

AN UNDERGRADUATE THESIS
AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION
IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC
AT THE TENTH GRADERS OF SMA NEGERI 2 METRO

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H / 2022 M

**AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION
IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC
AT THE TENTH GRADERS OF SMA NEGERI 2 METRO**

Presented as a Partial Fullfilment of the Requirements

For the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department

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APPROVAL PAGE

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NOTA DINAS

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Kepada yth,
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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka Skripsi yang disusun oleh:

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Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyahkan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb.

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To:

The Honorable the Head of Tarbiyah Department
of State Institute for Islamic Studies of Metro

Assalamu'alaikum Wr. Wb.

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you.

Wassalamu'alaikum Wr.Wb.

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RATIFICATION PAGE

No. B-5500/11.28.1/D/PP-00-9/12/2022 .

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA NEGERI 2 METRO. Written by: Putri Chandra Sari Intan Pratiwi, Student Number 1801070053, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, November 29th, 2022 at 10.00 – 12.00 a.m

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The Dean of Tarbiyah and Teacher Training Faculty



**AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION
IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC
AT THE TENTH GRADERS OF SMA NEGERI 2 METRO**

ABSTRACT

By:

PUTRI CHANDRA SARI INTAN PRATIWI

This study aims to find out what students' perceptions of English online learning during the Covid-19 pandemic and how students' motivation towards it. The research subjects are tenth graders of SMA Negeri 2 Metro for the academic year 2021/2022. The type of this research is a qualitative descriptive research. The data collection is done using a questionnaire, interviews, and documentation.

The results of this study are: 1) Learning English through online gets positive and negative perceptions from students. The positive perception is students can still learn even though not directly at school, and students can easily access learning materials anytime and anywhere. Meanwhile, the negative perception is students' English skills are less improving and also the lack of interaction between teacher and students which makes students difficult to understand the material. 2) Students' motivation towards English online learning is quite high. Apart from online learning being the only way for students to learn during the pandemic, students are also really want to improve their English skills.

So, it can be conclude that using English online learning system during this pandemic has advantages and disadvantages, where the effects felt by students are also different. Students have difficulty learning because the learning system during the pandemic have never been felt before, but with online learning system students can be better understand about technology than before.

Keywords: Motivation, Online Learning, Perception

**ANALISIS PERSEPSI DAN MOTIVASI SISWA
TERHADAP PEMBELAJARAN ONLINE BAHASA INGGRIS
PADA MASA PANDEMI COVID-19 DI KELAS SEPULUH SMA NEGERI
2 METRO**

ABSTRAK

Oleh:

PUTRI CHANDRA SARI INTAN PRATIWI

Penelitian ini bertujuan untuk mengetahui apa persepsi siswa terhadap pembelajaran bahasa Inggris secara online di masa pandemi Covid-19 serta bagaimana motivasi siswa terhadap hal tersebut. Subjek penelitian merupakan siswa kelas sepuluh di SMA Negeri 2 Metro tahun pelajaran 2021/2022. Jenis penelitian ini merupakan penelitian deskriptif kualitatif. Pengumpulan data dilakukan menggunakan angket atau kuesioner, interview, dan dokumentasi.

Hasil penelitian ini adalah: 1) Pembelajaran bahasa Inggris online mendapatkan persepsi positif sekaligus negatif dari siswa. Persepsi positifnya yaitu siswa masih tetap bisa belajar walaupun tidak secara langsung di sekolah, sekaligus siswa dapat dengan mudah mengakses materi pembelajaran kapan saja dan di mana saja. Sedangkan persepsi negatifnya antara lain, kemampuan bahasa Inggris siswa kurang meningkat serta kurangnya interaksi antara guru dan siswa yang menyebabkan siswa sulit menyerap materi. 2) Motivasi siswa terhadap pembelajaran bahasa Inggris secara online cukup tinggi. Selain pembelajaran secara online merupakan jalan satu-satunya bagi siswa untuk belajar selama pandemi, siswa juga sangat ingin kemampuan bahasa Inggris mereka terus meningkat.

Jadi, dapat disimpulkan bahwa menggunakan sistem pembelajaran bahasa Inggris secara online di masa pandemi ini memiliki kelebihan dan kekurangan, dimana efek yang dirasakan siswa juga pastinya berbeda-beda. Siswa merasa kesulitan belajar karena sistem pembelajaran pada masa pandemi ini belum pernah dirasakan sebelumnya, namun dengan adanya sistem pembelajaran online ini siswa dapat lebih memahami tentang teknologi dari sebelumnya.

Kata kunci: Motivasi, Pembelajaran Online, Persepsi

STATEMENT OF RESEARCH ORIGINALITY

The undersigned :

Name : Putri Chandra Sari Intan Pratiwi

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States that this undergraduate thesis is originally the result of the researcher's research, in exception certain parts which are expected from the bibliography mentioned.

Metro, October 28th, 2022

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 28 Oktober 2022



Putri Chandra Sari I.P

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MOTTO

لَا يَتَّبِعِ الْجَاهِلُ أَنْ يَسْكُنَ عَلَى جَهْلِهِ وَلَا لِلْعَالِمِ أَنْ يَسْكُنَ عَلَى عِلْمِهِ

“It is not appropriate for the ignorant person to silence his stupidity and it is not appropriate for the knowledgeable person to silence his knowledge.”

“Tidak pantas bagi orang yang bodoh itu mendiamkan kebodohnya dan tidak pantas pula orang yang berilmu mendiamkan ilmunya.”

(HR Ath-Thabrani)

DEDICATION PAGE

With the deep honor and gratitude, the researcher highly dedicated this undergraduate thesis to:

1. My beloved parents Mr. Legono and Mrs. Murniati who become the inspiration of the researchers' life, and always help and support her to complete this thesis.
2. My one and only younger sister Zahwa Dwi Bintari who always become the researchers' mood booster.
3. My lovely advisor Mrs. Leny Setyana, M.Pd who have sincerely guided the researcher to complete this thesis.
4. My beloved friends who always support and help the researcher in finishing this thesis, they are Anita Suciati Rahayu, Amalia Fatmarani, Dela Silviana Putri, Indry Dwi Pangestuti, Lutfia Nikmatul Fauziah, Yovi Astika Sari, Vivi Tsania Meiala, Sylva Nanda Nurya Ningrum, and Irfan Saputra.
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6. My beloved Almamater, IAIN Metro.

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In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro.
3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
4. Leny Setyana, M.Pd, as the advisor, thank you so much for kindness and valueable knowledge and for your support in finishing this undergraduate thesis.
5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the researcher.
6. All of her friends in English Education Department of IAIN Metro part in support system, thanks for everything in helping to finish this undergraduate thesis.

The researcher also relized there are many mistakes in the process of writing this undergraduate thesis. Any something and errors are coming from the researcher personally and all the absolute truth comes from God Almighty. Therefore, the researcher hope that this thesis can provide benefits to all of us properly.

Metro, October 28th, 2022

Researcher,



Putri Chandra Sari I.P

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CHAPTER I

INTRODUCTION

A. Background of Study

Learning a foreign language refers to a condition where a language that is not normally spoken by the surrounding community is then spoken so that the community can learn and gain knowledge about non-native languages or what is commonly called as a foreign language. Nowadays, English is an international language used for communication between native and non-native speakers around the world. In Indonesia, English is a foreign language as well as a global language that must be mastered by the community to help or support various aspects of life, one of which is in the aspect of education.

In Indonesia itself, since March 2020 has become one of the countries that affected by Covid-19. Like MERS and the outbreak of the SARS virus, Covid-19 has a major impact on people's lives, including education itself. At the beginning of the outbreak of the Covid-19 virus, the government, especially the Ministry of Cultural Education, decided to close schools for two weeks to avoid the increasing transmission of Covid-19. Due to inadequate treatment and the increasing number of patients, initially there were still many who prioritized face-to-face learning at school, then the government decided that students could return to study at home or online. SMA Negeri 2 Metro also initially implemented a face-to-face

learning system, then turned into an online learning system including in learning English.

Online learning is the best choice for education in the midst of the current Covid-19 outbreak, because through online learning, the material presented by the teacher can be directly accessed anytime and anywhere the students are. However, not all students are familiar with the Online learning system, especially in learning English which is a foreign language and it is quite difficult to learn especially if the learning activities have to go through online learning. So this is something new that needs to be adapted. Moreover, students' views on this learning system are also certainly different.

Based on the results of the pre-survey that was conducted on November 01st, 2021 at SMA Negeri 2 Metro through direct interviews with Mrs. LN as a tenth grade English teacher, the researcher found that online learning at SMA Negeri 2 Metro runs smoothly, and although there are some adjustments that must be made because it does not allow face-to-face learning, so online learning is considered effective. The time that used during learning is also very flexible and students can freely explore any material provided by the teacher through internet media.

However, apart from that there are also some obstacles faced by the teachers and the students, such as the teachers who find it difficult to discipline the students in collecting assignments, evaluation of the students which includes matters of knowledge and especially for skills is considered less than optimal. The media that used in the learning process can indeed help

in the transfer of learning materials, but sometimes it is more effective if the transfer of knowledge is carried out by face-to-face.

But when viewed from the perception of several tenth graders that carried out through online interviews, it is found that in general, learning English through online learning is felt to make them less able to understand the material, as well as internet quotas and signals that are also not capable of making them feel less than optimal in learning. However, the success of a learning process is not only influenced by the external factors, such as internet quotas and inadequate signals, but can also be seen from the motivation of students towards learning itself, whether it is big or not.

Therefore, this study was conducted to find out more about how students' perception and motivation in learning English through online learning are applied in their education system, considering that each students' perceptions and motivations regarding this matter must be different. In other words, the researcher want to know that in the current Covid-19 pandemic, students can still learn English well or not through the online learning system.

The researcher are very interested in exploring students' perceptions of learning English through online learning because by knowing students' perceptions, teachers can understand students better. In addition, the researcher also pay attention to students' motivation in learning English through online learning. Because of that, the researcher conducted a study entitled "An Analysis of Students' Perception and Motivation in English

Online Learning during Covid-19 Pandemic at the Tenth Graders of SMA Negeri 2 Metro.”

B. Problem Formulation

Based on the results of the pre-survey described above, the problem formulation of this research are:

1. What are students' perceptions in learning English through online learning during the Covid-19 pandemic?
2. How are students' motivation in learning English through online learning during the Covid-19 pandemic?

C. Objective and Benefits of the study

1. Objective of the study

Based on the formulation of the problems in this study, it can be seen that the objectives of this study are:

- a. To investigate what are students' perceptions in learning English through online learning during the Covid-19 pandemic.
- b. To investigate how are students' motivation in learning English through online learning during the Covid-19 pandemic.

2. Benefits of the study

a. For the teachers

The researcher hope that by doing this study teachers can get inspiration in doing English language learning through online learning. Teachers can also use online learning to the maximum in

providing English material to students without having to go through face-to-face directly. And from the students' perception, the teachers can know more about the ability and understanding of students in understanding the English material that has been given, the teachers can find out whether the material provided is acceptable or well understood or not.

In addition, by knowing students' perception, the teachers can understand the difficulties faced by students during learning English through this online learning system, so that the teachers can further improve the learning methods used, and in the next lesson or activities can run more optimally.

b. For the students

Students can use online learning to learn English optimally anywhere and anytime, even from long distances without having to do face-to-face learning with the teacher.

c. For the other researchers

This study can be used as a reference and information for further research for other researchers with topics or discussions that similar or related to this study.

D. Prior Research

The first prior research was carried out by Allo¹, who conducted a research entitled “Is the Online Learning Good in the Midst of Covid-19 Pandemic? The Case of EFL Learners”. This first prior research has similarities and differences with this research.

The similarity between the first prior research and this research is that they both examine the implementation of online learning during the Covid-19 pandemic. The research method used is also a qualitative method. However, there are some differences between the two studies, namely in this study the researcher explored more about students' perceptions and motivations towards learning English through online learning, while in the first prior research, only examined students' perceptions of online learning.

In addition, the participants who were involved in the first prior research were English students at the Universitas Kristen Indonesia Toraja, while the participants in this study involved students from Senior High School 2 Metro. The results obtained from the first prior research showed that students felt that online learning was greatly helped in the midst of the Covid-19 pandemic.

The second Prior Research was conducted by Nurhakiki and Sari², who conducted a research entitled "Students' Perception on Online English Learning during the Covid-19 Pandemic at Junior High Schools." The second

¹ Markus Deli Girik Allo, “Is the Online Learning Good in the Midst of Covid-19 Pandemic? The Case of EFL Learners,” *Jurnal Sinestesia*, No.1/April 2020, page. 1-10.

² Nurhakiki and Senorica Yulia Sari, “Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools,” *Journal of English Language Teaching*, No.3/2021, page. 488-493.

prior research has similarities and differences with this research. The similarity between the second prior research and this research is that they both want to know about the perception of learning English through online learning. The difference between this research and the second prior research is in the participants used. If in this research the researcher involved Senior High School students, it was different with the second prior research which involved Junior High School students.

