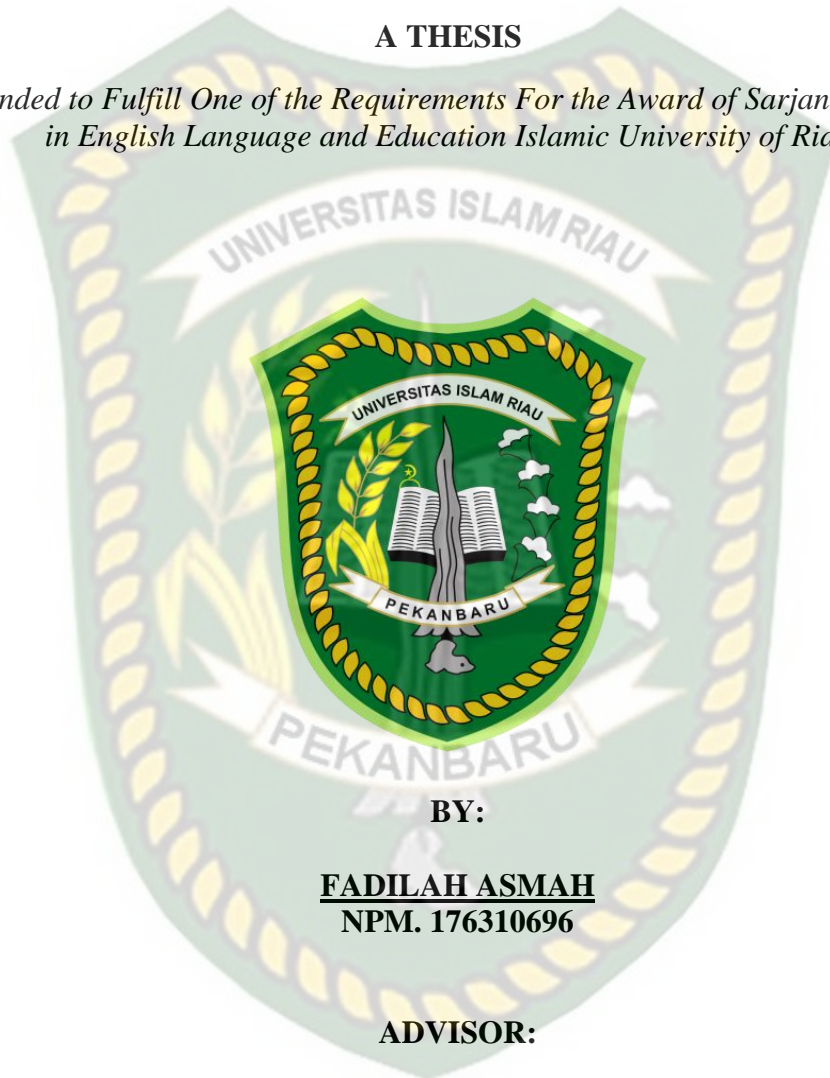


**STUDENTS' PERCEPTION AND MOTIVATION TOWARD ONLINE
LEARNING AT SIXTH SEMESTER OF ENGLISH LANGUAGE
EDUCATION OF FKIP UIR**

A THESIS

*Intended to Fulfill One of the Requirements For the Award of Sarjana Degree
in English Language and Education Islamic University of Riau*



BY:

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**ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS ISLAM RIAU
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2021

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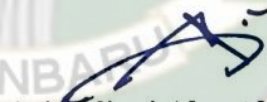


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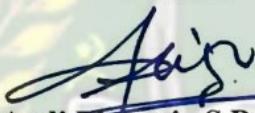
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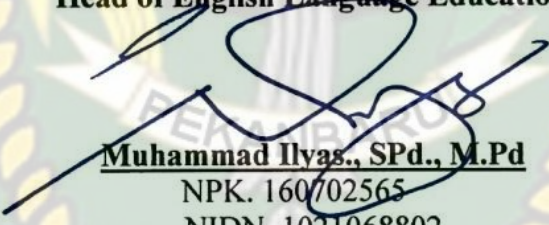
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Judul Tugas Akhir (Bahasa Inggris) : STUDENTS' PERCEPTION AND MOTIVATION TOWARD ONLINE LEARNING AT SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR
Lembar Ke :

NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1.	10/11/2020	ACC Title	Write proposal Chapter I & II	
2.	05/01/2021	Revised Chapter I & II	Add the background of the research	
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4.	01/03/2021	Approved to join proposal seminar	Prepare to join proposal seminar	
5.	14/05/2021	Revised proposal	Revise research design and data analysis	
6.	01/06/2021	Revised Chapter IV	Check grammar, revised data analysis, and data discussion	
7.	05/06/2021	Revised Chapte IV & V	Check grammar, revised data analysis, discussion and conclusion	
8.	06/06/2021	Approved to join thesis examinataion	Prepare to join thesis examination	



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DECLARATION

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I truly confess that this paper writing is derived from my own ideas, except some questions (directly and indirectly) which were adopted or taken from various sources included in the references. Scientifically, I take responsibility for the truthfulness of the data presented in this paper.

Pekanbaru, August 19th, 2021

The researcher



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Alhamdulillahirabbil ‘Alamin, first and foremost, the writer would like to express her thankfulness to *Allah Subhanahuwata’ala*, who has blessed in finishing this thesis entitled: **“STUDENTS’ PERCEPTION AND MOTIVATION TOWARD ONLINE LEARNING AT SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR.”**

Then the writer expresses peace be upon prophet *Muhammad Sallallahualaihiwassalam*, his companions, and families who have brought mankind to the bright world.

This thesis is written as one of the requirements to obtain the undergraduate degree (S1) of the English Language Education of Universitas Islam Riau. The writer realizes that the accomplishment of this thesis has been contributed by many people to whom she would like to express her deepest gratitude:

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For closing this statement, this thesis may be uncompleted and still far being perfect. To complete this paper need suggestions and critics from the reader.

Pekanbaru, 19 August 2021

FADILAH ASMAH
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ABSTRACT

FADILAH ASMAH, 2021. Students' Perception and Motivation Toward Online Learning at Sixth Semester of English Language Education of FKIP UIR”Department of English Education, Faculty of Teacher Training and Education, Universitas Islam Riau

Keyword: Students' Perception, Motivation, Online Learning

During Covid-19, the process of teaching and learning in school and university changed from offline learning into online learning. This research aims to know the students' perception and motivation towards online learning in the sixth semester of English Language Education of FKIP UIR.

This research used the descriptive qualitative method. The research sample was 33 of class 6A at English Language Education of FKIP UIR. Sampling was done by used Purposive sampling. The instrument of the research is questionnaires and interviews. To collect the data, the researcher used Google Form and Google Meet. The questionnaire used is the close-ended question. The total of questions given to respondents was 48 statements using the Likert Scale. Meanwhile, the interview used open-ended questions consist of 9 questions.

This study found that students have a positive perception on online learning. In terms of infrastructure facilities, it is already available of mobile devices and internet connections. In technology, students can maximize the use of the technology. Meanwhile, student interaction with teachers and other students is still lacking, so offline learning is necessary. Then, the researcher found that students have high motivation during online learning. Students' attention in online learning gets the highest percentage of 57.6%, students in building curiosity, interactive and exciting learning. In relevance, students feel that online learning is suitable to be applied in the pandemic conditions. In addition, in students' confidence, found that most students are motivated to study outside the class, which increases their knowledge. The last, in students' satisfaction, 48,5% of students agree that they satisfied with the implementation of online learning at the sixth semester of English Language of Education.

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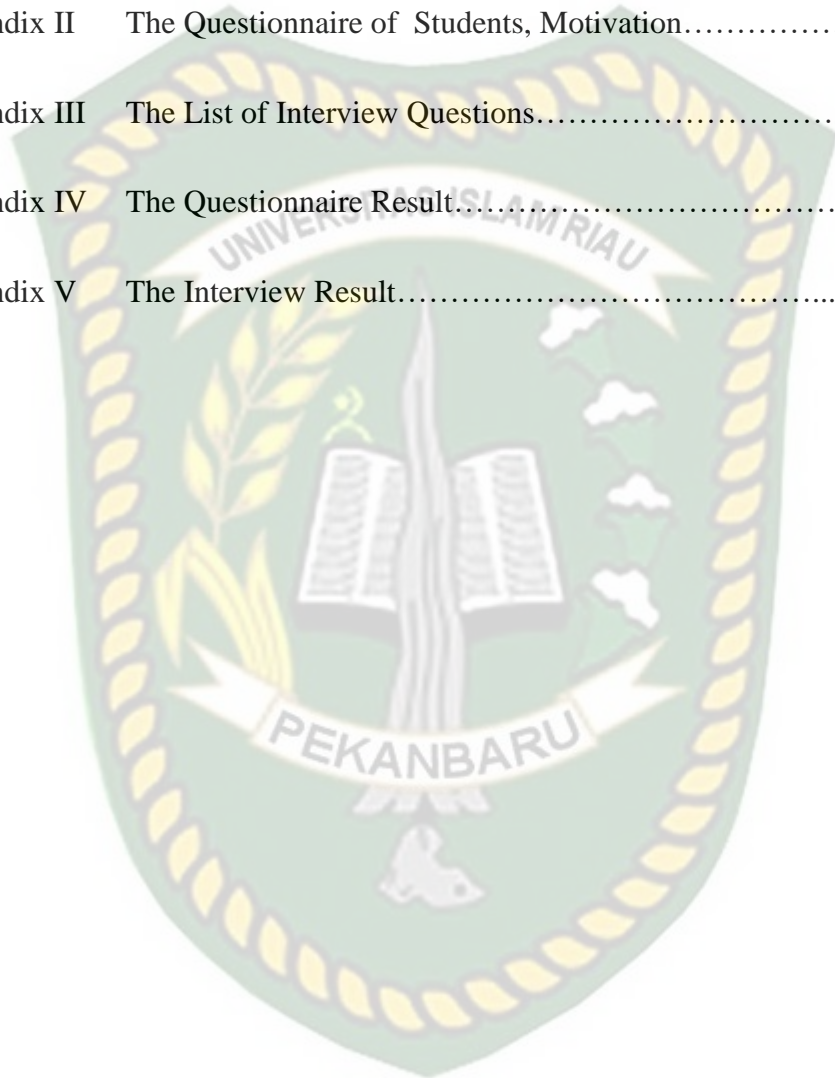
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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Since the last of 2019, the world has been shocked by the news of Corona Virus Diseases (Covid-19). The Covid-19 is transmitted through an infected person to another closest person through the droplets (Ariyanti, 2020). This virus was discovered in Wuhan, Hubei Province, China. Coronavirus was officially announced by The World Health Organization (WHO) as a global pandemic on March 13, 2020, because the transmission of this virus is very quickly and widespread. Based on the data of WHO until March 25, 2020, there are 414,179 confirmed cases reported with 18,440 deaths (CFR 4.4%), of which cases were reported in 192 countries. It can be concluded that this virus has infected almost all countries.

Furthermore, in Indonesia, the first cases of Covid-19 were announced on March 2, 2020. Since that day, the number of cases continuously increases rapidly. To prevent the Covid-19 spreading, the government made regulations including prohibiting residents from gathering, large-scale social restrictions (PSBB), social distancing, physical distancing, always washing hands, and wearing masks (Ilmadi et al., 2020). This condition changes the process of social interaction in society. It also affects all aspects, including health, economics, and Education.

Education is the most affected sector by the pandemic. Based on WHO recommendation, the government made regulations to not crowding and maintaining distance. It is causing students cannot study face-to-face at school or university. Therefore, The Ministry of Education and Culture, Nadim Anwar Makarim, issued *Permendikbud* Number 4 of 2020, which concerns the implementation of Education in the emergency condition of Coronavirus. One of which is emphasized that online learning is implemented to provide meaningful learning experiences for students without being burdened with completing all curriculum achievement for class and graduation (Mulyani, 2020). In other words, the process of teaching and learning for the school and university changed from the traditional system into an online system.

