A Study on The Students' Motivation and Perception in E-Learning English (Case Study at Vocational School in Banyuwangi) in The Covid-19 Pandemic

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Abstract: This study aimed to know and reveal the deep students' perception and motivation through E-Learning English during pandemic. E-Learning was the only option such a new normal in learning process during Covid-19 outbreak. 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 so that will be many problem and challenges for them through new normal learning that can affect their motivation and perception. In this study, the researcher administered online questionnaire through google form to find out their perception and motivation and conducted interviews to find out how deep their perspective about the experience in E-Learning procces that did not find the information in questionnaire. The study findings showed that participants' perceive this E-Learning English both positive and negative insights as indicated by their questionnaire and interview results. It is recommended that the teachers should be more attractive in the E-Learning classroom and the government as the central controller should create a policy that ease students and teachers conduct E-Learning activities.

🎯 Introduction

The period of the Covid-19 pandemic starting at the end of January 2020 and all activities that involve associations with many people are stopped and diverted to WFH or working from home is used to prevent the transmission and spread of Covid-19. Based on this government decree, teaching and learning activities at schools are transferred to online schools or online in their respective homes, this effort carried out so that learning continues even though it is done online, E-Learning is the best choice for education in the midst of the Covid-19 outbreak. Government policy to limit student interaction in school during this pandemic, namely by apply distance learning or online learning (online). According to Suartama (2014:20), 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. Learning English online is of course cause different perceptions for each student. This is because perceptions that arise from students come from their current observations and experiences learning process. By

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knowing students' perception, the teacher can understand students better. However, in this study, the researcher also pays attention to students' motivation.

Furthermore, Nurani & Widiati, (2021) shows that students are perceived positively not only online listening course method, but also the difficulty of the method. It means they agree that online listening courses can be useful in this pandemic condition, but they also still have some difficulties to join. Considering the success of E-Learning and perception will arise because the learning system that usually uses the face to face method turns into total E-Learning, There will be many perception, such as pros and cons of changing this system in vocational school that English course is not their major course and has minimum schedule in a week and they live in rural area so that will be many problem and challenges for them through new normal learning that can affect their motivation and perception in learning English. These reasons encouraged the researcher to conduct this study seeking answers to the following research question: 1) How did the participants at vocational school perceive the use of E-Learning platform in Covid-19 pandemic? 2) How was the participants' motivation toward English E-Learning during Covid-19 pandemic?.

Perception is a process that is preceded by the sensing process. 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 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.

In activities that facilitate students, learning becomes one of the roles in it to create motivation. 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. 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.

Learning English is the key to success because of its importance in various aspects of life. 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,

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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.

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). From the explanation of the experts 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.

Moreover, Sabah (2013) which conducted a study about students' attitudes and motivation toward E-Learning. The 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. Furthermore, researcher as Subakthiasih & Putri (2020) focuses to investigate students' motivation in studying English during Covid-19 Pandemic, whether they had intrinsic or extrinsic motivation. The result of this study shows that the motivation to learn English that comes from inside students was higher than the motivation comes from outside students.

Method

This descriptive study used qualitative method. The researcher recruited 68 participants who allowing E-Learning English during Covid-19 Pandemic. They are tenth grade students of SMK Sritanjung in Banyuwangi. To know their perception and motivation, the researcher administered the online questionnaire to find out their perception about the E-Learning English (see). The researcher shared the link of google form as online questionnaire to whatsapp group. To reveal and dig out the deep information that did not find in online questionnaire and also as supplementary data that represent participants' answer, the researcher conducted video call group interview by 9 participants (see)

Data Collection and Data Analysis

To answer the research question, the following procedure were employed:

1. The participants were asked to fill the online questionnaire (close-ended questionnaire)

2. In total scoring by means of (total respondents x selected scale)

   Ex: 45 people choose to agree then the calculation of agree is worth 3 points.

   It means 45 x 3 = 135 total score

3. Determine the qualification criteria by referring to the Likert scale.

   If using only a Likert scale of 1-4 (Strongly Disagree: 1, Disagree: 2, Agree: 3, and Strongly Agree: 4) then the criteria are 100% : 4.