The results of the second prior research found that while participating in English language learning through online learning, students faced internal and external difficulties which of course affected their performance during online learning. In this second prior research, it was also found that the lack of motivation, computer skills, and student inflexibility had affected students' performance when learning English online.

The third prior research was conducted by Adijaya and Santosa³, who conducted a research entitled "Students' Perception in Online Learning". This third prior research certainly has similarities and differences with this research.

The similarity between this research and the third prior research is to find out about students' perceptions of online learning or E-Learning. While the difference lies in the sample and the method used. In this study, researcher involved high school students while those involved in the third prior research were university students. In addition, the method used in this study is

³ Nuryansyah Adijaya and Lestanto Pudji Santosa, "Students' Perception in Online Learning", *Wanastra: Journal of Language and Literature*, No.2/September 2018, page. 105-110.

qualitative descriptive, while the third prior research uses quantitative methods.

The results of the third prior research found that most students face difficulties in communicating, both with friends and with lecturers. This is evidenced by the high percentage of students who disagree with the statement that interactions between students that occur during online learning are very supportive in the teaching and learning process. Similar to the difficulty of interacting, the learning environment in the teaching and learning process in online learning is still not supportive.

Based on some of the prior research above, it can be seen that many researchers are conducting research on the students' perception towards online learning. However, it is slightly different from some of the studies above where this research analyzes not only students' perceptions but also students' motivations towards English online learning which can be used as an evaluation and for further research on online learning. In addition, the time and circumstances that occurred in this study, namely when the Covid-19 pandemic was still spreading in Indonesia, so that online learning is the only way option to continue learning activities.

CHAPTER II

THEORETICAL REVIEW

A. Perception

1. The Definition of Perception

According to Robbins and Judge, perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.⁴ Moreover Gibson et al stated that perceptions is defined as the cognitive process by which an individual selects, organizes, and gives meaning to environmental stimuli.⁵ Stimulus is obtained from the process of sensing the outside world or the real world, for example about objects, events, relationships between symptoms, and these stimuli are processed by the brain which is finally called cognition.

So, from the definition above, it can be concluded that students' perception is students ability to distinguish, classify and then interpret it or the way students interpret the picture and understand about what they are feeling. This process goes through three stages, starting with the selection, organization and interpretation of the sensory information that is obtained.

⁴ Stephen P. Robbins and Timothy A. Judge, *Organizational Behavior* (United States: Pearson Education, 2013), page. 166.

⁵ James L. Gibson et al., *Organizations: Behavior, Structure, Processes* (New York: McGraw-Hill, 2012), page. 94.

2. The Process of Perception

Here are the three processes in perception:⁶

a. Selection

This selection process stems from a controlled process, in which the individual consciously decides which information to pay attention to and which to ignore. There are several factors that influence the choice of attention to a stimulus or situation. First, how strongly the event attracted attention. We must pay attention to extraordinary events because they have a large impact and rarely occur. For example, we will pay attention to a voice that is louder than a low voice or a person wearing unique clothes instead of ordinary clothes. Therefore, we usually remember more moments when we are having problems with friends or anyone than ordinary everyday moments.

b. Organization

After selecting or choosing what is noticed, we must feel it and understand it. We organize what we have observed and give meaning to it. The theory that explains how to organize experience is called constructivism theory. This theory explains that experiences are structured and interpreted by applying cognitive structures called schemas. We rely on four schemas to perceive interpersonal

⁶ Ou Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language*, No.4/October 2017, page. 18-19.

phenomena, namely prototypes, personal constructs, stereotypes, and scripts. The description is as follows:⁷

1) Prototype

Prototype is the most representative example of a category. For example, you have prototypes for several categories, such as excellent teachers, true friends, great public speakers, and perfect romantic partners. Each category is exemplified by the person who is the ideal case; that's the prototype. Prototypes exemplify the categories in which we place people and other phenomena.

2) Personal Construct

Personal Construct is a standard used to measure a person or situation who is bipolar or something opposite. Examples of personal constructs are intelligent-not intelligent, good-not good, attractive-unattractive, etc. Personal constructs help us make more detailed judgments about certain qualities in a person, situation or phenomenon that we have experienced selectively.

3) Stereotypes

Stereotypes are predictive generalizations about certain people and situations. Stereotype is also a positive or negative

⁷ Siti Rahmi, *Komunikasi Interpersonal dan Hubungannya Dalam Konseling* (Aceh: Syiah Kuala University Press & Universitas Borneo Tarakan, 2021), page. 121-122.

belief in a particular social group. After the stereotype appears, then comes the prejudice. Stereotypes can be positive or negative. For example, ethnic Minang/Padang positive stereotypes are hard workers and traders. However, the negative stereotype is stubbornness and selfishness. Therefore, when we meet Padang people, prejudices arise so that our behavior adapts to these stereotypes even though the Minang/Padang people we meet are not necessarily stubborn, selfish, hardworking people, and so on.

4) Scripts

Scripts just like scripts function in a drama, scripts in this cognitive schema serve as guides for behavior. Scripts emerge based on our experiences and observations in various situations. Almost all of our daily activities are governed by scripts, even though we may not realize it ourselves. For example, we must already have a script for dealing with informal meeting situations on campus. We must also have scripts to solve problems, meet lecturers on campus or interact with colleagues in the office. Scripts are very useful as a guide for us in daily interactions.

c. Interpretation

Interpretation is a subjective process to explain the perception we experience, with the aim of giving meaning to an information. We construct various explanations to interpret meaning in various situations or behaviors. In other words, interpretation is an explanation of what we have noticed before.

3. Dimensions of Perception

There are two dimensions of perception⁸, as follows:

a. The Physical Dimension of Perception

All humans have almost the same perception mechanism. Which has sense organs/five senses such as eyes, ears, and nose, which allow us to be able to feel the environment. In other words, this physical dimension is a sensory organ that receives stimuli, which are then transferred through the nervous system to the brain, where these stimuli are created with associated structure, stability, and meaning. With this kind of sense organ, we can feel the breeze on our face, listen to the beautiful music, smell the distinctive fragrance of book paper and the fragrance of various kinds of flowers, see the beautiful full moon in the night sky, and so on.

⁸Ou Qiong, *A Brief Introduction to Perception*, 20.

b. The Psychological Dimension of Perception

In this psychological dimension, humans provide interpretations of certain stimuli or selected interpretations of stimuli so that they become unique in the outside world. This can happen because people's beliefs, values, attitudes, needs, and interests have a greater influence on how they perceive the outside world. For example, about parents living with their children, Chinese and Americans tend to interpret it differently.

In China, it is normal for parents to live with their children, and in Chinese, there are expressions such as “Living under one roof”. Because the children there are always told by their education that it is their responsibility or obligation to take care of their parents and live with them, and something like seeking advice from them is considered an asset as well as a blessing. Meanwhile in America, parents and children there prefer to live independently because they think privacy is a high priority and they don't want other people to interfere in their personal lives.

4. Types of Perception

Perception is divided into two, there are: positive perception and negative perception. The differences between these two types are:⁹

a. Positive Perception

Positive perception is a perception containing knowledge and also response which then continues with an effort to continue. Then proceed with accepting and also supporting the object feels.

b. Negative Perception

Negative perception is a perception that contains all knowledge and responses that are not in accordance with the object described, and will be continued by passively or rejecting the perceived object.

Perception can be said to be positive or negative because of the influence of someone in doing something. Positive or negative perception is based on how an individual describes their knowledge about an object that receives.

⁹ Ramlah, *The Students' Perception on the Use of Peer-Correction Technique to Teach Writing at SMAN 2 Sinjai*, Skripsi (Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan Universitas Muhammadiyah Makassar, 2020).

5. Indicator of Perception

Based on the information quoted by Fauzanah and Fatimah from Walgito¹⁰, perception has the following indicators:

a. Absorption of stimuli

Absorption of stimuli or objects from outside the individual. The stimulus or object is absorbed or received by the five senses, both sight, hearing, touch, smell, and taste alone or together. From the results of absorption or reception by the senses, it will get a picture, response, or impression in the brain. The image can be singular or plural, depending on the object of perception being observed. In the brain collected images or impressions, both old and newly formed. Whether or not the picture is clear depends on whether or not the stimulus is clear, the normality of the senses, and the time, whether it's recent or long.

b. Understanding

After the images or impressions occur in the brain, the images are organized, classified, compared, interpreted, so that understanding is formed. The process of the occurrence of this understanding is very unique and fast.

¹⁰ Diah Fauzanah and Sitti Fatimah, "UNP Chemistry Students' Perception of Using References Written in English," *Journal of English Language Teaching*, No.3/September 2019, page. 409-410.

c. Evaluation

After the understanding is formed, there is an assessment of the individual. Individuals compare the newly acquired understanding with the subjective criteria or norms that the individual has. Individual judgments are different even though the object is the same. Therefore, perception is individual.

B. Motivation

1. The Definition of Motivation

Hamid as quoted by Kholid¹¹ points out that according to many experts, motivation is the term most often used to describe success or failure in almost any complex task. In fact, almost all experts also agree that a theory of motivation is concerned with the factors that drive behavior and give direction to that behavior, it is also generally accepted that a person's motives for engaging in a particular activity are based on an underlying need.

According to Harmer¹², motivation which is an important factor in the teaching and learning process can be defined as several internal drives that encourage someone to do something in order to achieve something desired. Meanwhile, according to Brown as quoted by

¹¹ Idham Kholid, "Motivasi Dalam Pembelajaran Bahasa Asing," *English Education: Jurnal Tadris Bahasa Inggris*, No.1 (2017): page. 61.

¹² Jeremy Harmer, *The Practice of English Language Teaching* (United Kingdom: Pearson Education Limited, 2007), page. 98.

Thohir¹³ defines motivation as the extent to which a person makes choices about goals so that they can pursue and work hard to achieve these goals.

According to Purwanto as quoted by Sari¹⁴, motivation is everything that encourages someone to act to do something. This statement is in line with Sardiman that also quoted by Sari¹⁵ who defines motivation as the overall driving force in students that causes learning activities, which ensure the continuity of learning activities and provide direction to learning activities, so that the goals desired by the learning subjects can be achieved.

From the several definitions described above, it can be concluded that motivation is a conscious effort to encourage an individual's desire to do something in order to achieve a certain goal. Motivation can also be defined as a driving force that arises from within a person which can lead to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the desired goals can be achieved.

¹³ Lalu Thohir, "Motivation in a Foreign Language Teaching and Learning," *VISION: Journal for Language and Foreign Language Learning*, No.1 (2017): page. 22.

¹⁴ Indah Sari, "Motivasi Belajar Mahasiswa Program Studi Manajemen dalam Penguasaan Keterampilan Berbicara (Speaking) Bahasa Inggris", *Jurnal Manajemen Tools*, No.1/June 2018, page. 43.

¹⁵ *Ibid.*

2. Types of Motivation

According to Ryan and Deci as quoted by Sepora and Moghaddas, there are two types of motivation¹⁶, namely Intrinsic Motivation and Extrinsic Motivation:

a. Intrinsic Motivation

Intrinsic motivation is motivation that comes from within oneself and does not come from other people or other factors. In other words, intrinsic motivation is natural from a person and is often referred to as pure and real motivation. Intrinsic motivation is also driven from the purpose of the activities carried out. An example is in learning activities. Learning certainly has a goal, namely wanting to be smart and get better grades. Like a student who studies earnestly because he wants to gain knowledge. Intrinsic motivation can be said as a form of motivation that starts from an internal drive to get something important from these learning activities.

b. Extrinsic Motivation

Different from intrinsic motivation, extrinsic motivation is a motivation that arises due to encouragement from outside the individual or from other people. This motivation arises because someone who wants to get something because of orders from others.

¹⁶ Tengku Sepora and Sepideh Moghaddas, "Motivation, Its Types, and Its Impacts in Language Learning," *International Journal of Business and Social Science*, No.24/December 2012, page.232.

For example, a student must study harder to get good grades because he is going to take an exam. The student is motivated to study not because of the desire to gain knowledge but because of the desire to get good grades.

The desire to get good grades, the desire to get praise from others or the desire to get a prize is an extrinsic motivation. The encouragement from the outside will motivate someone to achieve their desires even though they are not very enthusiastic about what they are doing.

3. Indicator of Motivation

The essence of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, generally with several indicators or supporting elements.

According to Elmirawati et al¹⁷, indicators of learning motivation can be classified as follows:

- a. High willingness to do something.
- b. Perseverance in doing the task.
- c. The amount of time devoted to studying.
- d. Persistent in the face of difficulties (not easily satisfied with something).
- e. Willingness to leave an obligation or task.

¹⁷ Elmirawati, Daharnis, and Syahniar, "Hubungan antara Aspirasi Siswa dan Dukungan Orangtua dengan Motivasi Belajar serta Implikasinya terhadap Bimbingan Konseling," *Jurnal Ilmiah Konseling*, No.1/January 2013, page. 108.

- f. The existence of hopes and aspirations for the future.
- g. Prefers working alone.