Online learning is expected can be the best solution to be applied during the pandemic. This online learning can be used for some activities such as class interaction, submitting the assignment, meeting, and other academic activities without direct physical interaction. The benefit of online learning includes schedule flexibility, support for many learning styles, and the ease to access unlimited learning resources and material anytime and anywhere. The learning activities can vary between students based on their interest, need, and conditions, including the area and learning facilities at home.

However, there are several challenges found in the implementation of online learning. First, students are not familiar with online learning, especially students who live in rural areas without good connections and adequate technology. Second, technological inequality supports the learning process, such

as the availability of the smartphone, laptop, and others. The last, the numbers of assignments given by the lecturer make students feel bored and lazy. Widodo & Slamet (2020) state that online learning possibilities are only used to submit the assignment. On the other hand, online learning is only used to show class attendance.

In addition, there are several challenges related to online learning stated by Muilenburg & Berge (2005) are: 1) administrative problems, 2) academic skills, 3) social interaction, 4) technical skills, 5) students motivation, 6) time and support for studies, 7) costs and access to the internet and 8) technical problems.

Educators also find challenges in carrying out learning activities in preparing materials, methods, media, and learning applications suitable for student learning needs. Alchamdani et al. (2020) stated that one of the challenges in online learning is the financial difficulty of buying mobile data. Even though the government has subsidized it, the lectures must ensure the students' readiness to take online learning. Therefore, it is necessary to agree on applications that do not spend a lot of mobile data.

In addition, perception is a person's response to what they receive from their environment, but basically, this tends to be different from reality (Surani & Hamidah, 2020). Then, motivation is described as a "machine of learning" (Paris and Turner (1994) cited in (Gustiani, 2020). The learning process allows students to acquire new knowledge and skill, while motivation enables students to demonstrate what students have learned. If students have a good motivation, the learning process will be more successful.

The researcher interest in exploring the students' perception and motivation after have experienced the English teaching and learning process through online learning. Online learning is still being something new to be applied in Education. Therefore, it is necessary to investigate how the students perceive the view of the educators in carrying out online learning. For students, as a view to being able to manage themselves in online learning activities.

Based on the explanation above, the researcher has the motivation to conduct the research with the title **“STUDENTS’ PERCEPTION AND MOTIVATION TOWARD ONLINE LEARNING AT SIXTH SEMESTER OF ENGLISH LANGUAGE EDUCATION OF FKIP UIR.”**

1.2 Identification of the Problem

Based on the background of the research, some problems are found as follows: the learning system changed from traditional learning to online learning, it caused students to face some challenges in the learning process, including the student are not familiar with online learning, and inequality of adequate technology to support the learning process. Other challenges include administrative problems, academic skills, social interaction, technical skills, students' motivation, time and support for studies, costs, access to the internet, and technical problems. Therefore, it is necessary to determine the student perception and motivation toward online learning at the sixth semester of English Language Education of FKIP UIR.

1.3 Focus of the Problem

This research focuses on the students' perception toward online learning, especially in infrastructural facilities, technology, and students'-instructor and students-students interaction. This research also focuses on motivation toward online learning in the sixth semester of English Language Education of FKIP UIR in attention, relevance, confidence, and satisfaction.

1.4 Research Questions

Based on the background of the problem, the researcher formulates some questions related to the problem as follow:

1. What are students' perceptions towards online learning in the sixth semester of English Language Education of FKIP UIR?
2. What are students' motivations towards online learning in the sixth semester of English Language Education of FKIP UIR?

1.5 Objective of the Research

In line with research questions, the researcher formulates the objectives of the research as follow:

1. To know the students' perceptions towards online learning in the sixth semester of English Language Education of FKIP UIR.
2. To know the students' motivation towards online learning in the sixth semester of English Language Education of FKIP UIR.

1.6 Significance of the Research

This research hoped will give the contribution practically and theoretically for the researcher, the student, the educator, and other researchers.

1. Theoretically

The finding of this research expected can support and complete previous theories related to online learning, especially on the students' perception and motivation.

2. Practically

The researcher expects that the finding of the research can be useful for:

a. Students

The result of this research can use as it can give information and knowledge to students about online learning. It helps them to be able to manage themselves in online learning activities.

b. Educator

The results of this research are expected to provide information to an educator about students' perception and motivation in online learning. Therefore, teachers can adjust what strategies and learning styles are suitable in the online learning process.

c. Other researchers

This research expected will be useful for those interested in conducting the related study with these various research objects, especially the students who want to find out the students' perception and motivation in online learning.

1.7 Definition of the Key Terms

In order to avoid misunderstanding, the researcher defined the key term below:

1 Perception

Perception is resuming information and interpreting messages to experience objects, events, and relationships (Agung et al., 2020). In this research, perceptions means how the students' responses to the phenomena of the implementation of online learning during pandemic Covid-19.

2 Motivation

Motivation is an effort that affects someone's behavior and changes the action to do something to achieve results or specific goals (Rahardjo & Pertiwi, 2020). In this study, motivation means the students' motivation in online learning.

3 Online learning

Online learning refers to various programs that use the internet to provide teaching materials and facilitate interactions between teachers and students and students and other students (Bakia et al., 2012). In this study, online learning means the distance learning experienced by English Language Education FKIP UIR.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance Theories

2.1.1 The Nature of Online Learning

Online learning is defined as a learning process that uses technology to deliver education, including training creation, distribution of learning content, communication between students and teachers, and other educational input processes Wagner (2005) cited in Minda (2020). Online learning can be applied in almost every level of education, including higher education. It can be an effective way to explore the students' knowledge more than offline classes. As a result, other supporting aspects and innovations in online learning are needed to maximize learning outcomes.

According to Ally (2008), Online learning uses the internet to access the material, interact with content, instructor, and other students, get support while learning, get knowledge, and build personal meaning and progress by the learning experience. Mirawati et al. (2020) defined online learning as a learning system mediated by an internet network without face-to-face meetings between teachers and students. On the other hand, in online learning, the students do not need to face-to-face with the teacher during the teaching and learning process. All activities in online learning are carried out with an internet connection.

Then, online learning is utilized an internet connection and learning platforms during the teaching and learning process (Fitriani et al., 2020). In an

online learning situation, the learning emphasized active learning because the teacher is not physically present, so the readiness of students is needed (Rifiyanti, 2020). Furthermore, Michinov et al. (2011) stated that online learning is increasingly important because it is valued as a meeting. It makes education accessible to all, including people who live in remote areas or have work or family constraints. It can be concluded that online learning is learning by using the internet to allow the students in different places.

In conclusion, online learning can be defined as distance learning that uses an internet connection during the learning process. Online learning can be applied in almost every level of education, including higher education. Online learning is a learning process that uses technology to deliver education. It makes education possible accessible to all, includes those who live in rural areas or have work or family constraints.

2.1.2 Form of Online Learning

Online learning uses different devices with internet access, such as mobile phones, laptops, and others, in synchronous and asynchronous environments (Dhawan, 2020). According to Littlefield (2018) in Dhawan (2020), Synchronous learning is structured as if students attend lectures directly. There is a possibility to give direct feedback. Whereas asynchronous learning is properly structured, the content is not available in live classes but in the forum or different learning systems.

Online learning is arranged into synchronous and asynchronous learning (Finkelstein J (2006) in Khalil et al., (2020). Synchronous technology allows the interaction between the students and the instructors in “live” form. For example, use audio-conferencing, video-conferencing, web-chat, and others during the learning process. In comparison, asynchronous technology allows the interaction between the instruction and its receipt in a significant delay of times. For instance, use e-mail, earlier video recording, and discussion forums.

To summarize, synchronous learning allows live interaction between the students-students or student-teacher like doing direct interaction. Meanwhile, in asynchronous learning, there is no live interaction between students and teachers. It is not existing or happening in real-time. On other hand, online learning employments various gadgets with web get to, such as portable phones, portable workstations, and others. Synchronous innovation permits the interaction between the understudies and the educates in a "live" frame. In comparison, asynchronous innovation allows interaction between instruction and its receipt in a critical delay of times.

2.1.3 Advantages and Disadvantages of Online Learning

The implementation of online learning in education gives advantages and disadvantages. Some advantages stated by (Dhull & Sakshi, 2017) as follows;

1. Accessibility

Online learning provides accessibility for students due to learning from anywhere. Students in a different area can always find a suitable course of the Degree program that they can follow from home. Their geographic location does not consider the learning options

2. Personalized learning

Online learning systems allow students to define and process learning styles, content, purpose, current knowledge, and individual skills. In online learning, students can plan and direct the learning process based on themselves.

3. Develop cognitive abilities

In online learning, the student can find complete information only by the click of a button. Student can take the course that can develop their cognitive abilities.

4. Cost-effectiveness

Online learning is cost-effective as less money is spent traveling, buying books, or spending money in the college context. It is cheaper than traditional learning because it can be done in any geographic location, which does not need travel costs.

5. Promotes research

Students can publish their work on the web to build classroom legacy and archive of successful products.

6. Basic computer skills

The opportunity to gain technical skills in using Information Communication Technology (ICT) is the same on offline and online campuses. These skills will be useful for their future and personal life.

7. Equal opportunity to all

Online learning enables the student to get the same opportunity. It has been a solution for students who have physical challenges and students who live in a distant area with trouble with travel.

8. Self-pacing

Online learning allows the student to do the assignment according to their speed and without limited time.

9. Globalization

Online learning connects people around the world. Therefore, the student can shares ideas and resources, access current information, interact with experts and use online databases.

This is in accordance with the benefit of online learning, according to Fang (2007), cited in Ayu (2020) states that online learning can simplify and improve the interaction between students and learning materials and aid the

improvement and storage of learning material. The students are easier access to the material presented in the form of soft files. Despite the advantages that are had by online learning, it also has disadvantages. According to Dhull & Sakshi (2017) disadvantages of online learning are:

1. Poor communication

In online learning, students do not have the opportunity to have face-to-face interaction with the teacher, which is important to build bonds between students and teachers. This condition can lead to misinterpretation.

2. Feeling isolated

Online learning leads to feels isolate. It because technological development leads to a lack of social interaction.

3. Lack of motivation

Online learning causes low motivation because students are easily distracted by others. It also has an impact on students who have difficulty in time management and procrastinate.

4. Lack of fund

Among the technological weakness includes cost, hardware problems, internet problems and production of course material, and availability of funds. Most institutions do not anticipate the cost connectivity, which can cause challenges in online learning

5. Lack of quality

Online learning causes a lack of quality. It is because the online instructors do not take their lesson preparation as seriously as possible. It has a profound and negative effect on the quality of online learning.

6. Poor accessibility in remote areas

In the absence of hardware, software, and connectivity, facilities are a prerequisite for enabling teaching. Online learning cannot achieve its goals if there are ill-prepared students and inadequate tools.

7. In conclusion, online learning has advantages and disadvantages. It will have a positive or negative effect on students learning process based on how they implement online learning in the field.

2.1.4 Perception

Perception is a view in a person's mind about something that can influence the five senses in attitude (Nasution & Ahmad, 2020). In addition, Yunita & Maisarah (2020) defined perception as responses or judgments about an object obtained based on experience and knowledge. Therefore, perception is the opinion about something that comes from the experience captured by sense and saved in mind. Finally, it can be concluded that perception is someone's response as the result of how their views on the experience and knowledge.

Perception is considered as the result of the activity, both mentally and physically. People explore the world, gather information, and find more information about an interesting object. The perception of human action depends

on various sources of information, including sensory, motor, and affective processes (Sudewi, 2021). Furthermore, Given (2008), cited in MD et al. (2018), perception is how to understand reality and experience through the senses, allowing differentiation images, shapes, language, behavior, and actions. In short, a simple definition of perception is an individual's way of understanding reality and experiences. It also means the process of understanding or giving meaning to the information.

