of the Motivation Questionnaire**

Items	Validity		
	$r_{xy}$	$r_{table}$	Note
Q11	0.682	0.219	Valid
Q12	0.514	0.219	Valid
Q13	0.423	0.219	Valid
Q14	0.576	0.219	Valid
Q15	0.450	0.219	Valid

From tables 3.2 and 3.3, it can be concluded that all of the questionnaires used in this research are valid.

#### **3.4.2.1 Reliability of the Questionnaire**

Reliability testing can be done externally or internally. External testing can be done by test-retest (stability), equivalent, and both. Internally, the reliability of the instrument was tested by analyzing the consistency of the instrument with certain techniques (Sugiyono, 2018). To determine the reliability of the questionnaire, the researchers tested the questionnaire on 80 students of class X. Then, the researcher used SPSS to calculate the collected data to find out whether the questionnaire was reliable or not. According to

Brown (2002), Cronbach Alpha is often used nowadays, especially in language testing literature, to estimate internal consistency the reliability. The result of reliability test of the questionnaire, as follows:

**Table 3.4 Reliability of the Perception Questionnaire**

Reliability Statistics	
Cronbach's Alpha	N of Items
.611	10

**Table 3.5 Reliability of the Motivation Questionnaire**

Reliability Statistics	
Cronbach's Alpha	N of Items
.628	5

Based on the table above, the reliability of Cronbach's Alpha questionnaires is 0.611 and 0.628. The value of Cronbach's Alpha can be interpreted as follows:

**Table 3.4 Cronbach's Alpha Interpretation**

Cronbach's Alpha	Interpretation
0.00 – 0.20	Less Reliable
0.21 – 0.40	Rather Reliable
0.41 – 0.60	Quite Reliable
0.61 – 0.80	Reliable
0.81 – 1.00	Very Reliable

It can be concluded that the instrument in this research is in the category of reliable.

### **3.5 Data Analysis**

This research used a four-point Likert scale questionnaire; 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree. After grouping the answers, the researcher counted each response. Then, the researcher calculated the mean score result of each statement which determined the main response of each statement. The data that has been submitted was processed and calculated using the Statistical Package for Social Sciences (SPSS) software to analyze the means frequency and percentage of data collection responses. The data were classified based on indicators that can answer research questions. To get clear information about the data, the researcher displayed it in tabular form.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 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.

## 5.2 The Suggestion

### 1. Teacher

In the learning and teaching process, it is better for the teacher 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.

### 2. For other Researchers

- a. It is suggested to include another proper method of data collection like interview to make the result of the data more informative.
- b. To get a complete finding, further researcher can interview teacher or lecture instead of focusing on students only.
- c. 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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