C. Online Learning

1. The Definition of Online Learning

Learning from home is certainly different from direct learning activities at school. In addition to the existence of learning tools, learning activities are also supported by the existence of learning media which aims to facilitate students in understanding the material. Online learning refers to the use of various features of internet-based technology which is highly dependent on the availability of information technology. According to Allen and Seaman quoted by Efriana¹⁸, online learning is a learning system in which teachers and students do not face to face directly during learning.

In its implementation, online learning really needs an internet network, because teachers and students carry out these teaching and learning activities together, at the same time, but in different places. In this case, various applications and platforms can be used, such as WhatsApp, Telegram, Edmodo, Google Meet, Google Classroom, Zoom Meeting, and so on. To support this online learning activity, the main device or device that is needed is a computer or android that is connected to the internet network.

¹⁸ Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution," *JELITA: Journal of English Language Teaching and Literature*, No.1/February 2021, page. 39.

Based on Ally's statement quoting from Carliner¹⁹, online learning is a learning material whose material is presented or displayed on a computer. However, online learning involves something more than just presenting and delivering material online. As concluded by Ally²⁰, online learning is a learning process that uses the internet to access learning materials, interact with content, instructors, and other students, to get support during the learning process, to build personal meaning, and to grow from the learning experience. .

So based on some of the explanations above, it can be concluded that online learning is a system that can facilitate students to learn more broadly, more widely, and more variedly. Through the facilities provided by the system, students can learn anytime and anywhere without being limited by distance, space, and time. The learning materials that are studied are also more varied, such as visual, audio, and motion.

2. Types of Online Learning

According to Muhtadi et al quoting from Haughey²¹, there are three possibilities in the development of an internet-based learning system, namely as follows:

¹⁹ Mohamed Ally, *Foundations of Educational Theory for Online Learning* (Canada: Marquis Book Printing, 2011), page. 17.

²⁰ *Ibid.*

²¹ Ali Muhtadi, Dian Wahyuningsih, and Monika Sidabutar, "The Effectiveness of Online Learning Model Implementation," *KnE Social Sciences: The 2nd International on Meaningful Education*, Vol.2021/December 2021, page. 507.

a. Web Course Model

Web course is the use of the internet for educational purposes, where all parts of learning materials, discussions, consultations, assignments, exercises, and exams are fully delivered via the internet. This form of web course does not require face-to-face activities both for learning purposes as well as evaluations and exams, because all learning processes fully use internet facilities such as email, chat rooms, bulletin boards, and online conferences.

b. Web Centric Course

In this web centric course, students and teachers are completely separate but at a predetermined time they meet face to face. Their functions are complementary. In this model, the teacher can give instructions to students to learn the subject matter through the web that they have made. Students are also given directions to find other sources from relevant websites. In face-to-face, students and teachers discuss more about the findings of the material that has been studied through the internet.

c. Web Enhanced Course

Web enhanced course is the use of the internet for education, to support improving the quality of teaching and learning in the classroom. This form is also known as the web lite course, because the main learning activity is face-to-face in class. The function of the

internet is to provide enrichment and communication between students and teachers, fellow students or students with other resource persons. Therefore, the teacher's role in this case is required to master the technique of finding information on the internet, guiding students to search and find sites relevant to learning materials, presenting material through the web that is interesting and in demand, serving guidance and communication via the internet, and other skills that are needed.

3. Benefits of Online Learning

The use of online learning can bring a new atmosphere in the learning process. Utilization of online learning properly can improve learning outcomes to the maximum. The benefits of the online learning are as follows:²²

- a. Online learning does not recognize time zones, locations or distances. Students can access online materials anytime and anywhere.
- b. Students can use the internet to access learning materials that are up to date and relevant, and students can also communicate with experts or teachers who are experts in the fields they are good at.
- c. When students can access material on the internet, it will also be easier for the teacher to direct them to information or material that suits to their needs.

²² Mohamed Ally, *Foundations of Educational Theory for Online Learning*, 17-18.

- d. If designed properly, online learning systems can be used to determine student needs, to determine appropriate teaching materials for students, and can also help students achieve the learning outcomes they want.

4. Advantages and Disadvantages of Online Learning

According to Arkoful, in online learning there are advantages and disadvantages²³, as follows:

a. The Advantages of Online Learning

- 1) Online learning can make it easier for students to access learning without having to adjust the place and time.
- 2) Online learning can further increase students' knowledge. This can happen because students can more easily access the information they want to know without any limitations.
- 3) The existence of a discussion forum that is able to increase the relationship between students in exchanging information.
- 4) Online learning can save more costs because in its implementation it does not cost money to go to school.
- 5) Online learning takes into account the individual differences of students, which means that all students are free to explore any knowledge and not depend on just one person.

²³ Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education," *International Journal of Education and Research*, No.12/December 2014, page. 401-403.

b. The Disadvantages of Online Learning

- 1) In practice, online learning makes students less interacting, so that they can feel isolated.
- 2) Online learning is considered not to be effective in its implementation in the delivery of learning materials compared to traditional learning methods that are carried out face-to-face.
- 3) Assessments that carried out in online learning can be a challenge for teachers, because teachers must choose the right assessment system considering the assessment process is not carried out directly and also has the risk of students cheating.
- 4) In its implementation, online learning has a high chance of plagiarism in students because of the ease of access which tends not to be accompanied by student selection skills.

D. English Online Learning

For some people learning English is a monster and seems to be something scary. Especially in Indonesia, where English is a foreign language. Therefore, there are still many students who are not familiar with English words/vocabularies. In learning English, we don't only learn about vocabulary, but we must be able to use it in everyday life.

Most people judge a person's ability to speak English can be seen based on the ability and intelligence of people in speaking directly, whether the pronunciation is fluent or not. If someone is very fluent in conveying ideas or opinions in English, then he can be called smart and proficient in

English. Therefore, so that students are able to speak and convey ideas or opinions in English, it is necessary to have an effective learning process that can be taught to students so that they can communicate in English. This is because learning English is very important for students to be able to speak English and know a lot of important vocabulary in English.

However, because of the Covid-19 that is spreading like this, the government has decided that the rules in the education system in Indonesia are online learning or all learning activities carried out in schools and colleges are carried out at home. Online learning is a learning system that uses electronic media facilities, so that students can learn anywhere and anytime by only accessing applications or websites that have been provided using the internet network.

Even though at this time students have not been able to learn English face to face or directly with the teacher but with this online learning, students can still learn, especially learning English where English is a very important lesson and really needs to be known and mastered by students.

E. Covid-19 Pandemic

In March 2020, The World Health Organization (WHO) as quoted by Efriana²⁴ declared the corona virus outbreak as a global pandemic because the Corona virus Disease 2019 (Covid-19) had spread very quickly and almost to all countries. Covid-19 is an infectious disease caused by a new type of

²⁴ Leli Efriana, "Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and The Solution," *JELITA: Journal of English Language Teaching and Literature*, No.1/February 2021, page. 39.

corona virus, namely Sars-coV-2 which was first discovered in Wuhan, China in December 2019²⁵. The corona virus or commonly known as Covid-19 can cause mild disorders of the respiratory system, severe infection of the lungs, and can even lead to death.

With the emergence of the Covid-19 pandemic, the government has issued a policy to limit activities outside the home and to stay at home until this pandemic subsides. The things that can be done to prevent the spread of being infected with the corona virus are by keeping a distance from each other, wearing masks, and washing hands with soap in running water. This is done in the hope of reducing the spread of the corona virus in the community.

The Covid-19 pandemic that has hit various countries in the world including Indonesia has succeeded in bringing a considerable impact on various sectors, including the education sector. The government imposed the Large-Scale Social Restriction policy to reduce the spread of the corona virus so that all activities that carried out outside had to be stopped until the COVID-19 pandemic subsided. As a result, the teaching and learning process must be done online from their respective homes.

This online learning is focused on increasing understanding about the corona virus outbreak. Learning activities and assignments can be varied among students according to their interests and the conditions of the learning facilities in their homes. By doing this online learning activity, activities that cause direct physical contact can be reduced, so that the Covid-19 outbreak

²⁵ Irinna Aulia Nafrin and Hudaidah, "Perkembangan Pendidikan Indonesia di Masa Pandemi Covid-19," *Edukatif: Jurnal Ilmu Pendidikan*, No.2 (2021): page. 457.

does not develop rapidly. The government also appealed to the public to implement social distancing to minimize the spread of this virus.

CHAPTER III

RESEARCH METHOD

A. Research Types and Characteristics

1. Research Types

The type of research that used in this study is qualitative descriptive research. Qualitative research is the type of research that requires an in-depth and thorough understanding related to the object to be studied to answer the problem and also obtain data, then analyzed and concluded in certain situations and conditions.

Qualitative research method is a research method that produces descriptive data in the form of words from people and observable behavior. This research is a qualitative descriptive research, which means that this research tries to describe phenomena that occur in a real, realistic, actual and real way.

By this qualitative descriptive method the researcher will make a systematic, factual and accurate description of the facts, characteristics, and relationships between the phenomena that being investigated.²⁶ In this study, the researcher will describe students' perceptions and motivations towards English E-Learning during the Covid-19 pandemic.

²⁶ Ajat Rukajat, *Quantitative Research Approach* (Yogyakarta: Deepublish Publisher, 2018), page. 1.

2. Research Characteristics

In terms of its character and for in-depth research, the researcher use case studies in order to get the focus of investigation of the phenomena that arise. A case study is a research strategy in which the researcher deeply explores a program, event, activity, process, or one or more individuals.²⁷ In this study, the researcher focused on discovering students' perception and motivation into English online learning during the Covid-19 pandemic.

B. Data Resources

At this stage, the researcher will try to find and collect various sources of data that have to do with the problem to be studied. In this study, there are primary data and supporting data (secondary).²⁸

1. Primary Data

Primary data is data in the form of verbal or spoken words, gestures or behavior carried out by reliable subjects, in this case the research subjects (informants) relating to the variables to be studied. The primary data in this study are in the form of notes on the results of a questionnaire and interviews with tenth graders and teacher at SMA Negeri 2 Metro which will be conducted by the researcher in an effort to collect data.

²⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mix Methods Approaches* (America: SAGE Publications, Inc., 2009), page. 9.

²⁸ Vivi Chandra et al., *Pengantar Metodologi Penelitian* (Medan: Yayasan Kita Menulis, 2021), page. 41.

2. Secondary Data

Secondary data is data obtained from graphic documents (tables, notes, etc.), photographs, films, video recordings, objects, and others that can enrich primary data. Secondary data sources are used to support information obtained from primary data sources in the form of documentation.

C. Data Collecting Technique

In conducting this research, the researcher will use three techniques, namely collecting open-ended responses to questions contained in online questionnaires using google forms and interview. These three techniques will be used by the researcher to collect data regarding students' perception and motivation into learning English through online learning during the Covid-19 pandemic. Further explanation of these techniques will be explained below:

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or a written statement to the respondent to answer. In addition, the questionnaire is also suitable for use when the number of respondents is quite large and spread over a wide area. Questionnaires can be in the form of closed or open questions/statements, can be given to respondents directly or sent by post or internet.²⁹

²⁹ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D* (Bandung: Penerbit Alfabeta, 2013), page.142.

In this study, the questionnaire that will be used consists of several closed questions/statements that focus on students' perceptions and motivations into English online learning during the Covid-19 pandemic. Because the questionnaire that will be used in this study is a closed questionnaire, the available answers will be in the form of categories consisting of four criteria, namely; 4: Strongly Agree, 3: Agree, 2: Disagree, 1: Strongly Disagree. However, to make it easier for students to fill it out, the questionnaire will be made in Indonesian and will be translated back into English by the researcher.

Because this questionnaire will be intended for students, the questionnaire that will be made by the researcher is an electronic questionnaire in the form of a Google Form which will then be distributed online to the tenth graders of SMA Negeri 2 Metro. However, this type of questionnaire is a closed questionnaire, students will only choose the answers that are already available without having to think about their own answers. This questionnaire is confidential and will not affect the student's English learning score.

2. Interview

Interviews with informants as sources of data and information were conducted with the aim of extracting information about the research focus. According to Bogdan and Biklen as quoted by Salim and

Syahrum, an interview is a conversation between two or more people in which questions are asked by a person who acts as the interviewer.³⁰

In this research, interview questions will be taken from the questionnaire to support the data that will be obtained. The participants who will be involved in this interview are the tenth graders at SMA Negeri 2 Metro. In practice, interviews will be conducted via WhatsApp Messages by means of the researchers asking several questions related to students' perceptions and motivations into learning English through online learning and the students will answer them in the form of voice notes. The researcher will use Indonesian to facilitate the participants in answering questions. After that, the researcher will translate the results of the interview into English.

D. Data Analysis Technique

In this study, the researcher used four qualitative techniques according to Miles and Huberman, namely data collection, data reduction, data display, and drawing conclusion/verification.³¹ The following is a further explanation of these stages:

³⁰ Salim and Syahrum, *Metodologi Penelitian Kualitatif* (Bandung: Citapustaka Media, 2012), page. 119.

³¹ Matthew B. Miles and A, Michael Huberman, *Qualitative Data Analysis second edition*, (London: SAGE Publication, 1994), page. 10-12.