Akande (2020) in Sudewi (2021) stated that perception is a cognitive impression formed from "reality." It has effects on individuals' actions and behavior toward an object. Perception is defined as someone's response to something (Maskun et al., 2020). Students' perceptions include how students understand how to deal with various experiences, especially past experiences about their learning process. However, it can be claimed that students' perceptions activity involves their cognitive impressions, which are formed by studying.

In summary, perception is gives meaning and responses to the stimulus obtained from the environment, objects, and experiences.

2.1.5 Process of Perception

There are three steps of the perception process (Qiong, 2017) as follows:

1. Selection

In this stage, the stimulus from the environment turns into a meaningful experience. The stimulus refers to the information. In daily life, a human can get various information from the environment, but not all the

information can put into the mind. The unnecessary information will be deleted and generalized with important information.

2. Organization

The next stage is the process of the organization. After obtaining information from the outside, the information must be arranged in a certain way by finding meaningful patterns. The characteristic of this stage are: First, the process of organizing provides the human perception structure. Second, the process shows that human is stable. On the other hand, after selecting a stimulus and organize into a category, the selected stimulus becomes more durable.

3. Interpretation

Interpretation refers to the process of put the stimulus chose the meaning. However, despite obtaining the same stimulus, each person will give a different perception.

To conclude, there are three steps of the perception process namely;. In the first stage, the stimulus from the environment turns into a meaningful experience. The next stage is the organization, where the information must be arranged in a certain way by finding meaningful patterns. The last stage shows that human is stable after organizing the information.

2.1.6 Students Perception in Online Learning

According to Amran et al., (2020), the students' perceptions of online learning are influenced by three variables, including infrastructural facilities, technology, and students-instructor and student students interaction.

1. Infrastructural Facilities

Infrastructural facilities, including internet access and an internet connection, are the main element in online learning. It supports the learning process run as well. However, According to Mohalik & Sahoo (2020), almost all students and teachers have problems in online classes because a 24-hour electricity supply does not support them; only 47% of students had a continuous power supply, and only 27% of students were able to access good internet connection. Following that, only 10-14% of students had space for study at home even though they already have smartphones or laptops. On the other hand, the instructional facilities in several areas are still poor.

2. Technology

The technology in online learning includes the learning software and platform explored by institutions to maximize students' possible ease.

3. Students'-Instructor and Students-students interaction

The interaction between students-instructor and students'-students' has been the factor of students' satisfaction in online learning. During the

online learning, the students were less active than in traditional classes, which could be the factor of the lack of interactive activities.

In addition, students' perception means how students give meaning to the phenomena around them. This process is influenced by some factors such as facilities, technology, and interaction.

2.1.7 Motivation

Motivation is the combination of want and effort that gives reasons for a person's actions, wants, and needs to get learning purpose (Purnama et al., 2019). Furthermore, they pointed out that a person's motivation depends on the strength of his motivation. It cannot be separated from the concept of motivation closely related to belief perceptions, values, interests, and actions. Motivation can be said as a cause action.

Motivation is a change of energy in a person which is marked by the emergence of feelings and reactions to achieve goals (Pujal (1986) cited in Rahardjo & Pertiwi (2020). Motivation is correlated with human behavior. It makes students more active during teaching and learning and getting high learning outcomes. In contrast, those students who do not have good learning motivation will obtain low learning outcomes.

According to Subakthiasih & Putri (2020), motivation is the driving force for a person to do an action that aims to achieve the goals. Motivation is generally thought of as inner drive, intuition, emotion, or eagerness that turns into a specific action. Motivation is a very complex psychological process, includes neural

activity, cognition, the emotional and stable personality (Fandino et al., 2019). However, Harmon-Jones & Price (2013), cited in Baber (2020), stated that motivation is an internal pressure to push a person to take any action or deciding to achieve the purpose. In the classroom setup, motivation is the essential factor to keep student satisfaction.

To sum up, motivation is an internal energy that makes students interesting in learning to achieve their goals.

2.1.8 Kind of Motivation

There are two kinds of motivation they are: intrinsic and extrinsic motivation (Harmer (2001) Subakthiasih & Putri (2020). Intrinsic motivation comes from an individual. Motivation comes from the individual is inside rather than from the external or outside rewards. Furthermore, extrinsic motivation is the result of many outside factors. Include reward and punishment. In short, intrinsic motivation is a desire of the student to learn. At the same time, extrinsic motivation was defined as the external desire to learn to get something outside of the activity itself.

Gustiani (2020) stated that intrinsic motivation is influenced by interests, ambitions, aspirations, awareness, competence, physical and psychological conditions. In contrast, extrinsic motivation is influenced by learning conditions, social, family, and supporting facilities. It can be concluded. Intrinsic motivation is a desire of the student to learn. Meanwhile, extrinsic motivation was defined as the external desire to learn to get something outside of the activity itself.

In conclusion, intrinsic motivation comes from within oneself without being influenced by anything from outside. On the other hand, extrinsic motivation comes from outside oneself. Internal factors or external factors affect the two motivations.

In conclusion, Intrinsic motivation comes from an individual. Motivation comes from the individual is inside rather than from the external or outside rewards. In contrast, extrinsic motivation is the result of many outside factors. Include reward and punishment. In conclusion, intrinsic motivation came from within oneself without being influenced by anything from outside. In comparison, extrinsic motivation was defined as the external desire to get something outside of the activity itself.

2.1.9 Learning Motivation

Learning motivation is like and motivated in learning or liking a person to learn. It can be formed online or offline, influenced by the learning method (Mardesci, 2020). It cannot be separated from the facilities and costs that must be occurred to take online courses.

The ARCS theory developed by Keller, J (2016) is a motivation model that can measure learning motivation. ARCS is Attention, Relevance, Confidence, and Satisfaction.

1. Attention

According to Keller (2016), Attention focuses on curiosity and passion, interest, boredom, and other related areas such as finding sensations. It refers

to the learners' interest. It is critical to get and hold the learners' interests and attention.

2. Relevance

The relevance refers to learner's perceptions that instructional requirements are consistent with their goals, conform to their learning styles, and are connected to their experience. In addition, Huang (2006) stated relevance is goal orientation and motive matching. The learning process should show the usefulness of the content so that learners can bridge the gap between content and the real world.

3. Confidence

This component focuses on developing success expectation among learners, and success expectation allows learners to control their learning processes. There is a correlation between confidence level and success expectation. Thus, providing estimation of probability of the success to learners is important. In addition, confidence refers to the effect of positive expectations for success, successful experiences, and affection of success on one's abilities and efforts rather than luck or challenges at too easy or difficult levels.

4. Satisfaction

Satisfaction includes the intrinsic and extrinsic beneficial outcomes that maintain desired learning behavior and prevent undesirable behaviors. Following that, Nasirzul (2020) stated that satisfaction happens when the learned information is beneficial in actual circumstances. There is direct

relation between motivation and satisfaction. Learners should be satisfied of what they achieved during the learning process.

2.2 Relevance Studies

This research support by some researches below:

First, Mulyani (2020) Students' of English Education Department of FKIP State Institute for Islamic Studies (IAIN) Salatiga. She has conducted the research entitled "Student's Perceptions and Motivation Toward English E-Learning during COVID-19 Pandemic (A Study at the Tenth Graders at SMAN 1 Suruhin the Academic Year of 2019/2020)". It was found that E-learning got a positive perception because it is more flexible and effective. However, its conditions make some students motivated, but some are lazy in choosing and delaying doing the assignments.

Second, the research entitled "From 'Lockdown' To Letdown: Students' Perception of E-Learning amid the Covid-19 Outbreak" by Krishnapatria (2020) The participant is a student of International Business Padjajaran University who is taking English for Business purposes and Speaking for Business Purposes. The resulting finding of this study shows that 100% of students participated during online learning, and 96, 4% have good accessibility. However, 56% of students expressed their satisfaction with the implementation of online learning. The students' perceptions of online learning are: Online learning is successful; it can offer flexibility and personalization to choose their learning steps and tool.

Third, Agung et al. (2020) researched the title "Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino". The participation is sixty-six students of English Language Education of STKIP Pamane Palino. The result of this study identified three major obstacles, they are: 1) Availability and sustainability of internet connection, 2) Teaching media accessibility and 3) Tool compatibility for accessing media. Accessibility is an important factor in influence the success of online learning. Students of English Language Education at STKIP Pamane Palino and Indonesia, especially students who reside in rural areas with limited internet connection and other support systems, need suitable platforms to increase the students' participation.

Prasangani (2020) researched with the title "Motivation to Learn English via Online during Novel Covid-19 Period". The result found strong positive correlations between the motivation and the requirement to L2 self and learning experience. Sri Lankan learners are highly motivated to learn from traditional English classrooms than online English learning classrooms.

Previous studies have similarities with this study where it focused on online learning. However, this research different from the mentioned study above, where this research will conduct in different locations and times. So that it will give different results both on the students' perception and motivation. This result of this research can be an evaluation for the educator and other research on online learning.

2.3 Conceptual Framework

This study discussed the students' perceptions of online learning are influenced by three variables: infrastructural facilities, technology, and student-teacher and student-student interaction. While, students' motivations toward online learning have four indicators, Attention, Relevance, Confidence, and Satisfaction. (See in Figure 2.1)

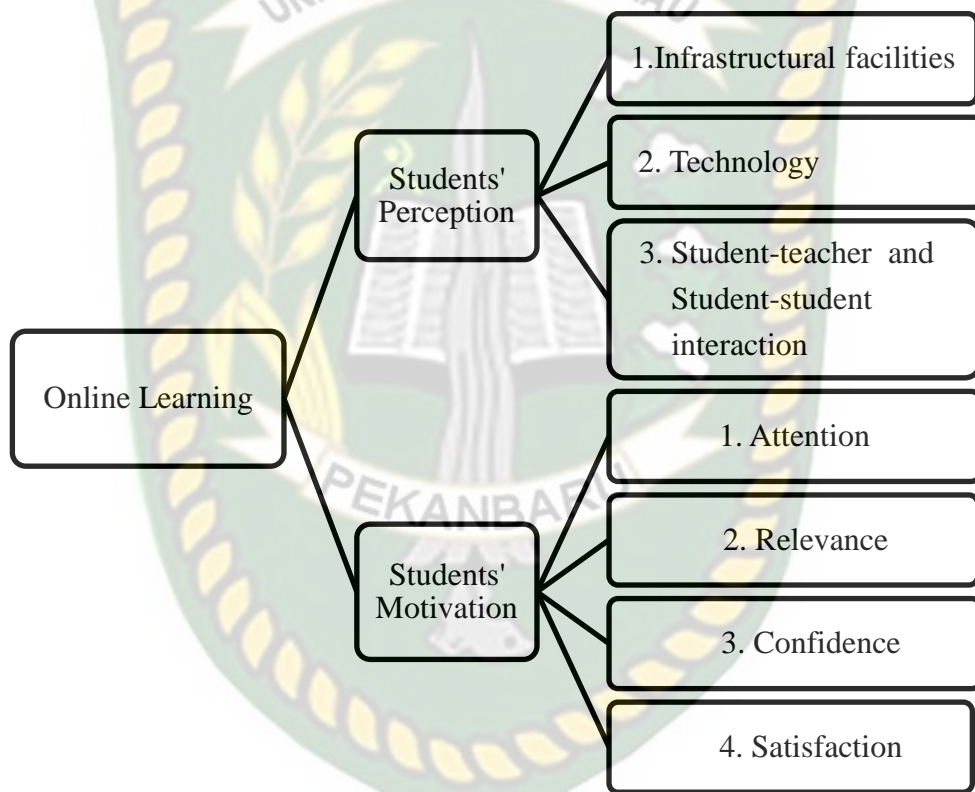


Figure 2.1 Conceptual Framework

2.4 Assumptions

The researcher assumes that there is a positive perception from students in this online learning. Following that, the researcher also assumes that students have high motivation in online learning.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was design as descriptive qualitative research. According to Cresswell (2014), Qualitative research is an approach to exploring and understanding the meaning of an individual or group that is considered a social or human problem. This research method is dominantly used for this study because the explanation is focused on the comprehensive nature phenomenon. Qualitative research is a procedure that prioritizes the descriptions of the word and not numbers in which the researcher act as the research instrument. On the other hand, this study does not change independent variables but illustrates conditions based on facts.

