

3. Students' perception and motivation toward online learning at English language education in Pekanbaru

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Students' Perception and Motivation toward Online Learning at English Language Education in Pekanbaru

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Abstract:

This research aims to know the students' perception and motivation towards the implementation of online learning in the sixth semester of English Language Education in Pekanbaru. This research used descriptive qualitative method. The sample was 33 of class 6A at English Language Education of FKIP UIR. Sampling was done by used Purposive sampling. The instrument of this research was questionnaire and interview. To collect the data, the researchers used Google Form and Google Meet. 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 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 students is still lacking, so offline learning is necessary. Then, the researchers found that students have high motivation. Students' attention 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, most of students are motivated to study outside the class that 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.

Keywords: *Motivation, Online Learning, Perception*

1. INTRODUCTION

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.

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 (Mulya, 2020). In other words, the process of teaching and learning for the school and university changed from the offline learning into an online learning. This difference method raises questions about how students' and teachers' perceptions toward the new system (Atmojo & Nugroho, 2020) in Nartiningrum & Nugroho (2020).

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. Then, online learning is utilized an internet connection and learning platforms during the teaching and learning process (Fitriani et al., 2020). On the other hand, all activities in online learning are carried out with an internet connection.

According to Andriani et al., (2021) The Child Protection Commission (KPAI) has received 213 complaints from parents and students regarding the implementation of distance learning since March 2020. Firstly, this complaint discusses the difficulty of assignments or assignments with short delivery times. Secondly, a lot of summarizing and rewriting of teaching materials from books. Thirdly is related with inflexible study time. Fourthly is limited internet quota to access online learning class. The last, many students do not have gadgets to access online exams. Widodo & Slamet, (2020) stated 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 faced challenges in carrying out learning activities in preparing materials, methods, media, and learning applications suitable for student learning needs. Alchamdani et al., (2020) mentioned that one of the challenges in online learning is the financial difficulty of buying mobile data. Eventhough 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.

According to Subakhtiasih & 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.

This study explores the students' perception and motivation after have experienced in English teaching and learning process through online learning. This online learning is still being something new to be applied in Education especially in Indonesia. Therefore, it is necessary to investigate how the students perceive the view of the educators in carrying out online learning.

The previous study conducted by Nurani & Widiati, (2021), shows that students are perceived positively not only online listening course method, but also the difficulty of the method. It means they agree that online listening courses can be useful in this pandemic condition, but they also still have some difficulties to join. Next, Ardiyansah (2021) Conducted the research with the Tittle "Pre-Service Teachers' Perceived Readiness In Teaching Online in International Internship Program". The finding shows that the perception of the readiness of pre-service teachers in online teaching is considered an important aspect in the teaching and learning process. Despite the many possible obstacles, pre-service teachers are equipped with the right tools and technical strategies to deliver interactive online learning activities.

The last, , 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. Previous studies have similarities with this study where it focused on online learning. However, this research is different from the research mentioned above, where this research was conducted at a different location and time. So it has given different results both on the perception and motivation of students. The results of this study can be used as evaluation material for educators and other research on online learning.

This research aims to find out students' perceptions and motivation of online learning in the sixth semester of English Education FKIP UIR.

2. METHOD

This research was design as descriptive qualitative research. It was conducted online at English Language Education of FKIP UIR, located at Jalan Kaharuddin Nasution No.113. This research was conducted on January-July 2021. The populations of this study are 156 students of the sixth semester, which is consists of 4 classes. For this purpose, the purposive sampling method used to take a sample. The members of the sample are selected based on the purpose of the study. The researchers believe the sample can give real information and represents all the population.