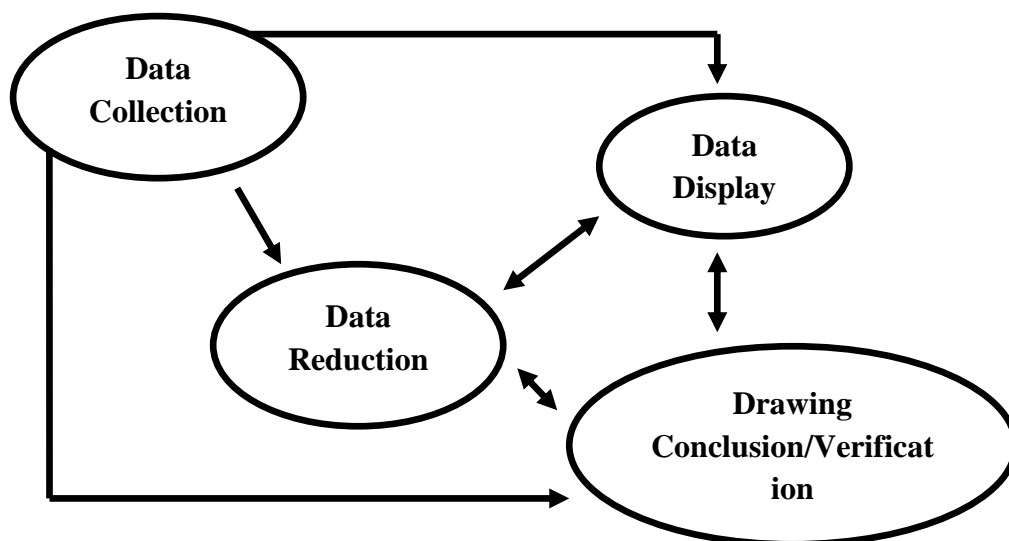


Figure 3.1

The Components of Data Analysis (Interactive Model) by Miles and Huberman

1. Data Collection

Data collection is the first step that must be done in analyzing the data. In this process the researcher collects the data needed for the research purposes and in this case the researcher will collect the data through questionnaires and interviews.

2. Data Reduction

This data reduction stage is the initial stage in data analysis carried out with the aim of facilitating researcher in understanding the data that has been obtained. Data reduction is carried out by choosing and selecting each incoming data from the results of the data collection process, then processing and focusing all the raw data in order to provide a clearer and more meaningful picture.

The steps that will be taken by the researcher in this stage are starting by making certain categories consisting of four predetermined criteria, namely 4: Strongly Agree, 3: Agree, 2: Disagree, 1: Strongly Disagree. After all students' answers have been separated or categorized into these four categories, the researcher will then draw conclusions and summarize the student's answers into a table which will finally show a student's perception and motivation towards the use of Online Learning.

3. Data Display

Data display is the process of systematically compiling information in order to obtain conclusions as research findings. In order to be easily understood by readers, the presentation of data in qualitative research is carried out in the form of summaries, relationships between categories, patterns, charts, and others. In this way, data that has been systematically arranged will make it easier for readers to understand the concepts, categories, or differences in each pattern or category.

In this study, this stage will be carried out by making a conclusion and then making it into a table that can show student responses in answering the questions and interviews given by the researcher.

4. Conclusion Drawing

The third step is making a decision and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. However, if the

conclusions drawn are supported by consistent evidence, then the conclusions drawn are flexible.

The conclusion of the research results must also provide answers to the formulation of the problem proposed. Therefore, the conclusions from the results of this research that the researcher will do must match or present answers to students' perceptions and motivations towards English online learning during the Covid-19 pandemic.

CHAPTER IV

RESULT AND DISCUSSION

A. The Profile of the Research Setting

1. A Brief History of SMA Negeri 2 Metro

SMA Negeri 2 Metro was officially opened based on the Decree of the Minister of Education and Culture of the Republic of Indonesia number 0363/0/1991 on June 20th, 1991 under the name SMA Negeri Bantul. As the name implies, namely SMA Negeri Bantul because at that time before regional autonomy the West Metro District had the name Bantul District. Until finally in accordance with the Decree of the Minister of National Education of the Republic of Indonesia number 02/1993 on June 20th, 1993 the name was changed to SMA Negeri 2 Metro until now. As long as SMA Negeri 2 Metro was established, it was led by the principal as follows:

- 1) Drs. Hi. Baharuddin Harahap (Period 1991 – 1996)
- 2) R. Eko Haryono (Period 1997 – 2000)
- 3) Drs. Kamiluddin (Period 2000 – 2004)
- 4) Drs. Murni Siregar (Period – 2006)
- 5) Hartanto, S.Pd (Period 2006 – 2016)
- 6) Drs. A. Indrianto Susetyo (Period 2015 – 2019)
- 7) Dra. Enie Augus Junaety (Period 2019 – now)

2. Vision and Mission of SMA Negeri 2 Metro

a. Vision

The realization of an outstanding school, adheres to good character, technology-oriented, and environmentally-based.

b. Mission

- a) Fostering the spirit of a quality culture that is faithful, pious, and based on the environment.
- b) Completing the standard of school facilities and infrastructure that is not yet adequate.
- c) Cultivate human resources of educators and education personnel who are reliable and have personality.
- d) Improving the effectiveness of active, innovative, creative, effective, and fun learning.
- e) Applying information technology as a means of improving the quality of education by adhering to good character.
- f) Improving the guidance and counseling, so that it can encourage and help the students to recognize their potential so that they can be developed optimally.
- g) Cultivate the appreciation and practice of the teachings of the religion that adhered to.
- h) Implementing participatory management by involving all school members.

3. The Condition of Teachers and Official Employers in SMA Negeri 2 Metro

SMA Negeri 2 Metro has extraordinary quality educators in supporting the learning process. There are 53 educators and education staff at SMA Negeri 2 Metro. For more details, it can be seen in the following table:

Table 4.1

The Educators and Education Staff at SMA Negeri 2 Metro

| No. | Name | Status |
|-----|---------------------------------|------------|
| 1. | Dra. Enie Augustus Junaety M.Pd | Headmaster |
| 2. | Drs. Mariman M.Pd | Teacher |
| 3. | Priyantoro S.Pd | Teacher |
| 4. | Dra. Suminah | Teacher |
| 5. | Dra. Bernas Wahyu | Teacher |
| 6. | Sugiyono S.Pd | Teacher |
| 7. | Dra. Kemala Dewi | Teacher |
| 8. | Surati S.Pd | Teacher |
| 9. | Drs. Bambang Sri Husodo | Teacher |
| 10. | Dra. Rumani | Teacher |
| 11. | Drs. Suprpto | Teacher |
| 12. | Drs. Edi Setioarto | Teacher |
| 13. | Dra. Wiwik Nurhayati | Teacher |
| 14. | Drs. Aris Purwadi | Teacher |
| 15. | Dra. Puspita Anggraini | Teacher |
| 16. | Dra. Rudi Hartati | Teacher |
| 17. | Dra.Suharmi | Teacher |
| 18. | Drs. Sugianto | Teacher |
| 19. | Susanti Prihartini S.Pd | Teacher |
| 20. | Dra. Lina Basiana | Teacher |
| 21. | Dra. Mekaryanti | Teacher |
| 22. | Yamir Sugiyono S.Pd | Teacher |
| 23. | Dra. Akonita | Teacher |
| 24. | Triyatno S.Pd | Teacher |
| 25. | Drs. Apredi | Teacher |

| | | |
|-----|----------------------------|----------------------|
| 26. | Drs. Kuspriyanto | Teacher |
| 27. | Drs. Darnel | Teacher |
| 28. | Drs. Triwoko Heri | Teacher |
| 29. | Dra. Ratna Multiwinarsi | Teacher |
| 30. | Drs. Ponco Heru Sutanto | Teacher |
| 31. | Iik Atika S.Pd, M.Pd | Teacher |
| 32. | Rosdiana S.Psi | Teacher |
| 33. | Sri Hartati S.Pd | Teacher |
| 34. | Sri Mulyani S.Pd | Teacher |
| 35. | Karminah S.Sn | Teacher |
| 36. | Faisol Ardi S.Pd | Teacher |
| 37. | Sabari S.Pd | Teacher |
| 38. | Alfisah Anggraini S.Ag | Teacher |
| 39. | Dwi Agus Riani S.S | Teacher |
| 40. | Siwi Triwuryanti S.Si | Laboratory Assistant |
| 41. | Aida Fetra S.Si | Laboratory Assistant |
| 42. | Husna Mursyida S.Si | Laboratory Assistant |
| 43. | Yeni Lastri | Administration |
| 44. | Sri Lestari | Administration |
| 45. | Asnawati | Administration |
| 46. | Lovia Nirmala S.Pd | Teacher |
| 47. | Amar Fatkhulloh S.Pd.I | Teacher |
| 48. | Vitantina Lumbanraja S.Kom | Teacher |
| 49. | Siti Nur'aini | Administration |
| 50. | Sri Utami Dewi | Administration |
| 51. | Sukadi | Administration |
| 52. | Lucty Giyan Sukarno S.Sos | Librarian |
| 53. | Nugroho A.Md | Administration |

Source: Documentation of SMA Negeri 2 Metro

4. The Infrastructure Facilities

SMA Negeri 2 Metro has adequate facilities and infrastructure to support the learning process. Of course, by using it to the fullest. Below are the facilities that available at SMA Negeri 2 Metro:

Table 4.2
The Facilities at SMA Negeri 2 Metro

| No. | Facilities | Condition |
|-----|------------------------------|-----------|
| 1. | Whiteboard | Good |
| 2. | Teacher's desk | Good |
| 3. | Teacher's chair | Good |
| 4. | Student's desk | Good |
| 5. | Student's chair | Good |
| 6. | Computer | Good |
| 7. | Science laboratory equipment | Good |
| 8. | AC | Good |
| 9. | Electric fan | Good |
| 10. | CCTV | Good |
| 11. | Cupboard | Good |
| 12. | UKS bed | Good |
| 13. | Speaker | Good |
| 14. | Package book | Good |
| 15. | Telephone | Good |
| 16. | Lamp | Good |
| 17. | Plugs | Good |
| 18. | Clock | Good |
| 19. | Eraser | Good |
| 20. | Printer | Good |
| 21. | Wifi | Good |

Source: Documentation of SMA Negeri 2 Metro

The rooms that are used as a place to practice the application of activities that have facilities as shown in the table above:

Table 4.3
The Rooms at SMA Negeri 2 Metro

| No. | Room Type | Amount | Condition |
|-----|-------------------|--------|-----------|
| 1. | Classroom | 27 | Good |
| 2. | Teacher's room | 1 | Good |
| 3. | Headmaster's room | 1 | Good |
| 4. | Staff room | 1 | Good |
| 5. | Counseling room | 1 | Good |

| | | | |
|-----|--------------------|----|------|
| 6. | Library | 1 | Good |
| 7. | UKS room | 1 | Good |
| 8. | Computer lab. | 1 | Good |
| 9. | Science lab. | 1 | Good |
| 10. | Security room | 1 | Good |
| 11. | Teacher's restroom | 2 | Good |
| 12. | Student's restroom | 10 | Good |
| 13. | Kitchen | 1 | Good |
| 14. | Warehouse | 1 | Good |

Source: Documentation of SMA Negeri 2 Metro

B. Finding of the Research

1. Questionnaire Result

At the beginning of the study, the researcher explained some of the data collection procedures. The data was taken from questionnaire and interview to determine students' perceptions and motivations towards learning English through online learning during the Covid-19 pandemic. During the questionnaire data collection phase, the total questions used by the researcher are 13. 5 questions were used to find out what students' perceptions of learning English through online learning during the Covid-19 pandemic and 8 questions used to investigate how students' motivation towards learning English through online learning during the Covid-19 pandemic.

A total of 41 students had participated in filling out the questionnaire. The students only chose the answers that have been provided in the questionnaire in Google Form. The questionnaire used Indonesian language to make it easier for students to fill them out. So, in

presenting this data, the researcher translated the questions into English.

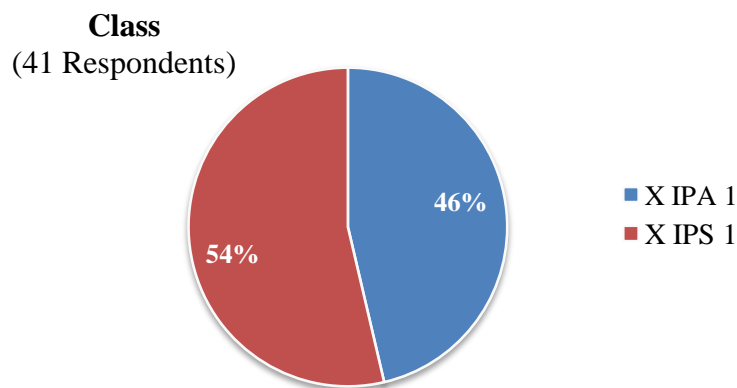


Figure 4.1

Percentage of Class Respondents who Filled Out the Questionnaire

The figure above shows the total number of classes that have participated in the questionnaire. The data presents that there are two classes that have participated. Class X IPS 1 participated the most, with a total percentage of respondents is 54% and class X IPA 1 with a total percentage of 46%.