3.2 Location and Time of the Research

This research was conducted online at English Language Education of FKIP UIR, located at Jalan Kaharuddin Nasution No.113. This research was conduct on January-July 2021.

3.3 Population and Sample of the Research

1. Population

The population is defined as an object to be researched. It can be humans, animals, plants, and abstract objects (Putra, 2014). The participant of this study

are 156 students of the sixth semester, which is consists of 4 classes. It can be seen below.

Table 3.1. Population of the Research

No.	Classes	Number of students
1.	6A	33
2.	6B	41
3.	6C	38
4.	6D	44
Total of students		156

2. Sample

The sample is part of the population that wants to be studied (Priyono, 2016). For this purpose, the probability sampling technique, namely the purposive sampling method, will select the research sample. Purposive sampling, referred to as judgmental sampling, is the process of selecting a sample that is believed can represent the whole population (Gay, Mills & Airasian, 2012). The members of the sample are selected based on the purpose of the study. In survey research, the sample size commonly 10% to 20% from the population (Gay, Mills & Airasian, 2012). Therefore, the researcher will choose 33 students from class 6 as a sample. The researcher believes that the respondent will give the real information to the research.

3.4 Instrument of the Research

In this research, the instrument is questionnaire and interview.

3.4.1 Questionnaire

Questionnaire is a collection of self-report questions answered by a selected group of research participants in writing. The questionnaire will use the Likert scale. The Likert scale requires individuals to respond to a series of statements by indicating whether he or she strongly agree, agree, undecided, disagree, and strongly disagree.

The total of the questionnaire for students' perception is 30 statements based on the indicator adopted from Amran et al. (2020). They are 1) instructional facilities, 2) technology, and 3) student-instructor and students-students' interaction. Therefore, the students' motivation there is a total of 18 statements based on the indicator adopted from Mahande & Akram (2021); they are: 1) attention, 2) relevance, 3) confidence, and 4) satisfaction.

Table 3.2 The Blueprint of The Students Perception Toward Online Learning

No.	Indicator	Sub-Indicator/items	Number of items	Total
1.	Instructional facilities	Supporting e-facilities <i>Descriptions:</i> <i>Facilities that support the learning activities. For example, Electricity, internet access, and Internet Connection.</i>	1,2,3,4,5,6,7,8,9,10	10

No.	Indicator	Sub-Indicator/items	Number of items	Total
2.	Technology	Adequate technology <i>Descriptions:</i> <i>Technology includes software and platforms used during the learning process.</i>	11,12,13,14,15,16,17,18,19,20	10
3.	Students-instructor and students-students' interactions	Students-instructor and students'-students interactions <i>Descriptions:</i> <i>The interaction between students with a teacher and students with other students during online learning.</i>	21,22,23,24,25,26,27,28,29,30	10
Total of Questions				30

Adopted from Amran et al (2020)

Table 3.3 The Blueprint of Students' Motivation toward Online Learning

No.	Indicator	Sub-Indicator/items	Number of items	Total
1.	Attention <i>Descriptions:</i> <i>Discuss the students' attention, curiosity, passion, interest, boredom, and other related areas in taking the online class.</i>	Online learning system and design attract attention.	31	5
		Online learning content can build curiosity	32	
		More interactive online learning	33	
		Online learning using learning methods that are of interest	34	
		More interesting online assignment and exercises.	35	
2.	Relevance <i>Descriptions:</i> <i>Discuss students</i>	Online learning relevant to the demands of current learning.	36	4

No.	Indicator	Sub-Indicator/items	Number of items	Total
	<i>perceptions of instructional suitability with student goals, learning styles, and experiences.</i>	Online learning strategies and methods in accordance with the learning achievements.	37	
		Online learning content relevant to learning outcomes.	38	
		Adaptive-engaging online learning content.	39	
3.	<i>Confidence Descriptions: Discuss about the influence of positive expectations during online learning for students success, experiences and affection.</i>	Online learning increases knowledge.	40	5
		Online learning is the key to success in the future.	41	
		Online learning provides a good learning experience.	42	
		Online learning user friendly learning.	43	
		Online learning provides meaningful feedback	44	
4.	<i>Satisfaction Descriptions: Discuss about intrinsic and extrinsic beneficial outcomes during online learning</i>	The convenience of learning through online learning.	45	4
		Received an award/recognition from online learning implementation.	46	
		The pleasure of completing an online learning course.	47	
		Structured and systematic online learning design.	48	
Total of questions				18

Adopted from Mahande & Akram (2020)

3.4.2 Interview

An interview is an interaction of one person who obtains information from another which has a purpose. Interviews can explore and investigate participants' responses to collect in-depth data about their experiences and feeling (Gay et al., 2014). There are nine interview questions based on the indicator of perception and motivation. The list of questions as follows:

Table 3.4 Blueprint of Interview Questions for Students' Perceptions and Motivation Toward Online Learning

No.	Indicator	Questions
1.	Infrastructural facilities	1. <i>What is your perception about the infrastructural facilities in online learning?</i>
2.	Technology	2. <i>How do you maximize the technology you have to support online learning activities?</i>
3.	Students'-Instructor interaction	3. <i>What is your opinion about students'-instructor interaction during online learning?</i>
	Students'-students interaction	4. <i>What is your opinion about students'-students' interaction during online learning?</i>
4.	Attention	5. <i>What do you do to motivate yourself during online learning?</i>
5.	Relevance	6. <i>How was your learning achievement during online learning?</i>
6.	Confidence	7. <i>What is your motivation to learn outside the class and increase your knowledge during online learning?</i>
7.	Satisfaction	8. <i>What is your opinion about the learning design in online learning?</i>
		9. <i>What is your opinion about the implementation of online learning during pandemic?</i>

3.5 Data Collection Technique

This research has used some techniques:

1. Questionnaire

A questionnaire is shared to identify the students' perception and motivation of students' toward online learning. The questionnaire is close-ended questions. It is distributed and collected online by using Google Forms because it does not allow researchers to go directly to the field in a pandemic situation. A Likert scale was used to investigate the research through questionnaires. The steps as follows:

1. The researcher asked permission to Head of Class 6A English Department.
2. The researcher created a WhatsApp group with the respondent in the sixth semester of English Language Education of FKIP UIR.
3. The researcher told how to fill out the questionnaires.
4. The researcher shared the Google Forms link to the respondents.
5. The respondent filled out the questionnaires.
6. The respondent sent the answer of the questionnaires.
7. The researcher obtained the data from the questionnaires.
8. Finally, the researcher analyzed the data.

2. Interview

In this study, interviews were conducted to determine whether students; deep perception and motivation. In conducting the interview, WhatsApp Call and Voice note is used as a tool. The interview questions were taken from the indicator of the research in the form of open-ended questions. The technique used is recording, rewriting, summarizing, and analyzing the data. The steps are:

1. Preparing the concept of questions that want to be asked to the respondent.
2. The researchers conducted interviews with respondents.
3. After conducting the interview, the researcher transcribes the results of the interview with the respondent.
4. The researcher summarized the result of interview.
5. Finally, the researcher analyzed the data.

3.6 Data Analysis Technique

This research used descriptive analysis. Walidin et al. (2015) stated Descriptive analysis, which is the writer translate the data that has been obtained then translated into sentences by describing the actual situation. The researcher analyzed the data based on questionnaires and interview results. Analysis of the questionnaire as follows:

1. Editing/ verification

The researcher checks the students answered. If still incomplete, the researcher asked the respondent to fill it out again. Then, the

researcher interviewed the respondent. During the interview, the researcher recorded the conversations.

2. Tabulation

The second step of data processed is tabulation. The researcher moved the result of the questionnaire into the table. For interview, the researcher transcript the interview that has already been recorded. After the data was valid, the next step is analyzing the data.

3. Analysis

The next step is analyzing the data that has already been verbal to make the data clear. The researcher analyzes the transcript of the interview and presented in chapter IV

4. Conclusion

The researcher concludes the result analysis and interpretation data.

In questionnaires, the researcher used Likert scale. The table can be presented below.

Table 3.5 Likert Scale

Assessment Criteria	Scoring Scale
Strongly agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

Adopted from (Gay, Mills & Airasian, 2012)

Then, the researcher used the formula to find the percentages, the formula is:

$$P = \frac{f}{N} \times 100\%$$

P = Percentage

F = frequency of certain score

N = The number of respondent

Based on this, the calculation result in the form of a percentages are converted into a predicate, it can be seen in the following tables:

Table 3.6 Perception Score Interpretation Guideline

No.	Mean Score	Category
1.	80.0% - 100%	Very High
2.	60.0% - 79.0%	High
3.	40.0% - 59.0%	Moderate
4.	20.0% - 39.0%	Low
5.	0.0% - 19.0%	Very Low

Adopted from Hidayat & Shidiq (2020)

CHAPTER IV

RESEARCH FINDING

4.1 Data Descriptions

In this chapter, the researcher presents the result of the research students' perception and motivation toward online learning in the sixth semester of FKIP UIR. The researcher used a questionnaire and interview to collect the data. The researchers have been given 48 questions for the questionnaire and ten questions for the interview. It was done on 13th May – 6th June 2021.

The distribution of the questionnaire has used by Google Form then shares the link via WhatsApp Group. Therefore, the researcher has got 33 respondents (Questionnaire) and four respondents (Interview), collected from Class A of Sixth Semester of English Language Education.

Table 4.1 Demographic Profile

	Profile	Frequency (N)	Percentage (%)
Gender	Male	3	9.09 %
	Female	30	90.9 %
Semester	6	33	100%
Department	English Language Education	33	100%

After the data is collected and processed, detail information about the student perception and motivation can be seen in the following explanation:

No.	Items	Score	X	Sample	Total	Score Max
1.	Strongly Agree	5	X	33	165	165
2.	Agree	4	X	33	132	
3.	Undecided	3	X	33	99	
4.	Disagree	2	X	33	66	
5.	Strongly Disagree	1	X	33	33	

$$P = \frac{100}{N} \times 100\%$$

P = Percentage

F = Frequency of certain score

N = The number of respondent

4.2 Data Analysis

Based on the blueprint contained in chapter 3, it has been mentioned that there are three aspects for perception, namely: 1) Infrastructural facilities, 2) Technology, and 3) Students'-instructor and students'-students interaction along with 30 statements and four indicators for motivation, namely: 1) Attention, 2) Relevance, 3) Confidence and 4) Satisfaction with the total 18 questions.

There are five available options that respondents can choose from; they are SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), and SD (Strongly Disagree). Therefore, the questionnaires have been filled by English students. Here the researcher presents the analysis of the data that has been obtained.

4.2.1. Students' Perception

Students' perception is influenced by three main indicators, namely: 1) Infrastructural facilities, 2) Technology, and 3) Students'-instructor and students'-students interaction consists of 30 questions that can be seen in Appendix II on page 76.