The data collection was carried out by questionnaire and interview. A questionnaire is shared to identify the students' perception and motivation of students' toward online learning. The questionnaire is close-ended questions. The total of the questionnaire were 48 questions for both variable (students' perception and motivation). 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, for exploring 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 1. *The Blueprint of Indicator of The Students Perception Toward Online Learning*

No	Indicator	Sub-Indicator/ items	Number of items
1.	Instructional facilities	Supporting e-facilities	1,2,3,4,5,6,7,8,9,10
2.	Technology	Adequate technology	11,12,13,14,15,16,17,18,19,20
3.	Students-instructor and students-students' interactions	Students-instructor and students'-students interactions	21,22,23,24,25,26,27,28,29,30

Adopted from Amran et al., (2020)

Table 2. *The Blueprint of Students' Motivation toward Online Learning*

No	Indicator	Sub-Indicator/items	Items
1.	Attention	Online learning system and design attract attention.	31
		Online learning content can build curiosity.	32

2	Relevance	More interactive online learning	33
		Online learning using learning methods that are of interest.	34
		More interesting online assignment and exercises.	35
		Online learning relevant to the demands of current learning.	36
3	Confidence	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
		Online learning increases knowledge.	40
		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	44

	meaningful feedback	
4	Satisfaction	
	The convenience of learning through online learning.	45
	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

Adopted from (Mahande & Akram, 2021)

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. Then, 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 researchers have been given 48 questions for the questionnaire and 10 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. After the data is collected and processed, detail information

about the student perception and motivation can be seen in the following explanation:

Table 3. *Percentages of Likert Scale*

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

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

P = Percentage

F = Frequency of certain score

N = The number of respondent

3. FINDINGS AND DISCUSSION

a. Students' Perception

1. Infrastructural Facilities

Table 4. *The Percentages Result of Infrastructural Facilities*

	SA	A	U	DA	SDA
Q1	27.3	51.5	12.1	6.1	3
Q2	15.2	48.5	21.2	15.2	3
Q3	12.1	48.5	33.5	6.1	0
Q4	18.2	54.5	18.2	6.1	6.1
Q5	18.2	51.5	24.2	6.1	0
Q6	6.1	60.6	27.3	6.1	3
Q7	12.1	60.6	24.2	0	3
Q8	6.1	45.5	33.3	12.1	6.1
Q9	21.2	78.8	3	0	0
Q10	12.1	27.3	36.4	24.2	6.1
	148.6	527.3	233.4	82	0

Note:

Q1 : 1st Question, Q2 : 2nd Question, etc.

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. The overall percentages can be presented below:

Table 5. *Infrastructural Facilities in Online Learning*

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
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

Based on table 5, 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. This statement supported by the result of the interview with Student C:

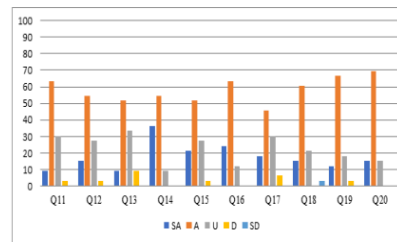
"Alhamdulillah in my area there is no problem with the network but only occasionally there a network problem

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.

2. Technology

Figure 1: *The Percentages Result of Technology*



The figure 1 describes the second indicator which related to technology in online learning. The result shows that students' 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%. The overall percentages can be seen in table.

Table 6. *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
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

It can be concluded that respondents have a positive perception of technology in online learning. 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)

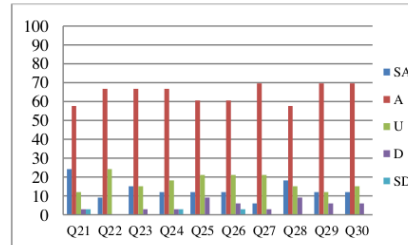
It can be concluded that during online learning, the students more maximize the adequate technology in their environment.

3. Students'-Instructor and Students'-Students Interaction

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Figure 2: The Percentages Result of Students'-Instructor and Students'-Students Interaction



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

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

between students and lecturers during online learning. The overall percentages can be seen below:

Table 7. Students'-Instructor and Students'-Students Interaction In 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 online causes less communication between them. In other words, students need to interact directly like in offline class.