In this study, the researcher used a questionnaire using 4 levels. The following is a description of the data in using this scale:

- 4 : Strongly Agree
- 3 : Agree
- 2 : Disagree
- 1 : Strongly Disagree

a. Students' Perception

The first research problem is about students' perception, which to obtain the data using 5 questions in the questionnaire. The data were classified into four scales, namely strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' perception.

Table 4.4

The Result of Questionnaire about Students' Perception

| No. | Indicator | Statement | Answer | | |
|-----|--|---|--------|------|---------|
| | | | Scale | Freq | Percent |
| 1. | <i>Absorption Indicator.</i> (Can describe something that is absorbed or received by the five senses) | <i>Materi bahasa Inggris yang disampaikan oleh guru melalui pembelajaran online sesuai dengan silabus.</i> (English material delivered by the teacher through online learning in accordance with the syllabus) | 4 | 4 | 9,8% |
| | | | 3 | 30 | 73,2% |
| | | | 2 | 7 | 17,1% |
| | | | 1 | 0 | 0% |
| 2. | <i>Absorption Indicator.</i> (Can describe something that is absorbed or received by the five senses) | <i>Selain menjelaskan materi, selama pembelajaran online guru juga melakukan tanya jawab terkait materi bahasa Inggris.</i> (In addition to explaining the material, during online learning the teacher also conducts question and | 4 | 5 | 12,2% |
| | | | 3 | 24 | 58,5% |
| | | | 2 | 10 | 24,4% |
| | | | 1 | 2 | 4,9% |

| | | | | | |
|----|--|--|---|----|-------|
| | | answer activities related to English material) | | | |
| 3. | <i>Understanding Indicator.</i> (Able to organize, classify, compare, and interpret things so that they can form an understanding) | <i>Selama pembelajaran online, kemampuan bahasa Inggris saya meningkat.</i> (During online learning, my English skills improve) | 4 | 3 | 7,5% |
| | | | 3 | 10 | 25% |
| | | | 2 | 23 | 57,5% |
| | | | 1 | 4 | 10% |
| 4. | <i>Evaluation Indicator.</i> (Able to compare an understanding that has just been obtained with the criteria or norms possessed by the individual subjectively) | <i>Guru menjelaskan materi tentang bahasa Inggris dengan baik melalui pembelajaran online.</i> (The teacher explains the English material well through online learning) | 4 | 4 | 9,8% |
| | | | 3 | 23 | 56,1% |
| | | | 2 | 13 | 31,7% |
| | | | 1 | 1 | 2,4% |
| 5. | <i>Evaluation Indicator.</i> (Able to compare an understanding that has just been obtained with the criteria or norms possessed by the individual subjectively) | <i>Selama pandemi Covid-19, pembelajaran bahasa Inggris yang dilakukan melalui pembelajaran online berjalan dengan efektif.</i> (During the Covid-19 pandemic, learning English which is done through online learning is running effectively) | 4 | 2 | 4,9% |
| | | | 3 | 19 | 46,3% |
| | | | 2 | 17 | 41,5% |
| | | | 1 | 3 | 7,3% |

Source: data questionnaire from students of SMA Negeri 2 Metro, taken on August, 2022

b. Students' Motivation

The second research problem is about students' motivation, which to obtain data using 8 questions in the questionnaire. The data is classified into four scales, namely strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' motivation.

Table 4.5

The Result of Questionnaire about Students' Motivation

| No. | Indicator | Statement | Answer | | |
|-----|---|---|--------|------|---------|
| | | | Scale | Freq | Percent |
| 1. | Persistent in the face of difficulties (not easily satisfied with something). | <i>Saya bertanya kepada guru ketika saya mengalami kesulitan selama pembelajaran bahasa Inggris secara online.</i> (I ask the teacher when I have difficulty while learning English through online learning) | 4 | 5 | 12,2% |
| | | | 3 | 26 | 63,4% |
| | | | 2 | 6 | 14,6% |
| | | | 1 | 4 | 9,8% |
| 2. | Perseverance in doing the task. | <i>Selama pandemi Covid-19, saya rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru secara online.</i> (During the Covid-19 pandemic, I was diligent in doing the English assignments that given by | 4 | 17 | 41,5% |
| | | | 3 | 18 | 43,9% |
| | | | 2 | 5 | 12,2% |
| | | | 1 | 1 | 2,4% |

| | | | | | |
|----|---|--|---|----|-------|
| | | the teacher) | | | |
| 3. | The amount of time devoted to studying. | <i>Selama pandemi Covid-19, saya tetap belajar bahasa Inggris meskipun tidak ada tugas.</i> (During the Covid-19 pandemic, I still study English even though I have no assignments) | 4 | 4 | 9,8% |
| | | | 3 | 13 | 31,7% |
| | | | 2 | 19 | 46,3% |
| | | | 1 | 5 | 12,2% |
| 4. | High willingness to do something. | <i>Saya mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19.</i> (I want to study the learning media that used by teachers during the Covid-19 pandemic) | 4 | 9 | 22% |
| | | | 3 | 29 | 70,7% |
| | | | 2 | 2 | 4,9% |
| | | | 1 | 1 | 2,4% |
| 5. | High Willingness to do something. | <i>Saya termotivasi dan semangat untuk belajar bahasa Inggris melalui pembelajaran online selama pandemi Covid-19.</i> (I am motivated and excited to learn English through online learning during the Covid-19 pandemic) | 4 | 5 | 12,2% |
| | | | 3 | 15 | 36,6% |
| | | | 2 | 17 | 41,5% |
| | | | 1 | 4 | 9,8% |
| 6. | Willingness to leave an | <i>Saya lebih memilih mengerjakan tugas bahasa</i> | 4 | 2 | 4,9% |

| | | | | | |
|----|--|---|---|----|-------|
| | obligation or task. | <i>Inggris terlebih dahulu sebelum mengerjakan tugas lainnya.</i> | 3 | 9 | 22% |
| | | (I prefer to do English assignments first before doing other assignments) | 2 | 24 | 58,5% |
| | | | 1 | 6 | 14,6% |
| 7. | The existence of hopes and aspirations for the future. | <i>Saya memiliki keinginan untuk memiliki pekerjaan yang masih ada kaitannya dengan bahasa Inggris.</i> | 4 | 6 | 14,6% |
| | | (I have a desire to have a job that still has something to do with English) | 3 | 17 | 41,5% |
| | | | 2 | 12 | 29,3% |
| | | | 1 | 6 | 14,6% |
| 8. | Prefer working alone. | <i>Saya lebih memilih mengerjakan tugas secara mandiri dibandingkan berkelompok.</i> | 4 | 8 | 19,5% |
| | | (I prefer to work independently rather than in groups) | 3 | 18 | 43,9% |
| | | | 2 | 13 | 31,7% |
| | | | 1 | 2 | 4,9% |

Source: data questionnaire from students of SMA Negeri 2 Metro, taken on August, 2022

2. Interview Result

In presenting the data from this interview, the researcher used the following code:

- QI stands for the Question of Interview.
- AI stands for the Answer of Interview.

In conducting interviews, the questions given to students are the same as the questions in the questionnaire. The results of the interviews were used to convince and strengthen the students' responses in the questionnaire. The researcher presents interview data which consists of 13 basic questions, which are as follows:

a. Students' Perception

- 1) In the first question, the researcher asked about the suitability of the material delivered by the teacher with the syllabus.

(QI.1) Apakah materi bahasa Inggris yang disampaikan oleh guru melalui pembelajaran online sesuai dengan silabus?

(Is the English material that delivered by the teacher through online learning in accordance with the syllabus?)

AI.1 JSW : *"Iya, materinya sesuai dengan silabus, Miss. Karena sumber belajar yang kita pakai di sekolah itu LKS gitu, jadi ya sesuai sama silabus, Miss."*

(Yes, the material is in accordance with the syllabus, Miss. Because the learning resources that we use at school are LKS, so

it's in accordance with the syllabus, Miss.)

RA : *“Menurut saya materi bahasa Inggris yang disampaikan oleh guru melalui pembelajaran online sesuai dengan silabus.”*

(I think the English material delivered by the teacher through online learning is in accordance with the syllabus.)

- 2) In the second question, the researcher asked about the teacher's role in question and answer activities during the learning process.

(QI.2) *Apakah guru melakukan kegiatan tanya jawab terkait materi bahasa Inggris selama pembelajaran online berlangsung?*

(Does the teacher conduct question and answer activities related to the English material during the online learning?)

AI.2 HK : *“Iya, guru saya melakukan tanya jawab saat pembelajaran berlangsung.”*

(Yes, my teacher does question and answer during the lesson.)

YSH : *“Saat pembelajaran online berlangsung, jika memang ada materi yang belum murid pahami, kita bisa bertanya kepada guru mengenai materi tersebut.”*

(When online learning takes place, if there is

material that students do not understand, we can ask the teacher about the material.)

- 3) In the third question, the researcher asked about the improvement of their English skills during the online learning.

(QI.3) *Selama pembelajaran online, apakah kemampuan bahasa Inggris anda meningkat?*

(During online learning, has your English skills improved?)

AI.3 ARF : *“Menurut saya pribadi tidak, Miss. Karena pada saat diberi tugas itu kita nyari jawaban di Google gitu, jadi kita jadi males untuk mempelajarinya, kita juga sebenarnya tidak paham, Miss.”*

(I personally don't think so, Miss. Because when we are given the task, we look for answers on Google, so we are lazy to study it, actually we also don't really understand, Miss.)

RA : *“Menurut saya selama pembelajaran online, kemampuan bahasa Inggris saya kurang atau tidak meningkat. Alasannya, menurut saya karena materi bahasa Inggris susah untuk dipahami.”*

(In my opinion during online learning, my English skills are less or not improved. The reason, in my opinion, is because the English

material is difficult to understand.)

- 4) In the fourth question, the researcher asked about the way the teacher explained the material during online learning.

(QI.4) *Pada saat pembelajaran online, apakah guru menjelaskan materi dengan baik?*

(During online learning, does the teacher explain the material well?)

AI FAD : *“Pada saat daring, guru kurang memberikan penjelasan lebih lanjut, dikarenakan gurunya itu hanya memberi materi di PPT (Power Point), terus sudah, kurang memberi penjelasan tentang materinya. Jadi saya kurang paham, Miss.”*

(When online, the teacher does not provide further explanations, because the teacher only gives material in PPT (Power Point), then it doesn't give an explanation about the material. So I don't really understand, Miss.)

NF : *“Menurut saya cukup baik, karena guru sudah dapat memanfaatkan media pembelajaran dengan baik, sehingga materi yang disampaikan bisa dibaca ulang dan dipelajari kapan saja.”*

(I think it's good enough. because the teacher can use the learning media well, so that the

material presented can be reread and studied at anytime.)

- 5) In the fifth question, the researcher asked about the effectiveness of online learning during the Covid-19 pandemic.

(QI.5) Selama pandemi Covid-19, apakah pembelajaran bahasa Inggris yang dilakukan melalui pembelajaran online sudah berjalan dengan efektif?

(During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?)

AI.5 NF : *“Menurut saya kurang efektif, karena sulitnya komunikasi antara guru dan murid ketika guru menjelaskan materi dan murid kurang memahami materi yang dijelaskan tersebut, kita sulit untuk menanyakannya secara langsung kepada guru, dan juga biasanya terhalang oleh sinyal internet yang buruk.”*

(In my opinion, it is less effective, because of the difficulty of communication between the teacher and students when the teacher explains the material and the students do not understand the material being explained, it is difficult for us to ask the teacher directly, and also usually hindered by bad internet signals.)

YSH : *“Pembelajaran bahasa Inggris yang*

dilakukan melalui online sebenarnya kurang efektif, karena saya sebagai murid merasa kesulitan, meskipun bisa bertanya dengan guru melalui WhatsApp atau Google Classroom. Tapi lebih mudah jika bertatap langsung dan menanyakan apa materi yang tidak dipahami.”

(Learning English that is done online is actually less effective, because I as a student find it difficult, even though I can ask the teacher via Whatsapp or Google Classroom. But it's easier if you meet face to face and ask what material you don't understand.)

b. Students' Motivation

- 1) In the first question, the researcher asked about the efforts made by students in facing difficulties when learning English through online learning.

(Q1.1) Apakah anda bertanya kepada guru ketika anda mengalami kesulitan selama pembelajaran bahasa Inggris secara online?

(Do you ask the teacher when you have difficulty while learning English through online learning?)

AI.1 HOR : *“Iya, saya bertanya kepada guru selama pembelajaran online agar dapat lebih memahami materi yang saya pelajari.”*

(Yes, I asked the teacher during online

learning so that I could better understand the material I was studying.)

LS : *“Iya, saya bertanya kepada guru saat saya mengalami kesulitan saat mengerjakan tugas agar guru dapat memberikan solusi kepada saya.”*

(Yes, I asked the teacher when I had difficulty doing an assignment so that the teacher could give me a solution.)