   Then it will be obtained:

   0 – 25%   : Strongly Disagree
   26% - 50% : Disagree
   51% - 75% : Agree
   76% - 100%   : Strongly Agree

4. In this research, function of the interview as a supplementary to reveal data that is not specified in the questionnaire.

Result

The following are the results from the online questionnaire and interviews to answer the research questions

Students' Perception toward E-Learning Process

As depicted in the table 2, all statements in the questionnaires have been agreed by the participants. They assumed that learning English via online improved their motivation and was enjoyable. It was seen from the table that the index of statement 1 and 2 were 75% and 68,3% respectively. Moreover, the learning motivation had increased during pandemic in online English learning. As it is found in the data especially in the statement 3 and 4, in which the indexes of those statements were 68.3 % and 72% meaning that the students agreed that learning English via online really improved their motivation either their discipline in learning or their self-confidence.

Based on the table 2, it was revealed that online learning helped students to be more independent in learning. Online learning encouraged the students to be active and it increased their autonomous learning. The assertions were proven by the result of the data which released that the index for the two statements were 73% and 72% in order. It indicated that the students really agreed with the statement number 5 and 6. The research findings can be seen in the table below.

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Table 2. The result of questionnaire of students' perception and motivation toward online English learning

SURVEY ITEMS	STATEMENT	RESPONSES				Total	Index (%)	Criteria
		SD	D	A	SA			
S1	E-learning gives me more time to explore source of study	0	18	150	36	204	75	*Agree*
S2	E-learning makes learning more enjoyable	0	44	126	16	186	68,3	*Agree*
S3	On-line tasks improve my self-discipline	0	44	126	16	186	68,3	*Agree*
S4	E-learning improves my self-confidence in expressing ideas and opinions	2	18	156	20	196	72	*Agree*
S5	E-learning helps me to be more independent in my learning	1	22	147	28	198	73	*Agree*
S6	E-learning improves my motivation to learn	0	28	147	20	195	72	*Agree*
S7	Having stable signal to support online learning	1	42	138	28	209	77	*Strongly Agree*
S8	E-learning wastes the internet quota	1	10	84	136	231	85	*Strongly Agree*
S9	E-learning simplifies the interaction between students and teachers	6	94	36	12	148	54	*Agree*
S10	E-Learning occurs miscommunication with teachers and friends during online learning.	0	4	135	84	223	82	*Strongly Agree*

Notes   0% - 25%   = Strongly Disagree (SD)
             26% - 50%   = Disagree (D)
             51% - 75%   = Agree (A)
             76% - 100% = Strongly Agree (SA)

Furthermore, the students also argued there are negatively things about online learning can be. The data also talked about the ease of interaction between teacher and students during online learning. The statement number 9 had 54 % index. It was assumed that half of students agreed that learning online sometimes simplified them to interact with the teachers. It possibly believed that the students were able to express freely their idea without face-to-face interaction. Nevertheless, another half of students disagreed that online learning could simplify them to make interaction with the teachers. They might think that online learning only made them difficult to interact with the teachers due to some factors i.e. unstable internet connection, misunderstanding and etc. In addition, online learning sometimes might have miscommunication with teachers and teachers during classroom. It was illustrated that the statement number 10 had index 82% meaning that the students strongly agreed about the statement. Online learning had a serious challenge regarding communication between teachers and students. It was proven the students often had miscommunication either with the teachers or their friends. It is reasonable since online learning should have adequate and stable internet connection so that miscommunication can be minimized optimally.

English E-Learning Activities Amidst Corona Pandemic

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Moreover, learning English via online had positive impact to the students. One of participants talked about the advantage of learning online. Poppy said that online learning was able to give her more time and she also could manage the time well. Besides, by having online learning, she had more time with family and she was able to train herself to be more independence since online learning provided her to access more source of learning.

> *"With online learning we can manage our time and can also always be close to family and can practice independence"*

However, one of students said that English learning online was not effective. Randy discussed that online learning often made students confused by having miscommunication with their teachers. He added that by having online learning students were less able to understand materials given by the teachers especially in certain skills such as listening skills and reading skills.