4.2.1.1 Infrastructural Facilities

Infrastructural facilities are the tool that supports learning activities during online learning. This indicator consists of 10 questions related to electricity, internet access, and internet connection. The result as follows:

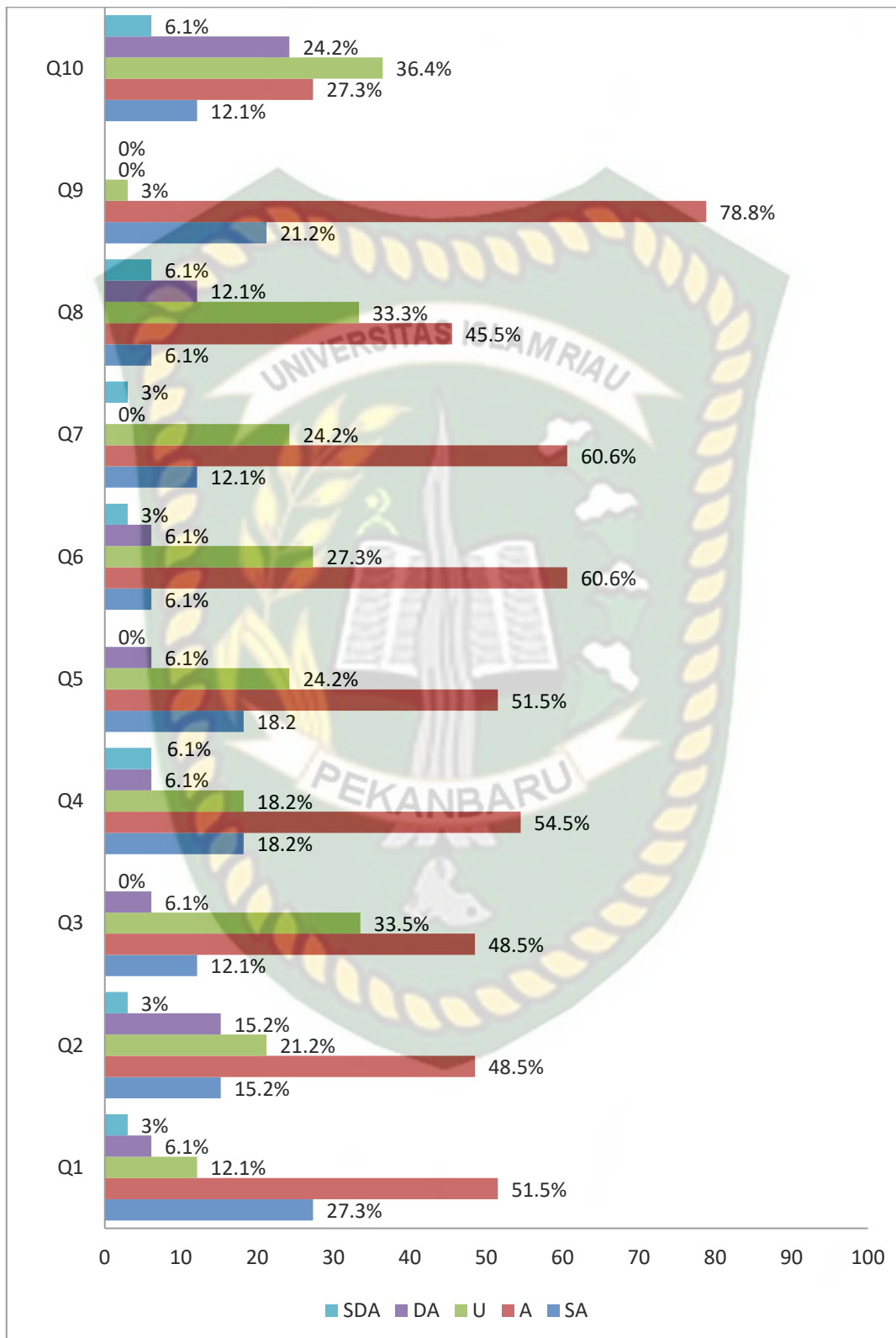


Figure 4.1 The Percentages Result of Infrastructural Facilities

In the first question, the result shows that most respondents agree they can easily access the internet for their study. With the total answered, nine students (27.3%) strongly agree, seventeen students (51.5%) answered they agree, four of them (12.1) choose undecided, two students (6.1%) disagree, and one student (3%) choose strongly disagree. Finally, it can be concluded that over half of students have good internet connectivity to support the learning process.

In the second question, the students agree they have a good internet connection. It was shown from the questions given, showing that there are twenty-one students (63.7%) who agreed and strongly agreed and the smallest percentage there were only six students (18.2%) who answered disagree and strongly disagree, and the rest of them (21.2%) choose undecided. To sum up, most students have unlimited internet bandwidth to access the online learning class without any problems.

In the third question related to internet service quality, there is 12.1 percent (4 students) strongly agree that they have good internet service quality, 48.5 percent (16 students) agree, 33.5 percent (11 students) undecided, and only 6.1 percent (2 students) that has a problem with internet quality. Ultimately, it can be said the internet service quality in students' area almost good.

In the fourth question, "I can easily access the online learning facilities/platforms," over half of the respondents (72.7%) strongly agree and agree with that statement, which (18.2) choose neutral, and only four students

answered disagreed and strongly disagree. In short, the student is not having a problem accessing the platform that is used in online learning.

In the fifth question related to access to online learning material, the result obtained is students can easily in accessing the online material with their internet connection. The graph describes there are six students (18.2%) who strongly agree with that statement, 17 students (51.5%) answered agree. At the same time, there are two students (6,1%) who disagree and eight students (12.1%) neutral. In summary, it can be stated during online learning and the students' easy access to the material with a good internet connection.

In the sixth question, it can be seen over half of the students (63.7%) agree and strongly agree that they are satisfied with the learning facilities uses by their lecturers. Only a small part of respondents consisting of 4 students (6.1%) chose to disagree and strongly disagree, while the rest of them (24.2%) undecided. To summarize, students are satisfied with the learning facilities in delivering the lesson carried out by the lecturers.

In the seventh question, which related with buy internet package with good quality, it can be seen that there were 72.1% (twenty-four students) who decided strongly agree and agree with the statement. Following that, 24.2% (eight students) chose undecided, and only 3% (one student) answered strongly disagree. To conclude, the students have a positive perception of buying quota with good connection.

In the eighth question, it could be seen that the majority of agreed that their areas already supply 24-hour electricity. The data was shown that 51,6% (17 students) did not face obstacles with electricity. In contrast, there were 18,2% (6 students) who still have a problem with the electricity supply, and the rest of them (11 students) neither disagreed nor strongly disagreed. Finally, it can be concluded over half of students have facilities for electricity access.

In the ninth question, the graph shows that there is no student who disagrees or strongly disagrees with that statement. In contrast, most of the students (97%) agree, and only one student (3%) chose undecided. In short, most of the students has laptop or smartphone that already supported by internet access during online learning.

In the last questions, the graph illustrates there are fourth students (12.1%) said strongly agree, and nine students (27.3%) agree that they did not have a problem with internet coverage during online learning. Then, twelve students (36.4%) chosen undecided, and the rest of them (26.3%) disagreed and strongly disagreed. To sum up, students able to cover the internet in the online learning process. The overall percentages can be presented below.

Table 4.2 Infrastructural Facilities in Online Learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q1	9	17	7	4	2	146	88,4%	Very High
Q2	5	16	7	5	1	121	73,3%	High

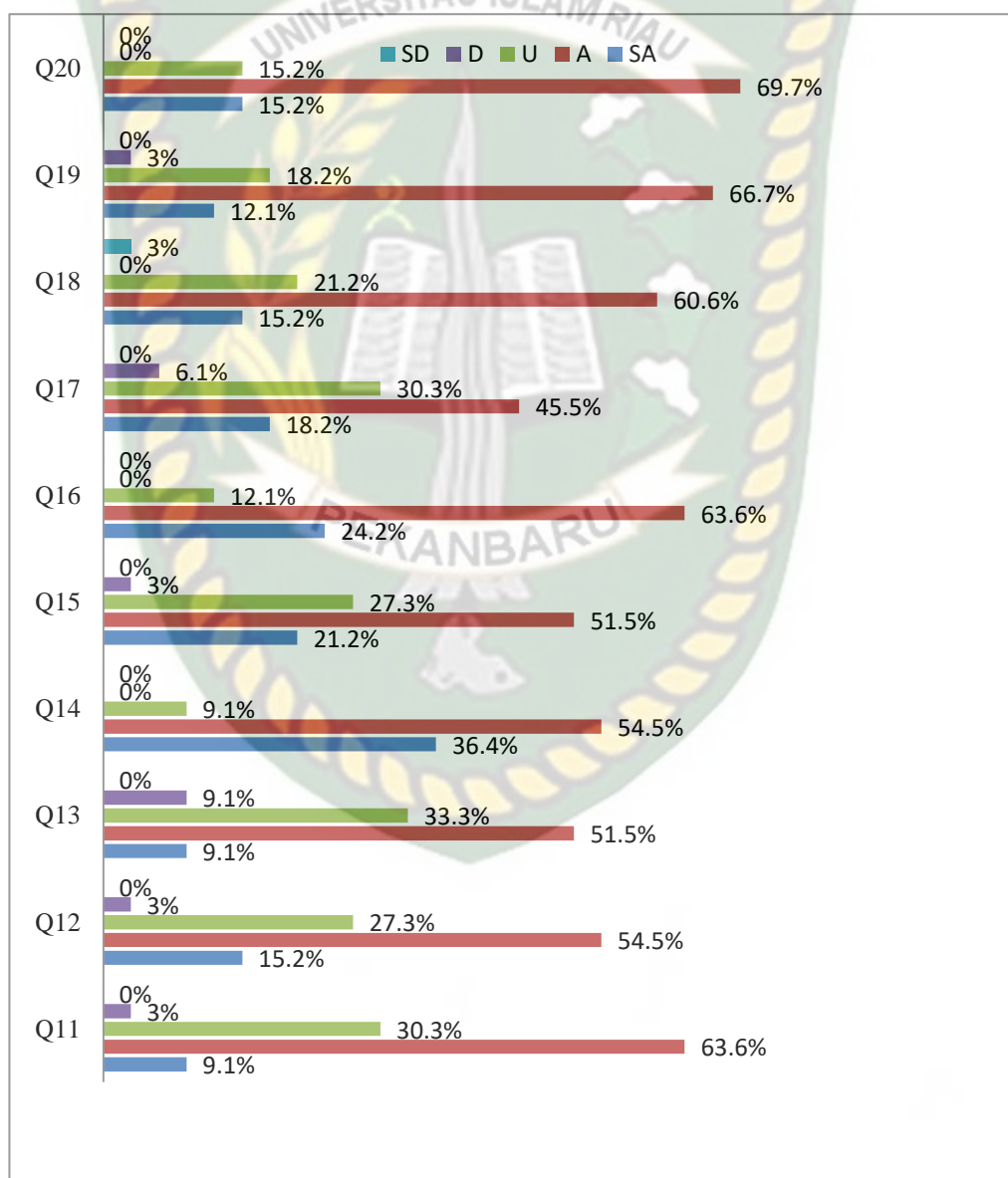
No items	SA	A	U	D	SD	Total	Percentages	Level
Q3	4	16	11	2	0	117	70,9%	High
Q4	6	18	6	2	2	126	76,3%	High
Q5	6	17	8	2	0	126	76,3%	High
Q6	2	20	9	2	1	122	73,9%	High
Q7	4	20	8	0	1	125	75,5%	High
Q8	2	15	11	4	1	112	67,7%	High
Q9	7	26	1	0	0	142	86,0%	Very High
Q10	4	9	12	8	2	110	66,6%	High
The Overall Percentages							75,4 %	High

In conclusion, out of 33 students with a high level of means with 75,4%. It indicated that students had a positive perception toward infrastructural facilities in online learning. The students already have a smartphone supported by internet access and have unlimited internet bandwidth. Based on the previous research, the major problem in online learning is a lack of connection, especially in rural areas. However, in this research, the result shows that students have good connectivity. Furthermore, the data identified that respondents in students already supply by electricity. It shows that the students have not struggled with learning facilities during online learning.

4.2.1.1 Technology

Technology is an important part that plays a role in the success of online learning activities. There are ten questions related to technology includes software and platforms used during the learning process. The result can be seen below.