- 2) In the second question, the researcher asked about the students' persistence in doing English assignments during the Covid-19 pandemic.

(Q1.2) *Selama pandemi Covid-19, apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru secara online?*

(During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?)

AI.2 ARF : *“Saya rajin dalam mengerjakan tugas dan mengirimkan tugas dengan tepat waktu, karena saya ingin mendapatkan nilai yang memuaskan.”*

(I am diligent in doing assignments and submitting assignments on time, because I

want to get satisfactory grades.)

ASB : *“Iya, rajin mengerjakan. Karena kalau tidak dikerjakan, semakin lama semakin menumpuk tugasnya.”*

(Yes, I am working hard. Because if you don't do it, the longer the task will pile up.)

- 3) In the third question, the researcher asked about the amount of time that students spent to learning English during the Covid-19 pandemic.

(Q1.3) *Selama pandemi Covid-19, apakah anda tetap belajar bahasa Inggris meskipun tidak ada tugas?*

(During the Covid-19 pandemic, do you still study English even though you don't have assignments?)

AI.3 AI : *“Kalau untuk belajar bahasa Inggris itu lebih seringnya kalau misalnya ada pelajaran bahasa Inggris aja sih, Miss. Kalau yang untuk sehari-hari itu nggak mesti setiap hari belajar bahasa Inggris, karena terpatok sama tugas yang lain juga. Karena tugas yang lain itu lumayan menyita waktu gitu, Miss.”*

(If you want to learn English, it's more often if there is an English lesson, Miss. If it's for daily use, it doesn't have to be every day to learn English, because there are other tasks too. Because the other tasks are quite time-

consuming, Miss.)

ROD : *“Saya tidak belajar, Miss, jika tidak ada tugas, karena belajar bahasa Inggris juga sulit kalau tidak diajarkan langsung sama gurunya. Selain itu juga kalau ada waktu senggang itu biasanya saya gunakan untuk mengerjakan tugas pelajaran yang lain.”*

(I don't study, Miss, if I don't have assignments, because learning English is also difficult if it's not taught directly by the teacher. Besides that, if I have free time, I usually use it to do other lesson assignments.)

- 4) In the fourth question, the researcher asked about the students' willingness to study the learning media used by teachers during the Covid-19 pandemic.

(QI.4) *Apakah anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19?*

(Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?)

AI.4 JSW : *“Mau, Miss, karena supaya memudahkan saya juga dalam proses pembelajaran. Terus ya bisa menambah ilmu saya juga. Jadi selain saya tahu materi, saya juga tahu teknologi.”*

(Yes, Miss, because in order to make it easier for me in the learning process. Then yes, I

can increase my knowledge too. So besides I know the material, I also know the technology.)

VKP : *“Mau, karena itu akan berguna jika ada pembelajaran secara daring.”*

(Yes, because it will be useful if there is online learning.)

- 5) In the fifth question, the researcher asked about students' enthusiasm in learning English during the Covid-19 pandemic.

(Q1.5) Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris melalui pembelajaran online selama pandemi Covid-19?

(Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?)

AI.5 ARF : *“Menurut saya pribadi, saya kurang termotivasi dan kurang bersemangat dalam belajar bahasa Inggris melalui pembelajaran online. Karena menurut saya, belajar bahasa Inggris itu lebih mudah untuk dimengerti saat bertemu langsung. Jadi, kita berinteraksinya lebih mudah.”*

(In my personal opinion, I am less motivated and less enthusiastic in learning English through online learning. Because in my opinion, learning English is easier to

understand when you meet face-to-face. So, we can interact more easily.)

ROD : *“Saya semangat, Miss, karena hanya itu satu-satunya cara selama pandemi. Selain itu juga saya ingin meningkatkan nilai dan kemampuan saya dalam bahasa Inggris.”*

(I'm excited, Miss, because it's the only way during a pandemic. In addition, I want to improve my grades and skills in English.)

- 6) In the sixth question, the researcher asked about students' priorities in doing English assignments during the Covid-19 pandemic.

(Q1.6) *Jika ada beberapa tugas, apakah anda akan mengerjakan tugas bahasa Inggris terlebih dahulu sebelum mengerjakan tugas lainnya?*

(If there are any several assignments, will you do the English assignment first before doing the other assignments?)

AI.6 ASB : *“Untuk itu tergantung dari deadline tugas mana duluan yang harus dikumpulkan.”*

(For that, it depends on the deadline for which tasks should be submitted first.)

FAD : *“Kalau saya sih tergantung sama deadlinenya. Jadi semisal bahasa Inggrisnya duluan, saya ngerjain bahasa Inggrisnya dulu. Tapi kalau semisal bahasa Inggrisnya*

nggak ada deadline, saya ngerjain tugas yang lain baru bahasa Inggris gitu, Kak.”

(For me, it depends on the deadline. So for example, the English first, I worked on the English first. But if, for example, there is no deadline in English, then I will do another assignment, Sist.)

- 7) In the seventh question, the researcher asked about the students' hopes or aspirations related to the English language.

(QI.7) Apakah anda memiliki cita-cita yang berkaitan dengan bahasa Inggris?

(Do you have a dream or aspirations that related to English?)

AI.7 FSR : *“Ya, saya punya. Maksud saya itu tidak ada hubungannya dengan pelajaran bahasa Inggris, tetapi saya memiliki keinginan untuk belajar di luar negeri dan itu menggunakan bahasa Inggris, bukan?”*

(Yes, I have. I mean it has nothing to do with English lessons, but I have a desire to study abroad and it uses English, right?)

JSW : *“Ada, Miss, yang berkaitan dengan bahasa Inggris, tapi saya rasa semua pekerjaan pun sekarang memerlukan bahasa Inggris, Miss. Jadi, saya pasti juga punya.”*

(There is, Miss, related to the English

language, but I think all jobs now require English, Miss. So, I definitely have one too.)

- 8) In the eighth question, the researcher asked about the students' comfort in doing English assignments, whether they were more comfortable working alone or in groups.

(Q1.8) *Apakah anda lebih suka mengerjakan tugas secara mandiri dibandingkan dengan berkelompok?*

(Do you prefer to work independently rather than in groups?)

AI.8 ARF : *“Iya, saya lebih suka mengerjakan tugas secara mandiri dibandingkan dengan berkelompok. Karena menurut saya, belajar mandiri itu lebih fokus daripada belajar berkelompok, itu pasti hanya lebih banyak bermain daripada belajar.”*

(Yes, I prefer to work independently rather than in groups. Because in my opinion, self-study is more focused than group study, it's definitely just more playing than studying.)

LS : *“Ya, saya menyukai tugas yang dikerjakan secara mandiri. Karena sebenarnya lebih enak ngerjain sendiri, Miss, daripada berkelompok. Karena kalau berkelompok kadang susah untuk diajak diskusi.”*

(Yes, I like tasks that are done independently. Because it's actually better to do it alone,

Miss, than in a group. Because if you do it in groups, sometimes difficult to discuss it.)

C. Discussion

1. Students' Perception

After the questionnaire and interview data have been collected, the data can be described as follows:

- a. The first is about students' perceptions of the suitability of the material delivered by the teacher with the syllabus. In this point, the data obtained in the questionnaire showed the highest frequency with a percentage of 73.2% agree with the statement. This was deepened by further interviews where many students agreed with the question, so the data obtained were the same. The way they know is because they use Student Worksheets (*LKS*) as a source of learning materials used during English language learning, so they know that it is in accordance with the syllabus.
- b. The second is about students' perceptions of the teacher's role in question and answer activities during English online learning. In this point, the data obtained from the questionnaire showed the highest frequency with a percentage of 58.5% agree with the statement presented. This was strengthened by conducting further interviews in which the results obtained were also the same, namely when the

English language learning took place the teacher conducted a question and answer activity.

- c. The third is about students' perceptions of the improvement of their English skills during the online learning. In this point, the data from the questionnaire showed the highest percentage frequency, which is 57.5% disagree with the statement. Then it was deepened with the results of interviews which showed the same results as the questionnaire, namely most students felt that their English skills had not improved. They feel this because they think English material is difficult to understand, especially when learning is done by online or not directly/face to face.
- d. The fourth is about students' perceptions of the way the teacher explains the material during online learning, whether it is good or not. In this fourth point, the data obtained in the questionnaire showed the highest frequency with a percentage of 56.1% agree that during online learning the teacher explained the English material well. However, after conducting further interviews, the answers obtained were balanced. From these results, it can be concluded that some students feel that the teacher has explained the material well, because at the time of learning the teacher can utilize the existing learning media quite well, so that students can access and understand the material provided easily. It is in accordance with the theory that

is online learning can make it easier for students to access learning without having to adjust the place and time.³² So, they can easily reread the material given by the teacher at anytime and anywhere.

However, some students still feel that the teacher's explanation of the material is still not good, because they find there are some materials that need more direct explanation, not just providing written material. This is also in line with online learning is considered not to be effective in its implementation in the delivery of learning materials compared to traditional learning methods that are carried out face to face.³³

- e. The fifth is about students' perceptions of the effectiveness of online English learning during the Covid-19 pandemic. At this point, the data from the questionnaire shows the highest frequency with a percentage of 46.3% agree with the statement that learning has been effective. However, after conducting further interviews, the answers obtained were just the opposite, namely they did not agree with the statement or were less effective. From the eighteen students who have been interviewed, the difference is not too big, but there is only a slight difference. Based on the answers from the majority of students, it is known that online English learning is less effective, due to the lack of interaction between the teacher and the students. It

³² Valentina Arkorful and Nelly Abaidoo, "The Role of E-Learning, the Advantages and Disadvantages of Its Adoption in Higher Education," *International Journal of Education and Research*, No.12/December 2014, page. 401.

³³ *Ibid.*, 403.

proves that in practice, online learning makes students less interacting, so that they can feel isolated.³⁴

2. Students' Motivation

After the questionnaire and interview data have been collected, the data can be described as follows:

- a. The first is students' motivation about the efforts made by students in facing difficulties when English online learning. In this first point, the data obtained in the questionnaire showed the highest frequency with the percentage of 63.4% agree with the statement that students asked the teacher when they had difficulties during learning. Then deepening with further interviews, where the results obtained were also the same. The majority of students admitted that they always asked directly with the teacher via Whatsapp personal chat if they had difficulty in understanding English material. So, it can be concluded that students' motivation towards effort in facing difficulties during learning English is quite high. This is also in accordance with the indicators of learning motivation, which is high willingness to do something.³⁵
- b. The second is students' motivation about students' persistence in doing English assignments during the Covid-19 pandemic. In this

³⁴ *Ibid.*

³⁵ Elmirawati, Daharnis, and Syahniar, "Hubungan antara Aspirasi Siswa dan Dukungan Orangtua dengan Motivasi Belajar serta Implikasinya terhadap Bimbingan Konseling," *Jurnal Ilmiah Konseling*, No.1/January 2013, page. 108.

case, the data obtained from the questionnaire showed the highest frequency of 43.9% agree with the statement given. This was strengthened by conducting further interviews, the results of which were the same. The majority of students admitted that they were diligent in doing the assignments given by the teacher through online, with the reason that the assignments given did not pile up and they could get good grades. So, it can be concluded that the students' motivation in this point is quite high because it is driven by extrinsic factors such as the score factor that they will get. It proves that the student is motivated to study not because of the desire to gain knowledge but because of the desire to get good grades.³⁶

- c. The third is about students' motivation whether they continue to study English or not even though there are no assignments. In this third point, the data from the questionnaire showed the highest percentage frequency, which is 46.3% disagree with the statement. This is deepened by the interview results which are the same as the questionnaire results, namely the results are both disagree. From the interview, the researcher found the fact that the majority of students did not study if there were no assignments. They will only learn if previously given an assignment by the teacher, this is because the free time they have is used to do other tasks. Apart from that, they

³⁶ Tengku Sepora and Sepideh Moghaddas, "Motivation, Its Types, and Its Impacts in Language Learning," *International Journal of Business and Social Science*, No.24/December 2012, page. 232.

also think that English is a difficult subject to learn on their own, so there must be a tutor or teacher to accompany them. Therefore, it can be concluded that from the questionnaire and interview instruments the results are mutually supportive. Students' motivation in learning English when there are no assignments during the pandemic is not very good.

- d. The fourth is the motivation of students about students' willingness to learn the learning media used by teachers during the Covid-19 pandemic. In this point, the data obtained in the questionnaire showed the highest frequency with a percentage of 70.7% agree with the statement. Then it was deepened by the results of interviews which showed that most students wanted to learn the learning media that used by the teacher. It can be concluded from the two research instruments used that the results are mutually supportive, this is also in line with the indicators of learning motivation, namely, high willingness to do something.³⁷
- e. The fifth is about whether students are motivated or enthusiastic to learn English online during the Covid-19 pandemic. In this point, the data from the questionnaire showed the highest frequency with a percentage of 41.5% disagree with the statement given. However,

³⁷ Elmirawati, Daharnis, and Syahniar, *Hubungan antara Aspirasi Siswa dan Dukungan Orangtua dengan Motivasi Belajar serta Implikasinya terhadap Bimbingan Konseling.*, page. 108.

after conducting further interviews, the answers obtained were balanced. Some students feel motivated and enthusiastic about English online learning during the Covid-19 pandemic because it is the only way to keep learning during the pandemic and they also want their English skills to improve even though they are in a pandemic period. While some of the other students felt neither motivated nor enthusiastic because they felt that English online learning or learning from home was very difficult.