In conclusion, the result of data have answered the first research questions, "What are the students' perception toward online learning at sixth semester of English Education?". Therefore, the result of this study indicates that the students' perception of the sixth semester of English Language Education got the positive perceptions toward online learning.

b. Students' Motivation

1. Attention

Figure 3: The Percentages Result of Attention

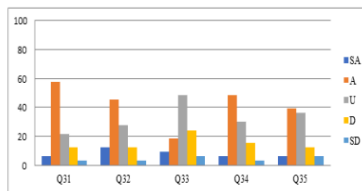


Figure 3 shows, the first indicators; the students have great attention in online learning. It can be seen from the five questions given that students show the positive response includes attract attention which gets the highest percentages as many as 57.6%, build curiosity, interactive and interesting learning methods that implement

during the pandemic. The students can find

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

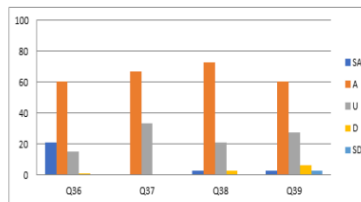
their learning way to keep the attention to learn still away. It can be seen in overall percentages obtained below:

Table 8. Attention in Online Learning

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



2. Relevance

Figure 4: The Percentages Result of Relevance

Figure 4 describes, 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 that students feel that online learning is suitable to be applied in this pandemic condition. In contrast, based on the result of the interview, some students stated that their 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

achievements are decreased. The average of overall percentages can be seen in the table below:

Table 9. Relevance in Online Learning

Based on table 9, All the questions given got over 50% agreed with the overall percentages 74,5% (High). It means students feel that online learning is suitable to be applied in this pandemic condition. This supported by the result of interview with the student C:

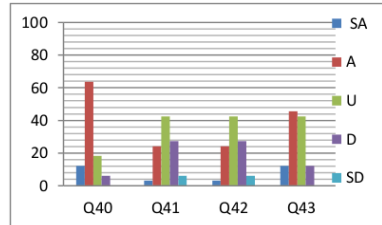
"My learning achievement during online learning is decreases lightly down because some materials are not explained." (Student C)

This statement also supported by student A:

"Based on my learning achievement, there is decrease because sometimes I Cannot follow the lesson due to internet connection or quota" (Student A)

The interviews showed that some students experienced a decrease in learning outcomes due to internet connections, limited quotas, and some lecturers who did not explain the material to students. In other

words, the students agreed that online learning was suitable to do in a pandemic condition to prevent the spread of covid-19. However, they must be supported with adequate facilities and receive material explanations from the lecturers.



2. Confidence

Figure 5: The Percentages Result of Confidence

Then, the figure 5, describes 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 classroom. The students find learning platforms besides the application used in an online class to help

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

them acquire and increase their knowledge. It can be seen in the overall percentages obtained:

Table 10. Confidence in Online Learning

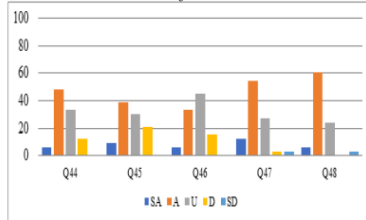
It supported by the interview result with Student A, she stated:

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

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

3. Satisfaction

Figure 6: *The Percentages Result of Satisfaction*



Then, figure 6 present the result of 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.

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

The overall percentages can be seen in the table below:

Table 11. *Satisfaction in Online Learning*

This statement is supported by the result of interview with students D:

"I think is good some of my lecturer have done they design interesting learning media so make students pay attention and understand the learning process." (student B)

The results show that the learning designs used by lecturers in online learning vary widely. So that students are interested and do not feel bored during learning. Students can also easily understand the material presented by lecturers. In other words, students feel satisfied with the implementation of online learning in the sixth semester of English Language of Education.

In conclusion, the result of data have answered the second research questions, "What are the students' motivation toward online learning at sixth semester of English Education?". Therefore, the outcome of this study indicates that the students' motivation toward online learning at sixth semester of English Language Education get the have high motivation to learn in the online learning process. It can be inside motivation or outside motivation.

4. 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 for students' perception, namely, students' perceptions of infrastructure, technology, and interactions between students and teachers during online learning and four indicators for motivation, namely: Attention, Relevance, Confidence, and Satisfaction.

1. Students' Perception

This study was conducted to know the 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.

After concluding the research, the researcher would like to give some recommendation that can be considered for government; the government must pay attention and give learning facilities during the implementation of online learning. For lecturer, the 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. The students, they 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. 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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