Figure 4.2 The Percentages Result of Technology



In the 11th question related to the students' skill in operating the computer for doing work during online learning, the figure shows that 9.1 Percent (three students) strongly agree that 63.6 percent (twenty-one other students) agree that they can operate the computer well. Moreover, 30 percent (ten students) were undecided, and 3 percent (one student) disagreed. As shown above, students can operate the computer for doing the assignment and following the class during online learning.

In the 12th question, the graph shows that most students agreed that they could easily accomplish the assignment required by using the technology. Over half of students (54.5%) strongly agree and agree, and nearly 50% (9 students) are undecided, and only 3% (one student) who not agree. In brief, the student uses the technology provided to them to do the assignment.

In the 13th question, "The students' deeper knowledge of course content in an online learning environment," described by the graph which consists of 51,5% (7 students) agreed with the statement, 9.1% (3 students) decided not to agree and the rest of the student (33.3%) undecided. In summary, students know the content of online learning.

In the 14th question about the technology can help them in learning. The graph shows there were twelve students (36.4%) who strongly agree. Following that, eighteen students (54.5%) decide to agree, and three students (9.1%) choose undecided. In brief, the students stated that technology has a role in helping them during distance learning.

In the 15th question, “ I easily access the content on their mobile devices and laptops/ tablets.” The result showed that the biggest choice from samples agrees with a total answered; seventeen students (51.5%) agree, seven students (21.2%) strongly agree. In addition, nine students (27.3%) answered undecided, and a student (3%) disagreed. In short, the students easily access learning content through their mobile devices.

The 16th question, “Students' can easily read and view the material presented,” gets the students' biggest positive response. It can be seen from 87,8% (29 students) who stated strongly agreed and agreed. Meanwhile, 12,1% (4 students) chose neutral. In conclusion, online learning makes it easy for students to see and read the material presented by the lecturer.

In the 17th question, the graph shows that only two students (6.1%) have limitations in online learning. In contrast, there were twenty-one students (63.2%) who agreed and strongly agreed. At the same time, ten students (30.3%) chose undecided. In short, the students do not have experience problems during online learning.

In the 18th question, the result shows that most students agree that online learning helps them to be more skillful. Out of 33 respondent who has been filled, only 3% (one student) stated disagreed. In contrast, as many as 75.6% (25 students) agreed, while the rest of them (21.2%) choose neutral. Finally, it can be concluded that online learning makes it easier for students to become more skilled during the learning process.

In the 19th question, the graph shows that most students argued that they were easy to learn during the online learning process. From all the respondents who answered, there was only one student (3%) who said that online learning was difficult, while 18.2% (six students) undecided and the rest of them (78.8%) stated strongly agreed and agree. To sum up, students find it easy during online learning.

Students also have at least one digital device to support online learning activities in the last questions for technology. It can be seen that there are no students who claimed that they do not have digital devices such as smartphones, laptops, etc. In contrast, 28 students (84.7%) strongly agreed and agreed, while five students (15.2%) answered neutrally. In brief, the students have e-readiness with supporting facilities such as mobile devices during online learning.

The overall percentages can be seen in table.

Table 4.3 Technology in Online learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q11	3	21	10	1	0	131	79,3%	High
Q12	5	18	9	1	0	126	76,3%	High
Q13	3	17	11	3	0	122	77.2%	High
Q14	12	18	3	0	0	141	85,4%	Very High
Q15	7	17	9	1	0	132	80,0%	Very High
Q16	8	21	10	2	0	158	95,7%	Very High
Q17	4	20	8	0	1	125	75,7%	High

No items	SA	A	U	D	SD	Total	Percentages	Level
Q18	5	20	7	0	1	127	76,9%	High
Q19	4	22	6	1	0	128	77,5%	High
Q20	5	23	5	0	0	132	80,0%	Very High
The Overall Percentages							80,4%	Very High

The data obtained indicate that the application of distance learning during the pandemic does not provide a disadvantage for students to maximize the technology they have. From the overall percentages, the technology got 83.64% (very high) level. It shows that students' perception of technology in online learning is positive. In addition, online learning helps them become skillful in the highest percentages 66,7% and ease students' reading and view the material with a total percentage of 87,8%. It can be concluded that respondents have a positive perception of technology in online learning.

4.2.1.2 Students'-Instructor and Students'-Students Interaction

This indicator addresses interactions between students and a teacher and students with other students during online learning in the classroom or outside the classroom. There are ten questions that have been filled out by students. The results can be seen below.:

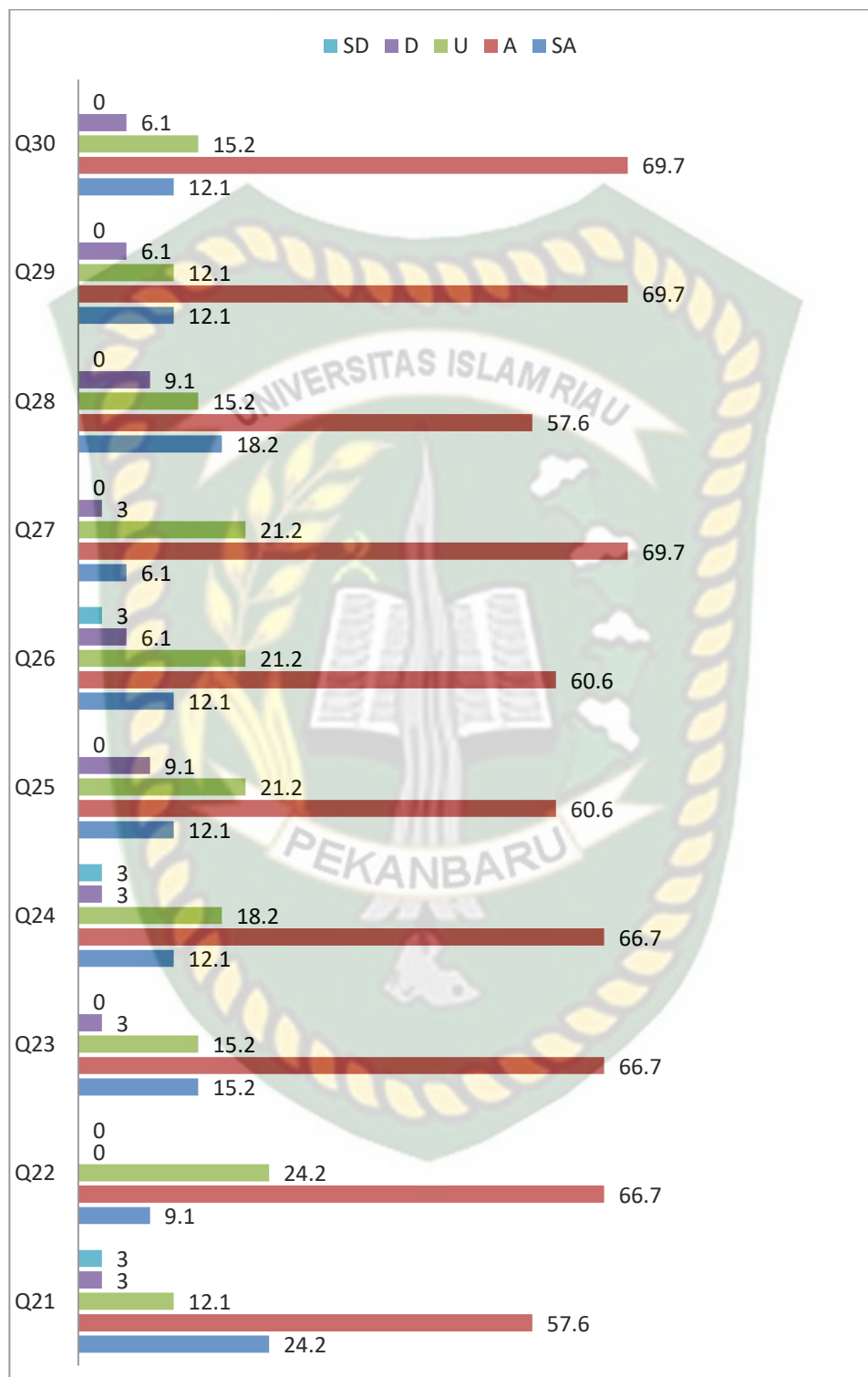


Figure 4.3 The Percentages Result of Students' Interaction

In the next questions, the answer from all samples showed that nineteen students (57,6%) agree that synchronous learning with the lecturer is needed during the learning process. Eight students (24.2%) also argued that they strongly agree. After that, four students (12.1%) were undecided, and only two (6%) disagreed and strongly disagreed with interaction directly. Finally, it can be concluded that direct interaction with the teacher necessary in the learning activities.

In , in online learning, the learning process is conducted in different places, so frequent feedback from the instructor is needed for the students. Based on the data obtained, twenty-five (75,8%) students agree and strongly agree that they receive feedback from their lecturers. Meanwhile, eight (9%) students stated strongly disagree, and the rest of them (24.2%) chose neutral. In short, the student receives feedback from the lecturer online.

Next, figure 4.3 presents that most students know what the instructor expects of them in grade, feedback, email, and others. It can be seen that 66.7% (twenty-two students) agree, and 15.2% (five students) strongly agree. Meanwhile, 15.2% (five students) undecided and 3% (one student) did not agree.. Finally, it can be concluded that student already knows their responsibilities as students to their lecturer.

Furthermore, the statements of “The instructor understands the online learning environment and make it easy to learn.” The result obtained was 66,7 percent (22 students) said agree, and 12.1% (4 students) strongly agree. Besides, 15.2% (six students) were undecided, and 6% (2 students) disagreed and strongly

disagreed. To sum up, the students feel satisfied with the instructor who understands the online learning environment and makes them easy to study.

Then, in questions number 25, the graph describes that over 50% of respondents agree that they feel satisfied. It can be seen there were twenty students (60.6 percent) agree. Following that, four students (12,1 percent) strongly agree, seven students (21.1 percent) neutral. Instead, only three (91.1 percent) students disagreed. To sum up, students are relatively satisfied with the teacher instruction in online learning.

After that, question number 26 related to students' interaction with others students. The figures show that 21 students (60.6%) agree that there is a lack of face-to-face interaction between classmates. Furthermore, four students (12.1%) also strongly agree and seven students (21.2%) undecided. Except, two students (6.1%) disagree and 1 (3%) student strongly disagree. To conclude, students' interaction is lacking during online learning even though they can communicate by virtual, but they need direct interaction like in the traditional classroom.

Subsequently, in figure 4.3, it can be seen that students know their classmates as the offline classes who can interact directly. Commonly the students said to agree because the six semesters have done traditional learning for three semesters. A total of twenty-three students (69.7%) agree, two students (6.1%) strongly agree. In contrast, one student (3%) did not agree; meanwhile, seven students (21.2%) were undecided. To summarize, synchronous classes are necessary to enhance each students' interaction.

Next, the results of questions number 28 show that more than 50% (Twenty-three) of students agree, and 18.2% (six) of students strongly agree that they can discuss with other students outside the classroom during online learning activities. While 15.2% (five students) chose not to give a statement and 9.1% (three students) did not agree. It can be concluded; the student can discuss activities during the online learning process by WhatsApp group chat, google classroom forum, or video conference.

Then, questions number 29 shows only two students (6.1 Percent) who disagree with the statement. It means most students can work in groups during internet activities outside the class. Twenty-three students (69.7%) agree, and four students (12.1%) strongly disagree. Moreover, four students (12.1%) were undecided. In brief, during online learning, the students can still do group work in a different place.

For the last statement about the ability of the student in collaborates with other students outside the class. The graph illustrates that twenty-three students (69.7%) said to agree. Following that, four students (12.1%) strongly agree. On the contrary, five students (15.2%) undecided, and two students (6.1%) disagree. In brief, students can carry out other academic activities such as discussions, group work, and doing assignments with their friends during online learning.