> *"In my opinion online learning especially in English subjects is very ineffective. Because miscommunication often occurs and students are less able to understand the subject conveyed by the teacher especially in listening and reading."*

In addition to Google's classrooms, the use of WhatsApp in digital learning of English is widely experienced by students. That's because WhatsApp applications have become the most used social media in Indonesia. Most Indonesians use WA to interact with each other. In addition, one of the participants in the interview session stated that her English teacher used the WhatsApp group to educate and learn of the English materials. Hana added that whenever a teacher assigned a task to through a group, the student must be ready to give an answer via Google form.

> *"My English teacher creates a WhatsApp group during the social distancing measures. The group is used as a media of delivering materials, giving quiz and assignment, giving feedback, and assessing our works. Since the teacher teaches grammar, she often sends us materials about a grammar topic, followed by a quiz or assignment in the form of Google form".*

Discussion

Students' Perception

As regard to answer the first research question about students' perception toward online learning, the data exposes some facts either positive or negative assumption made by students. To the beginning with, students likely enjoy online class and they are able to explore their anxiety about knowledge that they never get before in the classroom. This is in line with the findings of Adhe (2018) that said online learning provides students to be active as it needs feedback and two ways communication between teacher and students. Consequently, the students will explore source of material through internet to respond the feedback or questions given by the teachers.

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In contrast, online learning has negative assumption from the students. As they claimed in online survey that students have difficulty to join online learning. Unstable internet connection is one of most trouble faced by students. It seems that not all students have a good signal in their area. This finding is also talked by Yasin (2021) that said online learning depends on stable internet connectivity. The use of proper technology devices and good internet connection become crucial part of the successful online learning. Moreover, another issue about negative assumption toward online learning is the availability of internet quota. Online learning can be conducted perfectly, if the internet quota is available. This problem arises when most of students in online survey stated that online learning wastes their internet quota. As a result, many students can not join online classroom due to the lack of internet quota. This finding is further consistent with Yasin (2021) that stated challenge in online learning is the availability of the internet. The availability of the internet is still debatable. Many believe that government should be responsible for the availability of the internet but in reality, most of the students must pay their internet quota in order to join online classroom.

Next, the data analysis showed that online learning can ease interaction between teacher and students. This opinion has minimum positive response from the students. Half of students agree that online learning can ease them to interact with their teachers. They can contact their teachers anytime and anywhere when they need them. Originally, this is a positive insight of online learning. This finding aligned with Nugroho and Atmojo (2020) which stated that online learning provides students and teacher the opportunity to socialize and interact each other. However, this point of view is encountered by assumption of another half of students who believed that online learning is not as interesting as conventional classroom. For them, face to face interaction is much more fruitful than meeting their teacher virtually. They assumed that great communication can ensure no distortion of messages during the contact process. This result also affirms the work of Alawamleh, et al (2020) that online learning can affect communication between teachers and students during corona pandemic. Similarly, the assumption made by students is the effect of long shift from conventional classroom to online classroom (online learning).

The online survey and interview session also examine that students have strong belief that online learning often occurs miscommunication between teachers and students. Those problems occur when there is a mismatch while having communication in online classroom. Originally, the aim of online communication is the same as face-to-face communication: bonding, exchanging information, being heard and being understood. However, the problem is laid on the way to express the language.

Communication with students via online needs more thought and planning rather than communicating with students in conventional classroom. In conventional classroom, teachers have the advantage of being able to connect with and convey messages to students using body language and facial expressions in the classroom. When

interacting in online classes, teachers do not have the benefit of using body language to help their students communicate. Understanding the weaknesses of communication in an online environment can help the teachers decide how to establish timely and appropriate communication and how to effectively interact with online students. This data is similar with the work of Alamaweh, et al (2020) who revealed that teachers will have challenges and difficulties during online learning. The lack of exposure to convey material to students is one of prominent factors that students might have misunderstanding what the teachers say. Consequently, the students will be trapped in the dullness ambience during online learning.