- f. The sixth is about students' priorities in doing English assignments during the Covid-19 pandemic. In this sixth point, the data from the questionnaire showed the highest percentage frequency, namely, 58.5% disagree with the statement that students preferred to do English assignments first before doing other assignments. This was strengthened by conducting further interviews, the results of which were the same. From the results of the interviews, it can be seen that the majority of students prefer to do assignments that must be collected first or according to the task deadline, rather than doing English assignments first. Therefore, at this point it can be concluded that students' motivation based on the indicators of learning motivation, namely, willingness to leave an obligation or task³⁸ is not very good.

³⁸ *Ibid.*

- g. The seventh is about the motivation of students regarding to the desire of students to have jobs that are still related to English. In this case, the data obtained from the questionnaire showed the highest percentage frequency, namely, 41.5% agreed with the statement presented that students had aspirations related to English. Then it was deepened with the results of interviews which showed that the majority of students had aspirations that were still related to the English language. From the two research instruments, it can be concluded that the students' motivation at this point is good, and this is also in accordance with the indicators of learning motivation theory which states that the existence of hopes and aspirations for the future.³⁹
- h. The eighth is students' motivation regarding to their comfort in doing English assignments, whether they are more comfortable working alone or in groups. In this point, the data from the questionnaire showed the highest frequency with a percentage of 43.9% agree with the statement, namely, most students prefer to work on assignments independently. Then it was deepened by conducting further interviews, the results of which were the same as the results of the questionnaire. From the results of the interviews, it was found that they felt more comfortable when they did their own work, because they felt more comfortable and could focus more than having to

³⁹ *Ibid.*

work in groups. From these results, it can be seen that the results of this point are in accordance with the indicators of learning motivation, namely, prefers to working alone.⁴⁰

From the analysis of the data above, the researcher found that students' perceptions and motivations for English online learning during the Covid-19 pandemic differed from one another. Using English online learning system during this pandemic has advantages and disadvantages, where the effects felt by students are also different. Students have difficulty learning because the learning system during the pandemic have never been felt before. Based on students' responses to filling questionnaires and interviews, students' perceptions and motivations while studying at home were not good enough, but online learning was quite helpful in learning during the Covid-19 pandemic.

⁴⁰ *Ibid.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis that has been done in the previous chapter, the researcher can draw the conclusions as follows:

1. Students' Perception in English Online Learning during the Covid-19 Pandemic

The result of students' perception divided into two. The first is positive perception and the second is negative perception. The positive perception in learning English through online learning during the Covid-19 pandemic is quite good. This statement is supported by students' opinion, students stated that the material presented by the teacher is in accordance with syllabus. The teacher also does not forget to do question and answer activities regarding to the material that has been previously presented to students, and the way the teacher explains the material is also quite good. Moreover, online learning is the only way for students to learn in the midst of the Covid-19 pandemic. So, students can still learn, even if not directly at school. In other words, students could access learning materials easily without having to adjust the time and place.

Furthermore, the second perception is a negative perception. Students said that learning English through online was less effective. Some students felt English is a difficult subject to learn, especially if

the learning is done online. So, the material delivered by the teacher is not well received by the students. In addition, during the learning process, students admitted that their English skills did not improve much. The lack of interaction that occurs between the teacher and students is also one of the ineffectiveness of this learning system.

2. Students' Motivation in English Online Learning during Covid-19 Pandemic

Students' motivation can be seen using several indicators of learning motivation that contained in questionnaires and interviews. From these indicators, it can be known that students' motivation towards learning English through online is quite high. Students feel motivated because it is the only way for students to still be able to learn English during the pandemic. Besides, students also want their English skills to improve. However, there are also several obstacles that make students inevitably have to put English aside. One of which is the large number of assignment from other lessons given by the teacher making the free time that students should use to learn English is limited.

B. Suggestion

In reference to the conclusion above, the researcher proposed suggestions as follows:

1. The Teachers

When learning English through online takes place, the teacher should try to convey or explain the best possible material. So, not only giving assignments but also explaining the material first. In addition, it would be better if the interaction between the teacher and students was increased, such as the teacher conducting question and answer activities to the students. So, the teacher could measure the extent of their understanding of the English material provided. The use of appropriate and more interesting learning media in learning English through online is also a very important factor to make students more motivated to learn. Especially, considering that English language lessons are quite difficult for the majority of students.

2. The Students

Although the free time that students have is quite limited, it would be better if the time could be used to learn English. Students can also take advantage of learning media that available on the internet to further improve their English skills. So, they don't just rely on the media used by the teacher, and the last thing is to keep study hard even though there is no assignment from the teacher.

3. Other Researchers

This research is expected to be useful for other researchers and can be used as a reference or inspiration to conduct further research related to this field.

C. Recommendation

With reference to the research results and conclusions as stated above, there are some recommendation for English Education Department of IAIN Metro that need to be observed to improve students' English skill, especially when learning system have to go through online. This is because there are negative perceptions from students in English online learning that make students' English skills did not improve much during the learning activities.

This research can be used as an inspiration for IAIN Metro especially for the English Education Department, to improve students' English skills in online learning. Efforts to improve students' English skills, IAIN Metro lecturers to students require cooperation between lecturers and students. Lecturers could measure the extent of students' understanding of the English material provided by knowing students' perception and motivation toward English teaching and learning first. Then the lecturers can use appropriate and more interesting learning media to make students more interested and motivated in improving their English skills.

For further research, it is necessary to improve further and in depth about the students' perception and motivation with conduct a larger number of subjects, so the research can gain a wider perspective from various

subjects. Moreover, further research should increase the number of items and in detail questionnaire and interviews. Make it in a form that is easy to understand and interesting so that respondents can easily understand and want to fill out the questionnaire properly and correctly. Last, the researcher also recommends other researchers to start working on other topics dealing with the students' perception and motivation , such as in another situation or condition and many more in order to know other perceptions and motivations of students in learning English.

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APPENDICES

Lists of Questionnaire

Name :

Class :

a. Students' Perception

| No. | Indicator | Statement | Answer | | | |
|-----|---|--|--------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. | <i>Absorption Indicator.</i> (Can describe something that is absorbed or received by the five senses) | <i>Materi bahasa Inggris yang disampaikan oleh guru melalui pembelajaran online sesuai dengan silabus.</i> (English material delivered by the teacher through online learning in accordance with the syllabus) | | | | |
| 2. | <i>Absorption Indicator.</i> (Can describe something that is absorbed or received by the five senses) | <i>Selain menjelaskan materi, selama pembelajaran online guru juga melakukan tanya jawab terkait materi bahasa Inggris.</i> (In addition to explaining the material, during online learning the teacher also conducts question and answer activities related to English material) | | | | |
| 3. | <i>Understanding Indicator.</i> (Able to organize, classify, compare, and interpret things so that they can form | <i>Selama pembelajaran online, kemampuan bahasa Inggris saya meningkat.</i> (During online learning, my English skills improve) | | | | |

| | | | | | | |
|----|---|---|--|--|--|--|
| | an understanding) | | | | | |
| 4. | <p><i>Evaluation Indicator.</i></p> <p>(Able to compare an understanding that has just been obtained with the criteria or norms possessed by the individual subjectively)</p> | <p><i>Guru menjelaskan materi tentang bahasa Inggris dengan baik melalui pembelajaran online.</i></p> <p>(The teacher explains the English material well through online learning)</p> | | | | |
| 5. | <p><i>Evaluation Indicator.</i></p> <p>(Able to compare an understanding that has just been obtained with the criteria or norms possessed by the individual subjectively)</p> | <p><i>Selama pandemi Covid-19, pembelajaran bahasa Inggris yang dilakukan melalui pembelajaran online berjalan dengan efektif.</i></p> <p>(During the Covid-19 pandemic, learning English which is done through online learning is running effectively)</p> | | | | |

b. Students' Motivation

| No. | Indicator | Statement | Answer | | | |
|-----|---|--|--------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 1. | Persistent in the face of difficulties (not easily satisfied with something). | <p><i>Saya bertanya kepada guru ketika saya mengalami kesulitan selama pembelajaran bahasa Inggris secara online.</i></p> <p>(I ask the teacher when I have difficulty while learning English through online learning)</p> | | | | |

| | | | | | | |
|----|---|---|--|--|--|--|
| 2. | Perseverance in doing the task. | <p><i>Selama pandemi Covid-19, saya rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru secara online.</i></p> <p>(During the Covid-19 pandemic, I was diligent in doing the English assignments that given by the teacher)</p> | | | | |
| 3. | The amount of time devoted to studying. | <p><i>Selama pandemi Covid-19, saya tetap belajar bahasa Inggris meskipun tidak ada tugas.</i></p> <p>(During the Covid-19 pandemic, I still study English even though I have no assignments)</p> | | | | |
| 4. | High willingness to do something. | <p><i>Saya mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19.</i></p> <p>(I want to study the learning media that used by teachers during the Covid-19 pandemic)</p> | | | | |
| 5. | High Willingness to do something. | <p><i>Saya termotivasi dan semangat untuk belajar bahasa Inggris melalui pembelajaran online selama pandemi Covid-19.</i></p> <p>(I am motivated and excited to learn English through online learning during the Covid-19 pandemic)</p> | | | | |
| 6. | Willingness to leave an | <p><i>Saya lebih memilih mengerjakan tugas bahasa</i></p> | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| | obligation or task. | <i>Inggris terlebih dahulu sebelum mengerjakan tugas lainnya.</i> (I prefer to do English assignments first before doing other assignments) | | | | |
| 7. | The existence of hopes and aspirations for the future. | <i>Saya memiliki keinginan untuk memiliki pekerjaan yang masih ada kaitannya dengan bahasa Inggris.</i> (I have a desire to have a job that still has something to do with English) | | | | |
| 8. | Prefer working alone. | <i>Saya lebih memilih mengerjakan tugas secara mandiri dibandingkan berkelompok.</i> (I prefer to work independently rather than in groups) | | | | |

Note:

- The answer choices consist of 4 criteria, there are number 1 for strongly disagree, 2 for disagree, 3 for agree, and 4 for strongly agree.
- (✓) Tick for each selected answer.

The Result of Questionnaire

a. Students' Perception

| No. | Respondents | Statements | | | | |
|-----|-------------|------------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | AAF | 3 | 3 | 4 | 3 | 3 |
| 2. | ADA | 3 | 2 | 2 | 3 | 3 |
| 3. | ADP | 3 | 3 | 2 | 2 | 2 |
| 4. | ADR | 3 | 2 | 2 | 2 | 2 |
| 5. | AFAI | 3 | 2 | 2 | 3 | 3 |
| 6. | AI | 3 | 2 | 2 | 3 | 3 |
| 7. | AP | 3 | 2 | 2 | 2 | 2 |
| 8. | APD | 3 | 3 | 2 | 3 | 3 |
| 9. | ARF | 2 | 3 | 1 | 1 | 2 |
| 10. | AS | 2 | 2 | 2 | 2 | 3 |
| 11. | ASB | 3 | 3 | 3 | 3 | 2 |
| 12. | DD | 3 | 2 | 3 | 2 | 3 |
| 13. | DR | 4 | 4 | 1 | 4 | 3 |
| 14. | FAD | 3 | 3 | 3 | 4 | 3 |
| 15. | FPA | 3 | 3 | 2 | 3 | 3 |
| 16. | FSR | 2 | 1 | 3 | 3 | 3 |
| 17. | HK | 3 | 3 | 2 | 3 | 2 |
| 18. | HOR | 3 | 3 | 3 | 3 | 2 |
| 19. | JSW | 4 | 4 | 4 | 4 | 4 |
| 20. | LAA | 3 | 3 | 2 | 2 | 2 |
| 21. | LS | 3 | 2 | 2 | 3 | 2 |
| 22. | MHA | 3 | 3 | 2 | 2 | 2 |
| 23. | MNS | 3 | 3 | 3 | 3 | 3 |
| 24. | NF | 2 | 4 | 2 | 2 | 2 |
| 25. | NH | 3 | 4 | 2 | 3 | 3 |

| | | | | | | |
|-----|------|---|---|---|---|---|
| 26. | NHS | 4 | 3 | 2 | 3 | 2 |
| 27. | NRW | 3 | 4 | 2 | 3 | 3 |
| 28. | NSR | 3 | 3 | 3 | 3 | 3 |
| 29. | RA | 3 | 3 | 4 | 3 | 3 |
| 30. | RA | 3 | 3 | 2 | 3 | 1 |
| 31. | RAAZ | 2 | 3 | 3 | 3 | 2 |
| 32. | RAT | 3 | 3 | 2 | 3 | 2 |
| 33. | ROD | 3 | 3 | 3 | 4 | 4 |
| 34. | SB | 2 | 1 | 2 | 2 | 3 |
| 35. | SFA | 3 | 3 | 2 | 2 | 2 |
| 36. | STA | 3 | 3 | 1 | 2 | 2 |
| 37. | SWS | 2 | 3 | 2 | 3 | 2 |
| 38. | TCR | 3 | 3 | 1 | 3 | 3 |
| 39. | VKP | 3 | 2 | 2 | 2 | 1 |
| 40. | WM | 4 | 3 | 2 | 3 | 3 |
| 41. | YSH | 3 | 2 | 3 | 2 | 1 |