Table 4.4 Students'-Instructor and Students'-Students Interaction in Online Learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q21	8	19	4	1	1	131	79,3%	High
Q22	3	22	8	0	0	127	76,9%	High
Q23	5	22	5	1	0	130	78,8%	High
Q24	4	22	6	1	1	129	78,1%	High
Q25	4	20	7	3	0	127	76,9%	High
Q26	4	20	7	2	1	124	75,1%	High
Q27	2	23	7	1	0	125	75,7%	High
Q28	6	19	5	3	0	127	76,9%	High
Q29	4	23	4	2	0	126	76,3	High
Q30	4	23	5	2	0	129	78,1%	High
The Overall Percentages							77,2%	High

Finally, it can be concluded that student-teacher interactions during online learning get the largest positive perception from respondents. More than 90% of students agree with statements related to interactions between students and lecturers during online learning. While the interaction between students in learning activities gets a low percentage, students' stated that long-distance interaction via the internet causes less communication between them. In short, students need to interact directly like in synchronous class.

4.2.2 Students' Motivation

4.2.2.1 Attention

Attention is related to students' attention, curiosity, passion, interest, boredom, and other related areas in taking the online class. Five questions have been obtained. The result is as follow:

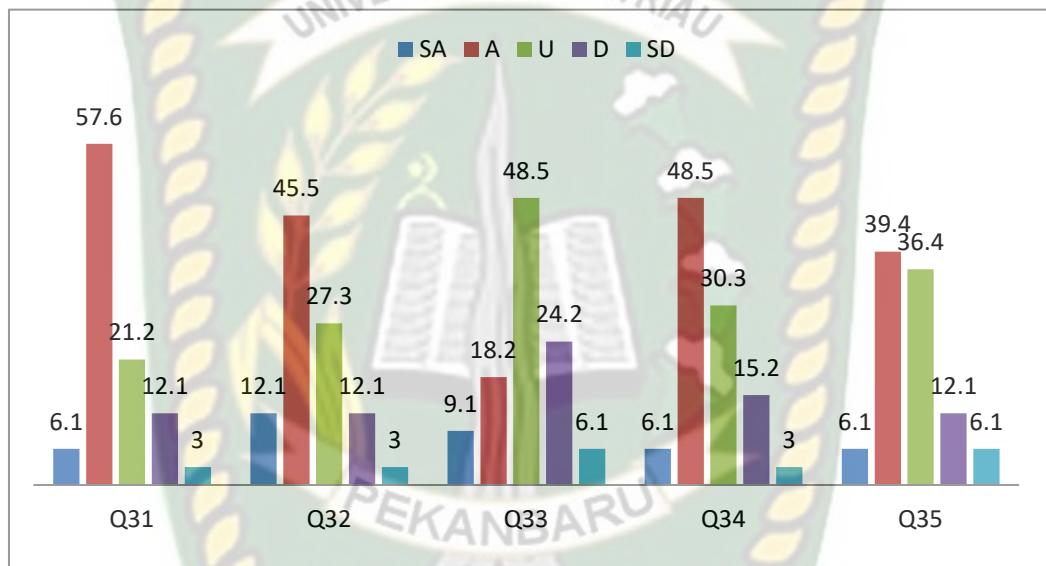


Figure 4.4 The Percentages Result of Attention

Firstly, question number 31 shows that there are 57,6% (19) Nineteen students agree that 6.1% (2) of students strongly agree with the statement that the learning design during online learning was attracted their attention. While 21,2% (7) choose undecided, 15,1% (6) students stated they disagree, and students strongly disagree. In brief, learning design during online learning catches their attention.

Secondly, there are fifteen students (45.5%) who agree that online learning builds curiosity and follow with four students (12.1%) who decided strongly

agree. However, four students (12.1%) disagreed, and one student (3%) strongly disagreed. Therefore, nine students (27.3%) undecided, To sum up, online learning can arouse students' curiosity about something.

Thirdly, based on the data obtained, the results of question number 33, "online learning is more interactive than traditional learning," shows that the largest respondents, 48.5% (sixteen students), choose undecided. It means students are neutral, and nearly 50% (9 students) agree and strongly agree that online learning is more interactive than traditional learning. Despite this, there were ten students (30.3%) who chose to disagree and strongly disagreed. In conclusion, the student still prefers offline learning than online learning, which is more interactive and effective.

Fourthly, figure 4.4 describes eighteen students (48.5 percent) who agree and strongly agree, ten students undecided, five students disagree, and a student strongly disagrees if the learning method in online learning is interesting. To conclude, online learning presents an interesting learning method.

In the last questions, the graph presents 45.5% (15 students) who agree and strongly agree that the assignment and exercise in online learning are interesting. Following that, 36.4% (12 students) were undecided, and the rest (18.2%) said disagree and strongly disagreed. Finally, it can be concluded that students are interested in assignments and exercises in online learning.

Table 4.5 Attention in Online Learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q31	2	19	7	4	1	116	70,3%	High
Q32	4	15	9	4	1	116	70,3%	High
Q33	3	6	16	8	2	105	63,3%	High
Q34	2	16	10	5	1	115	69,6%	High
Q35	2	13	12	4	2	108	65,4%	High
The Average of Overall Percentages							67,8%	Very High

In conclusion, the result shows students have great attention in online learning. It can be seen from the five questions given. The students show a positive response, including attracting the students' attention that gets the highest percentages as many as 57.6%, build curiosity, and interactive and interesting learning methods during the pandemic.

4.2.2.2 Relevance

The second indicator discussed students' perceptions of instructional suitability during online learning with student goals, learning styles, and experiences. There are four questions that have been filled in by students. It can be seen below:

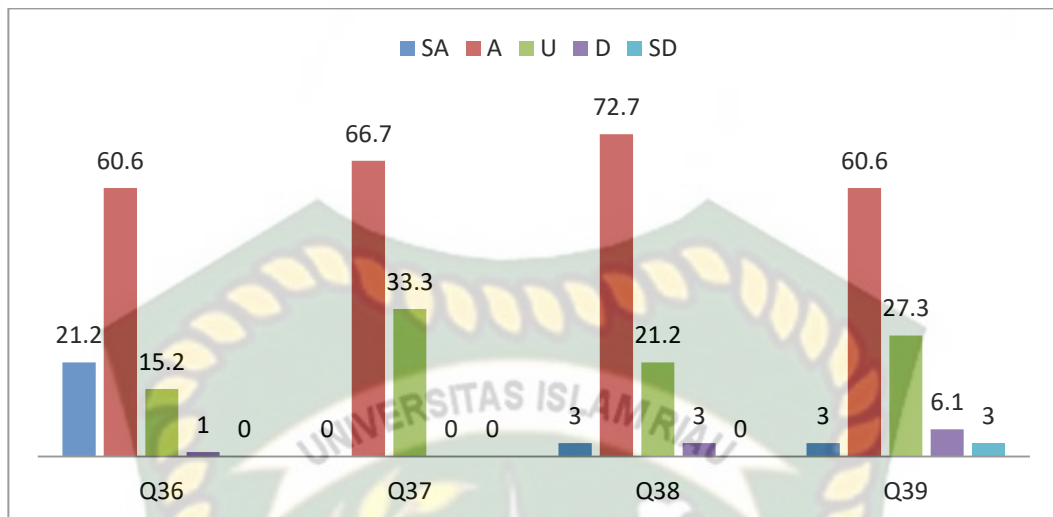


Figure 4.5 The Percentages Result of Relevance

In the next questions, the results show there were twenty students (60.6%) who agree that online learning is suitable for this current pandemic situation, and seven students (21.2%) strongly agree. In contrast, one student (3%) disagree. Meanwhile, five students (15.2%) said undecidedly. In brief, more than 50% of students unsure that in this pandemic situation, online learning is suitable to be applied as a new learning way without face to face directly.

Then, no respondents denied the statement that learning achievement in online learning with the learning strategies used during online learning. Following that, 33.3% of students choose to neutral. Moreover, 66.7% of students agree that their learning achievement is in accordance with the lecturer's learning strategies. In summary, the biggest respondent agrees that the learning strategies that used by teacher have a big role in the learning achievement.

In addition, the result of question number 37 shows that only 3% (one student) disagree that learning content which relevant to learning outcomes. While twenty-

fourth students (75.7%) said agree and strongly agreed. Following that, seven students (21.2%) choose undecided. In short, the highest respondents agree that learning outcomes are influenced by learning content.

Last, the graph illustrates questions number 39 related to the adaptive and interesting content during online learning. Most of them agree with that statement with a total answered; twenty-one students (63.6%) agree and strongly agree. Meanwhile, nine students (27.3%) were undecided. Besides, three students (9%) disagree and strongly disagree. In conclusion, the learning content presented is interesting to be studied.

Table 4.6 Relevance in Online Learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q36	7	20	5	1	0	132	80,0%	Very High
Q37	0	22	11	0	0	121	73.3%	High
Q38	1	24	7	1	0	124	75,5%	High
Q39	1	20	9	2	1	117	70,9%	High
The Overall Percentages							74,9%	High

Finally, it can be summarized that the student relevance in online learning gets a positive response. All the questions given got over 50% agreed. It means students feel that online learning is suitable to be applied in this pandemic condition.

4.2.2.3 Confidence

Confidence discussed the influence of positive expectations during online learning for students' success, experiences and affection. Five questions have been obtained from students. The result can be seen below:

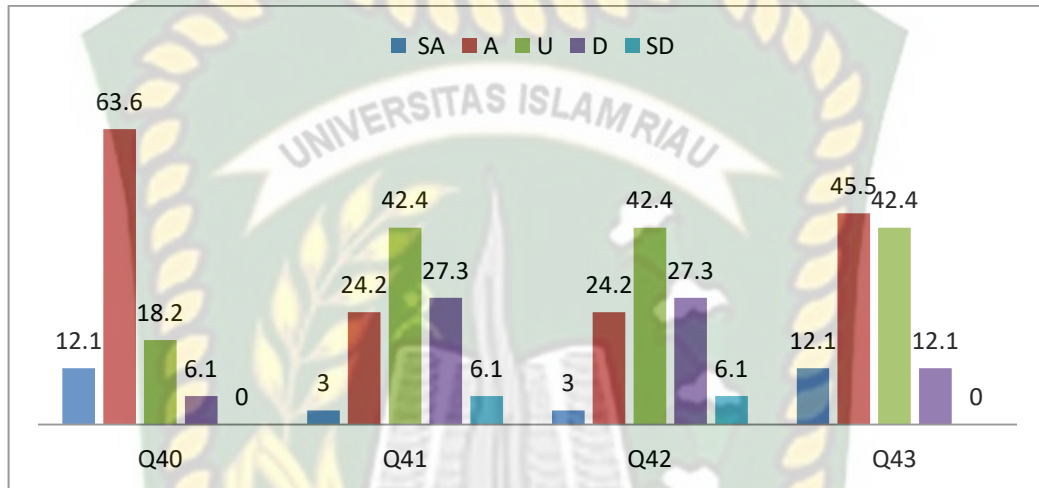


Figure 4.7 The Percentages Result of Confidence

First, over 70% (25 students) said they agree and strongly agree the online learning motivates students to learn outside the class. There were 18,2% (6 students) neutral and 6.1% (2 students) disagree. It can be concluded; Students are motivated to do additional learning besides in the class. Such as discuss with friends, going to the library, or other activities.

Second, statement number 41, “online learning increases my knowledge.” The result shows that four students (12.1%) choose strongly agree, and sixteen of them (48.5%) agree with that statement. Otherwise, four students (12.1%) stated they disagree and strongly disagree. Therefore, nine students choose undecided (27.3%). it can be concluded the online learning increases students’ knowledge

Third, figure 4.7 illustrates as many as 42.4% (14 students) not give their statement that online learning is the success key in the future with the total students' answered; nine students (27,2%) strongly agree and agree, fourteen of them (42.4%) undecided besides eleven students (29.3%)disagree and strongly disagree. In short, students do not believe that online learning is one of the keys to success because success is caused by many factors, not only by online learning.