Students' Motivation

With reference to the answer the second research question regarding online learning improves students' motivation to learn English the researcher found some interesting facts on how online learning motivates students. First, students are highly motivated to learn English since they have to do some tasks regarding online learning. As the result, students have high discipline to the deadline task. Second, the positive impact of E-Learning is the students freely expressed their ideas during online classroom. E-Learning provides students especially those who discourage to express their ideas without having direct face-to-face interaction just like in conventional classroom.

Moreover, the data also indicate that students really motivate to learn during E-Learning so that they become autonomous learners. E-Learning indirectly gives a huge impact to the students. A different method and a different media of learning become prominent thing in online learning. The students must adapt with all changes in E-Learning. The shift from conventional classroom to digital or online classroom forces the students to be more independent in joining the online classroom. They have to explore the internet while they have the task that they do not understand. Consequently, this effort leads them to be autonomous learners. According to Xodabande (2018), the connection between autonomy and online classroom learning is refined and related literature in this area proposes that the role of teachers is essential.

In this regards, teachers' beliefs about the effectiveness of English E-Learning can affect s learners' productivity. If teachers are not well enlightened with their students' activities, they may fail to take benefit of the knowledge and skills that their students bring to the online classroom (Reinders & Benson, 2017). Based on the interesting facts about learning motivation above, it can be summarized that students actually are influenced by extrinsic and intrinsic motivation. The results are in line with the finding of Gustiani (2020) that said that students are motivated by two factors namely extrinsic and intrinsic motivation. Rachmat (2020) argued that extrinsic motivation is associated with external factors that can affect the achievement such as getting reward, preventing punishment or even motivation to avoid bad situation (getting bad score). While intrinsic motivation according to Simamora (2020) is a support system that comes out from personal to gain knowledge such as motivation to learn something new, accomplishing

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new challenges and etc. Intrinsic motivation is tightly related to interest, ambition, aspiration, awareness, competences, physical and psychological conditions.

Next, the data analysis shows that mobile application WhatsApp provides some features to assist language learning activities. In a more detail, it helps students develop their English productivity by utilizing its feature such as WA group and WA status. As pointed by Ahmed (2019), WhatsApp is a very effective application to foster learners' interest and motivation in learning English skill. Since this social media is the most popular mobile application in Indonesia, however, this study does not suggest to replace the classroom learning with the use of WhatsApp. Instead, this study aims to highlight the potential use of WhatsApp as a tool for language learning in order to develop students' awareness and trigger their autonomy. This productive effort is also to create a variety of learning styles and assist learners to acquire English as a foreign language and communicative competence (Lailiyah & Cahyono, 2017; Slim & Hafedh, 2019; Usha & Kadanakuppe, 2014).

In a similar direction, the study evinces that the learners are completely interested in the use of Google classroom for language learning outside classroom. As depicted in the finding, this virtual classroom allows learners and teachers to communicate with each other, view materials, work on quiz and assignment, and engage with resources in work groups. Similar with the result of Iftakhar (2016), this study provides an evidence of the potential use and effectiveness of Google classroom in English teaching. The result of this study further supports the idea of Al-Maroof and Al-Emran (2018), who state that online or blended learning by means of Google classroom provides many advantages over the conventional teaching style. In this virtual class, the learners and teachers experience activities of teaching as if they are in a real classroom (Heggart & Yoo, 2018).

Conclusion

Based on the drawing of findings and discussion, it can be catalyzed into several essential points which the students are highly motivated by having online. Being more discipline, being autonomous learners, being more freely in expressing their ideas are the forms of motivation found in this present study. In addition, the students have positive assumptions toward online learning. They asserted that online learning be more enjoyable than conventional classroom. They also stated that during online learning, they are able to explore the source of learning via online.

In contrast, the students also have negative opinions regarding online learning. They believed that online learning makes a gap between teachers and students, miscommunication and misunderstanding often occur while having online learning. Besides, another negative opinion is about internet connectivity. Most of students think that online learning really wastes their internet quota. Even though in the beginning of pandemic, the government provides a free internet quota but it only stands for a while.

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