

STUDENTS' PERCEPTION AND MOTIVATION TOWARD ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC

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Abstract

The existence of the Corona virus which is still being discussed, inevitably makes teaching and learning activities must be carried out online, this aims to break the spread of the Corona virus in the field of education. This study was conducted to determine the perceptions and motivations of students during the implementation of learning English at MTs Tauhidiah 1 Bubulan. This research conducted to answer 2 research problems as follows; (1) What are students' perception toward English online learning during Covid-19 pandemic? and (2) How are students' motivation toward English online learning during Covid-19 pandemic?. The study used a qualitative descriptive design. Interviews and questionnaires were used to collect the data. There were 30 students in seventh grade, and only 10 students were taken using purposive sampling technique. The results of this study showed that English online learning get positive and negative perceptions, online learning is more flexible and can be accessed anywhere and anytime, it's just that sometimes they feel lazy to access material and prefer to play on the smartphone. In the discussion of motivation, students have intrinsic motivation in online learning, they are enthusiastic about learning because they want to be able to speak English fluently and get good grades.

Keyword: perception, motivation, English online learning

Abstrak

Keberadaan virus Corona yang masih menjadi perbincangan hingga saat ini, mau tidak mau membuat kegiatan belajar mengajar harus dilakukan secara online, hal ini bertujuan untuk memutus penyebaran virus Corona di bidang pendidikan. Penelitian ini dilakukan untuk mengetahui persepsi dan motivasi siswa selama pelaksanaan pembelajaran bahasa Inggris secara online di MTs Tauhidiah 1 Bubulan. Penelitian ini dilakukan untuk menjawab 2 rumusan masalah sebagai berikut; (1) Bagaimana persepsi siswa terhadap pembelajaran Bahasa Inggris online selama pandemi Covid-19? dan (2) Bagaimana motivasi siswa terhadap pembelajaran Bahasa Inggris online selama pandemi Covid-19?. Penelitian ini menggunakan desain deskriptif kualitatif. Wawancara dan kuesioner digunakan untuk mengumpulkan data. Kelas VII berjumlah 30 siswa, dan hanya 10 siswa yang diambil dengan teknik purposive sampling. Hasil penelitian ini menunjukkan bahwa pembelajaran Bahasa Inggris online mendapatkan persepsi positif dan negatif, pembelajaran online lebih fleksibel dan dapat diakses dimana saja dan kapan saja, hanya saja terkadang para siswa merasa malas untuk mengakses materi dan lebih memilih bermain handphone. Dalam pembahasan motivasi, siswa memiliki motivasi intrinsik dalam pembelajaran Bahasa Inggris online, mereka antusias belajar karena ingin bisa berbahasa Inggris dengan lancar dan mendapatkan nilai yang bagus.

Kata kunci: persepsi, motivasi, pembelajaran Bahasa Inggris online

INTRODUCTION

The emergence of the corona virus in Indonesia was recorded on March 2, 2020, which is still continuing and now around 2 million people have been infected. It's been more than a year, the COVID-19 pandemic in Indonesia, it can be said that the COVID-19 pandemic is a heartbreaking problem for all inhabitants of the earth. All segments of human life on earth are disturbed, without exception of education.

Online Learning is the best choice for education in the midst of the COVID-19 outbreak. According to Suartama (2014), through online 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. However, the implementation of English online learning is still have various problems like the unstable the signal, teachers who still can't use online learning applications well, and so on.

This research conducted to explore students' perceptions and motivation after experiencing the learning process through online learning. According to Qiong (2017), perception is a process experienced to achieve awareness or understanding of sensory information. There are two types of perception, they are positive perception and negative 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). Motivation is divided into two types, they are intrinsic motivation and extrinsic motivation. By knowing students' perceptions and motivations, teacher can understand students more, which in turn can provide more effective and efficient learning during this pandemic.

RESEARCH METHOD

This research includes types of case study using descriptive qualitative method. This research use descriptive qualitative method because it's appropriate to the objective of the research which focuses on students perception and motivation toward English online learning during this COVID-19 pandemic. This research was conducted in April 2021 at Islamic Junior High School Tauhidiah 1 Bubulan. This research involved the seventh grade students of islamic junior high schools which consists of two classes that is VIIA there are 15 students and VIIB there are 15 students. In this study, the researcher only took 10 students who were used as respondents by using purposive sampling technique. In collecting the data, the researcher use two instruments, they are interview and online questionnaire through Google Form. The researcher use the steps from Miles and Hubarman (1994) they are data reduction, data display, and conclusion drawing/verification.

FINDINGS AND DISCUSSION

The findings of this study will be used to answer the problem formulation described in the previous chapter. From the results of the interview, it was found that the majority of students gave a negative perception of the application of online learning. They expressed many reasons for their disagreement with online learning, including the difficulty of understanding the material delivered by the teacher online, this is because the teacher tends to only give assignments rather than explaining the material in detail, the online learning conducted at the school uses the Google Classroom application, and they also just got to know it. The use of Google Classroom as a learning tool can be categorized as the development of

internet based learning system that is web centric course, as said by Haughey (1998) that all teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are fully delivered via the internet. Based on the students' responses, the teacher only gave assignments by taking photos from the worksheets (*LKS*) and then distributing them to the Google Classroom group. Besides that they also feel lazy to access the material, and sometimes signal instability also makes it difficult for them to follow online learning. They said that online learning was something new for them, so they were not used to it and had to make adjustments to online learning.

CONCLUSION

IN this study there are two conclusions taken by the researcher, the first is about student perceptions and the second is about student motivation in online learning. The first perception is negative perception, the majority of them do not agree if online learning is carried out continuously. They admit that they have difficulty understanding the material when it is delivered online, because the teacher prefers to give assignments rather than explaining the material as a whole. The second perception is positive perception, the students also think that with online learning they can access material anytime and anywhere. In addition, by online learning they also learn a lot about learning technology. While the students' motivation towards the application of English online learning during the COVID-19 pandemic is intrinsic motivation.

Meanwhile, in the results of the interview about motivation, the students answered that they felt motivated to increase their enthusiasm for learning in this online learning, they said they wanted to improve their English skills so that they could speak English fluently. So in this case it can be concluded that they have intrinsic motivation, because they doesn't need stimuli from external sources to increase their enthusiasm for learning. This result is corroborated by the results of the questionnaire which shows that students have a negative perception of the application of online learning for various reasons, but there are still some students who gave respond agree to online learning.

Intrinsic motivation is motivation that does not require an external stimulus.

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