In the last questions, the result shows that fifteen students (45.5%) agree, and four students (12.4%) strongly agree. Therefore, ten of them (42.4%) choose undecided, and four students (12.1%) disagree. In brief, the result indicates that during online learning, the students do not have a good learning experience.

Table 4.7 Confidence in Online Learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q40	4	21	6	2	0	126	76,3%	High
Q41	4	16	9	3	1	118	71,5%	High
Q42	1	8	14	9	2	99	60,0%	High
Q43	4	15	10	4	0	118	71,5%	High
The Average of Overall Percentages							69,8%	High

In conclusion, the result of relevance in online learning shows high percentages. In the first questions given, most of the students have the motivation to study outside the class, which increases their knowledge. Moreover, students do not have a good learning experience like in the offline class.

4.2.2.4 Satisfaction

Satisfaction is discussed about intrinsic and extrinsic beneficial outcomes that got by students in online learning. Students have filled out four questions. It can be presented below:

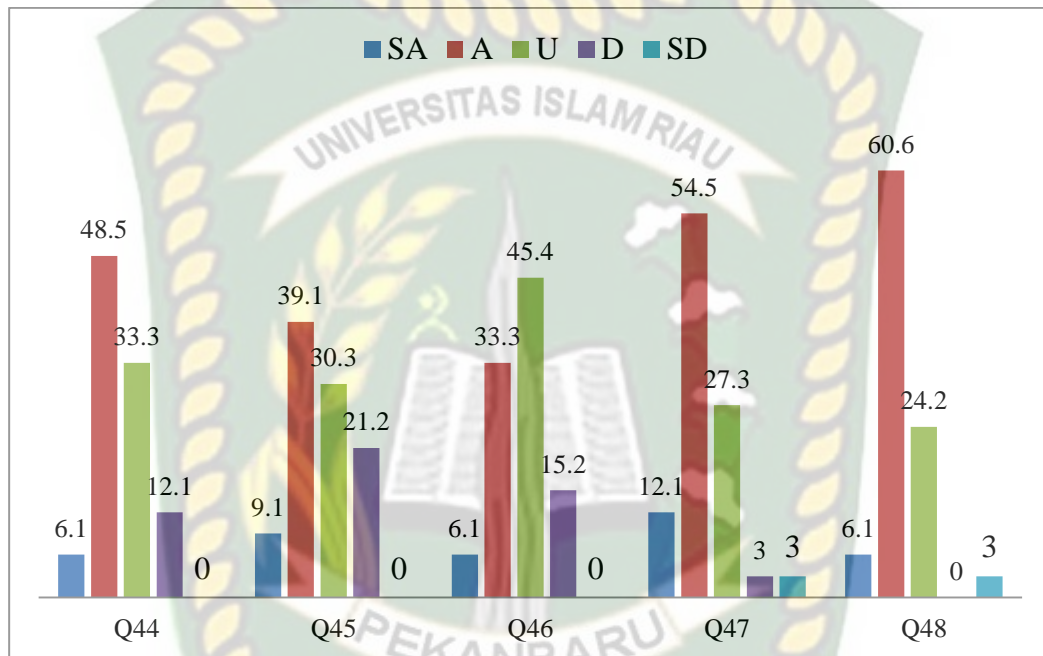


Figure 4.8 The Percentages Result of Satisfaction

Figure 4,8 describes as many as 48,5% (16 students) agree that online learning is friendly learning. While 33.3% (11 students) were undecided and 12.1% (4) of them voted to disagree, online learning is still unfamiliar for them. In short, during online learning, students get a positive impact in getting friendly learning that supports them to study well.

Then, the students agree with the statement that online learning is easy learning. A total of sixteen students (48,5%) stated they strongly agree and agree. Otherwise, seven students (21.2%) do not agree, and ten of them (30.3%) are

undecided. In conclusion, students feel that learning online is not difficult learning.

Furthermore, figure 4.8 describes that most students (45.5 percent) choose neutral if they received an award from their lecture during the implementation of online learning. There were thirteen students (39.3%) who agreed and strongly agreed with the statement, and the rest (15.2%) disagreed. To sum up, during online learning, students agree that they have received rewards from lecturers.

After that, the result of questions number 47 shows that over half (54.5%) of students agreed that they were happy to complete the online learning course. There were 12.1% (four students) who strongly agree. Following that, 27.1% (9 students) said neutrally. In contrast, there were 6% (2 students) stated not agree. Briefly, students are happy after being able to complete online lessons.

In the last statement about the learning design during online learning, the results show there were twenty-two students(60.6%) who voted agreed and strongly agreed. Meanwhile, eight (24.2%) choose undecided, and three students (9.1%) strongly disagree. In summary, online learning design is structured and systematic.

Table 4.8 Satisfaction in Online Learning

No items	SA	A	U	D	SD	Total	Percentages	Level
Q44	2	16	11	4	0	115	70,3%	Very High
Q45	2	16	11	4	0	99	60,0%	Very High

No items	SA	A	U	D	SD	Total	Percentages	Level
Q46	1	8	14	9	2	99	60,0%	Very High
Q47	4	15	10	4	0	118	71,5%	Very High
Q48	2	20	8	0	3	117	70,9%	Very High
The Overall Percentages							66,5%	High

In conclusion, the students' satisfaction with online learning gets high percentages. In the first question, got 48,5% of students' agreed, then students also stated that online learning is easy learning. After that, during the learning process, students received an award from their lecturer. More than half of students said the learning design applied in online learning is systematic and structured. In other words, students feel satisfied during the implementation of online learning.

4.3 Discussion

4.3.1 Students' Perception

In the first indicator about infrastructure facilities, the students positively perceive infrastructure facilities in online learning, especially in essential parts of online learning such as mobile devices and internet connections. Most of them already have a smartphone supported by internet access and have unlimited internet bandwidth. The major problems in online learning are a lack of connection, especially in rural areas. However, in this research, the result shows that students have good connectivity. This statement supported by the result of the interview with Student C :

“Alhamdulillah in my area there is no problem with the network but only occasionally there a network problem and black worst but I have complete facilities which support my online learning so during class I easy to access the internet.”(Student C)

Furthermore, the data identified that respondents in students already supply by electricity. It clearly shows that the students have not struggled with learning facilities during online learning.

The second indicator is related to technology in online learning. Student perceptions are still positive. It can be seen from the data obtained, the implementation of distance learning during the pandemic does not provide a disadvantage for students to maximize the technology they have. There was that online learning help them become skillful. The result shows the highest percentages 66,7% of students chose agree with that statement and easiness of students to read and view the material gets a total percentages 87,8%.

This statement supported by the result of interview with Student A:

“To maximize technology, I learn and continue to learn about application, there are easy to learn because along of development of changing technology so we must also be able to take advantage of developing technology.”(Student A)

In addition, the also the result of interview with Student C:

“There are my platform that utilizes during online learning I personally if I do not understand the material that given by the lecturer I learn from the Youtube or various references from Google such as journal or book so this is really helpful for me, and also there are a lot of additional content and social media that increase my inside.”(Student C)

It can be concluded that during online learning, the students more maximize the adequate technology in their environment. In the last indicator of

perception about students' interaction, the data shows student-teacher interactions during online learning get the largest positive perception from respondents. More than 50% of students agree with statements related to interactions between students and lecturers during online learning. It supported by the interview result with Student D:

"I think the online learning is not effective the interaction between students and others because during the online learning rarely interact with my friends because they maybe have a problem and soon." (Student D)

While the interaction between students in learning activities gets a low percentage, students' state that long-distance interaction via the internet causes less communication between them. In other words, students need to interact directly like in offline class.

From all indicators above, the results answer the research question in this study "What is the perception of the sixth semester students of English Education?". The outcomes of this study indicate that online learning gets positive perceptions from students.

1.1.2 Students' Motivation

In the first indicator, the students have great attention in online learning. It can be seen from the five questions given that students show the positive response includes attract attention which gets the highest percentages as many as 57.6%, build curiosity, interactive and interesting learning methods that implement during the pandemic. The students can find their learning way to keep the attention to learn still away. It supported by the result of interview with Student B, which shows the inside motivation:

"Sometimes I tired because so many task that given by the lecturer but it occurred to me that I have struggle this far that why it want make me to give up and I want to get good grade so I just give myself reward after studying and doing difficult task like eating ice cream, watching K-Drama it is give me a cheer up". (Student B)

In conclusion, students have intrinsic motivation, which comes from the student individual itself by finding fun activities.

In the second indicator about relevance in online learning, it can be summarized the student relevance in online learning is got a positive response. All the questions given got over 50% agreed. In other words, students feel that online learning is suitable to be applied in this pandemic condition.

Then, the third indicator about confidence in online learning shows high percentages. In the first questions given, most of the students are motivated to study outside the class, increasing their knowledge. It supported by the interview result with Student A, she stated:

"I learn from Youtube to watch movies in English, video and other support learning." (Student A)

In summary, the students have extrinsic motivation in doing online learning.

The last indicator about students' satisfaction with online learning gets high percentages. In the first question, got 48,5% of students' agreed, then students also stated that online learning is easy learning. After that, during the learning process, students received an award from their lecturer. More than half of the students said the learning design applied in online learning is systematic and

structured. In other words, students feel satisfied with the implementation of online learning in the sixth semester of English Language of Education.

From the result of all indicators, the researcher concluded that students have high motivation to learn in the online learning process. It can be inside motivation or outside motivation.



CHAPTER V

CONCLUSION AND SUGGESTION

3.1 Conclusion

This study aims to determine the students' perceptions and student motivation towards online learning during the Covid-19 pandemic. This study was concluded based on three main objectives, namely, students' perceptions of infrastructure, technology, and interactions between students and teachers during online learning.

1. Students' Perception

This study was conducted to determine student perceptions of the infrastructure facilities that most influence students, including internet access and the quality of internet connections being high. The results of this survey indicate that students have good infrastructure. The results of this survey are at a high level. It shows that students do not have problems with technology. Since they are proficient in technology, this will not affect them in online learning. Online learning maximized the use of technology in students' environment.

Last but not least, the interaction between students and student-instructors. The results of this study are at a high level. Meanwhile, some students said offline learning is needed to be applied as soon as possible. This research is important because the interaction between students and teachers determines students' understanding of learning.

2. Students' Motivation

In this research, the students have high attention in online learning. The students show the positive response including to students attract attention which get the highest percentages. As many as 57.6% students agree that online learning build curiosity, interactive and interesting learning method that implement during the pandemic. Students' relevance in online learning can be summarized got a positive response from students. They feel that online learning is suitable to be applied in this pandemic condition.

Furthermore, the confidence in online learning shows high percentages. In the first questions given, most of the students are motivated to study outside the class, which increases their knowledge. The last indicator about students' satisfaction with online learning gets high percentages. In the first question, got 48,5% of students' agreed, then students also stated that online learning is easy learning. In other words, students feel satisfied with the implementation of online learning in the sixth semester of English Language of Education.

3.2 Suggestion

After concluding the research, the researcher would like to give some suggestions that can be considered as follow:

1. The institution

It is suggested to the higher education authorities to implement a learning platform appropriate to the student's condition.

2. The lecturer

Lecturers must try to convey the material as best as possible during learning through online learning, so they give assignments and must be explained first. In addition, before giving assignments, it is better to ask questions to measure the extent to which students understand the material provided. Appropriate and more complete learning media in learning are important to motivate students to keep students enthusiastic. Especially, in learning English which is considered quite difficult for many students.

3. The students

Students can increase their enthusiasm for learning in several ways, such as not delaying work because postponing one task will increase the number of other assignments, then asking if they have any difficulties while studying, and the last one being diligent in studying even though there are no assignments.

4. Other researchers

This research is expected to use by other researchers and as a reference or inspiration to conduct further research related to this field.

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