b. Students' Motivation

| No. | Respondents | Statements | | | | | | | |
|-----|-------------|------------|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1. | AAF | 3 | 4 | 3 | 4 | 4 | 1 | 4 | 4 |
| 2. | ADA | 2 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| 3. | ADP | 3 | 4 | 4 | 3 | 3 | 2 | 3 | 3 |
| 4. | ADR | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 3 |
| 5. | AFAI | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| 6. | AI | 3 | 4 | 2 | 3 | 3 | 2 | 2 | 4 |
| 7. | AP | 2 | 4 | 3 | 3 | 2 | 2 | 2 | 3 |
| 8. | APD | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| 9. | ARF | 1 | 4 | 3 | 4 | 2 | 2 | 4 | 4 |
| 10. | AS | 3 | 3 | 3 | 3 | 2 | 1 | 1 | 3 |

| | | | | | | | | | |
|-----|------|---|---|---|---|---|---|---|---|
| 11. | ASB | 2 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| 12. | DD | 3 | 3 | 2 | 3 | 3 | 4 | 4 | 2 |
| 13. | DR | 3 | 4 | 1 | 3 | 2 | 2 | 1 | 2 |
| 14. | FAD | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 15. | FPA | 3 | 3 | 2 | 3 | 2 | 2 | 2 | 2 |
| 16. | FSR | 3 | 4 | 4 | 4 | 4 | 4 | 3 | 2 |
| 17. | HK | 2 | 3 | 3 | 3 | 2 | 2 | 2 | 4 |
| 18. | HOR | 3 | 4 | 2 | 3 | 2 | 2 | 3 | 3 |
| 19. | JSW | 4 | 4 | 4 | 4 | 4 | 2 | 4 | 2 |
| 20. | LAA | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 |
| 21. | LS | 4 | 2 | 2 | 3 | 2 | 2 | 2 | 4 |
| 22. | MHA | 3 | 2 | 2 | 3 | 2 | 3 | 2 | 3 |
| 23. | MNS | 3 | 3 | 2 | 3 | 3 | 3 | 2 | 2 |
| 24. | NF | 4 | 4 | 2 | 4 | 4 | 2 | 1 | 2 |
| 25. | NH | 4 | 4 | 2 | 3 | 3 | 2 | 4 | 4 |
| 26. | NHS | 3 | 4 | 2 | 4 | 4 | 3 | 2 | 3 |
| 27. | NRW | 4 | 2 | 1 | 3 | 1 | 1 | 3 | 4 |
| 28. | NSR | 3 | 4 | 3 | 3 | 3 | 2 | 3 | 2 |
| 29. | RA | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 30. | RA | 3 | 4 | 2 | 4 | 2 | 2 | 1 | 2 |
| 31. | RAAZ | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 4 |
| 32. | RAT | 3 | 4 | 3 | 3 | 3 | 3 | 4 | 3 |
| 33. | ROD | 3 | 3 | 3 | 4 | 3 | 3 | 3 | 3 |
| 34. | SB | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 1 |
| 35. | SFA | 3 | 1 | 1 | 3 | 2 | 1 | 1 | 2 |
| 36. | STA | 1 | 4 | 1 | 4 | 1 | 1 | 1 | 1 |
| 37. | SWS | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 |
| 38. | TCR | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 3 |
| 39. | VKP | 3 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |
| 40. | WM | 3 | 3 | 2 | 3 | 3 | 2 | 3 | 3 |
| 41. | YSH | 2 | 4 | 4 | 3 | 3 | 3 | 3 | 3 |

Lists of Interview

Name :

Class :

a. Students' Perception

| No. | Indicator | Question | Answer |
|-----|---|--|--------|
| 1. | Absorption Indicator. (Can describe something that is absorbed or received by the five senses) | <i>Apakah materi bahasa Inggris yang disampaikan oleh guru melalui pembelajaran online sesuai dengan silabus?</i> (Is the English material that delivered by the teacher through online learning in accordance with the syllabus?) | |
| 2. | Absorption Indicator. (Can describe something that is absorbed or received by the five senses) | <i>Apakah guru melakukan kegiatan tanya jawab terkait materi bahasa Inggris selama pembelajaran online berlangsung?</i> (Does the teacher conduct question and answer activities related to the English material during the online learning?) | |

| | | | |
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| 3. | <p>Understanding Indicator.</p> <p>(Able to organize, classify, compare, and interpret things so that they can form an understanding)</p> | <p><i>Selama pembelajaran online, apakah kemampuan bahasa Inggris anda meningkat?</i></p> <p>(During the Covid-19 pandemic, has your English skills improved?)</p> | |
| 4. | <p><i>Evaluation Indicator.</i></p> <p>(Able to compare an understanding that has just been obtained with the criteria or norms possessed by the individual subjectively)</p> | <p><i>Pada saat pembelajaran online, apakah guru menjelaskan materi dengan baik?</i></p> <p>(During online learning, does the teacher explain the material well?)</p> | |
| 5. | <p><i>Evaluation Indicator.</i></p> <p>(Able to compare an understanding that has just been obtained with the criteria or norms possessed by the individual subjectively)</p> | <p><i>Selama pandemi Covid-19, apakah pembelajaran bahasa Inggris yang dilakukan melalui pembelajaran online sudah berjalan dengan efektif?</i></p> <p>(During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?)</p> | |

b. Students' Motivation

| No. | Indicator | Question | Answer |
|-----|---|---|--------|
| 1. | Persistent in the face of difficulties (not easily satisfied with something). | <p><i>Apakah anda bertanya kepada guru ketika anda mengalami kesulitan selama pembelajaran bahasa Inggris secara online?</i></p> <p>(Do you ask the teacher when you have difficulty while learning English through online learning?)</p> | |
| 2. | Perseverance in doing the task. | <p><i>Selama pandemi Covid-19, apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru secara online?</i></p> <p>(During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?)</p> | |
| 3. | The amount of time devoted to studying. | <p><i>Selama pandemi Covid-19, apakah anda tetap belajar bahasa Inggris meskipun tidak ada tugas?</i></p> <p>(During the Covid-19 pandemic, do you still</p> | |

| | | | |
|----|---|--|--|
| | | study English even though you don't have assignments?) | |
| 4. | High willingness to do something. | <p><i>Apakah anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19?</i></p> <p>(Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?)</p> | |
| 5. | High willingness to do something. | <p><i>Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris melalui pembelajaran online selama pandemi Covid-19?</i></p> <p>(Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?)</p> | |
| 6. | Willingness to leave an obligation or task. | <p><i>Jika ada beberapa tugas, apakah anda akan mengerjakan tugas bahasa Inggris terlebih dahulu sebelum mengerjakan tugas lainnya?</i></p> | |

| | | | |
|----|--|---|--|
| | | (If there are several assignments, will you do the English assignment first before doing the other assignments?) | |
| 7. | The existence of hopes and aspirations for the future. | <i>Apakah anda memiliki cita-cita yang berkaitan dengan bahasa Inggris?</i> (Do you have aspirations related to English?) | |
| 8. | Prefer working alone. | <i>Apakah anda lebih suka mengerjakan tugas secara mandiri dibandingkan dengan berkelompok?</i> (Do you prefer to work independently rather than in groups?) | |

Data 1

Name : AI

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : “For online materials it is actually effective, appropriate. But sometimes online learning isn't explained one by one, Miss, so it is like just the point, it is not explained. Sometimes I understand but sometimes I don't understand because what is explained is brief, Miss, and it doesn't explain more. That's my opinion, Miss.”

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : “For learning English, questions will be given later and if you want to ask a question or have a question, it's usually answered by the teacher, Miss, that's how it is.”

3. During online learning, has your English skills improved?

Answer : “In my opinion, Miss, offline is more effective, Miss. Because if you are offline, you are usually told to come forward, facing the teacher. So, it's like a test on how to pronounce the English word, if it's online, you don't really pay much attention to it, Miss. Then sometimes the teacher is also late in responding, so it seems less effective. So, my skills are more improved when offline than when online. So at this time of online learning my English skills did not improve, Miss.”

4. During online learning, does the teacher explain the material well?

Answer : “As for the explanation, it's pretty good, Miss. But sometimes there is material that is less clear. For example, like in tenses, I don't really understand, Miss, if it's in tenses. But I like the narrative text material.”

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : “During the Covid pandemic, it's actually not effective, Miss. Because, for example, there are questions that are not very clear, sometimes the teacher is difficult to contact. So, if you want to confirm it is more difficult. But if it is offline, you will directly meet the teacher, so it is easier, Miss.”

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : “Yes, because to make it clearer and more understanding.”

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “Thank God I often do, Miss. Because if for the daily score it has an important effect and without the daily score it cannot meet the value of the completeness criteria.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “When it comes to learning English, it's more common if for example there is an English lesson, Miss. If it's for daily use, it doesn't have to be every day to learn English, because it is pegged to other tasks as well. Because the other tasks are quite time-consuming, Miss.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “Yes, because at this time there is no media that is too difficult to access for students, but the teacher makes it easy for students to access what the teacher asks.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “When it comes to English lessons, I prefer it to be in the morning, Miss. So I'm still fresh, so I'm excited. But I'm not very motivated, Miss.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “I usually do the assignment and do the task that will be collected first, Miss. So, for example, if there is an English assignment but it's due next week, while there are still assignments that need to be submitted this week, I'll do the current one, Miss, instead of English. But if English is collected first this week, I will do English first before doing other tasks.”

7. Do you have a dream or aspirations that related to English?

Answer : “I don't think it's related to English, Miss. I mean, the English language isn't really emphasized, it's just that it's possible for knowledge, Miss.”

8. Do you prefer to work independently rather that in groups?

Answer : “I prefer to do it myself, Miss, because apart from understanding what is being discussed, I also know more about what is being discussed. When working in groups, sometimes the material is different, Miss. But if you do it yourself, it's simpler, you understand better, because that's what you write by yourself. So, I can understand the material better, Miss.”

Data 2

Name : ARF

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "In my opinion, learning English is not in accordance with the syllabus, because when the teacher delivers the material, it seems difficult to understand, Miss."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "No, because when online, the teacher only gives assignments in the worksheet."

3. During online learning, has your English skills improved?

Answer : "I personally don't think so, Miss. Because when we are given the task, we look for answers on Google. So, we are lazy to study it and we also don't really understand, Miss."

4. During online learning, does the teacher explain the material well?

Answer : "Personally, I don't think so, because my teacher's teaching method is less interesting, more difficult to understand."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "I think it has been effective, because the hours of study are regular. The change of material or the change of the teacher's subjects is on time, although sometimes there are a little late."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : “No, because when the subject is running, the teacher only does the assignment without a question and answer session.”

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “I am diligent in doing assignments and submitting assignments on time, because I want to get satisfactory grades.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “No, because when I was online, as long as I had done the assignment, then I didn't study it anymore. Because I didn't understand the material and also because I got the answer from the internet.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “Yes, as long as the method is easy for us to understand. But if it is difficult to understand, we can look for alternatives from other media.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “In my personal opinion, I am less motivated and less enthusiastic in learning English through online learning. Because in my opinion, learning English is easier to understand when you meet face-to-face. So, we interact more easily.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “Yes, I prefer to do English assignments, because the teacher gave them quite a lot of assignments, even though the deadline is one week ahead.”

7. Do you have a dream or aspirations that related to English?

Answer : “No, my dream is not related to English or not having to master English.”

8. Do you prefer to work independently rather than in groups?

Answer : “Yes, I prefer to work independently rather than in groups. Because in my opinion, self-study is more focused than group study, it must be just more playing than learning.”

Data 3

Name : AS

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "In my opinion, learning English online is not very effective, because sometimes the teacher only gives questions and materials without explanation. So that sometimes students feel confused, especially when doing the task sometimes students are only motivated by Google to complete the assignment."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "Question and answer activities related to English material during online learning can be said to be very rarely done."

3. During online learning, has your English skills improved?

Answer : "Not so much improvement, because I learned English independently by relying on Youtube and other sources of information or learning resources."

4. During online learning, does the teacher explain the material well?

Answer : "The teacher explains the material with the help of Voice Note via WhatsApp, so it can be said that there is still not enough explanation."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : “Not very effective, because the students rarely meet the teacher, so the teacher does not understand or know how much the students' abilities are. Because every student has their own abilities.”

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : “Yes, because if I don't ask questions, I'll be even more confused and don't understand.”

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “Not so diligent, because I prioritize tasks that have closer or narrower deadlines, rather than tasks with longer deadlines.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “No, because there is no one to accompany me to study. Then each learning resource has a different information. So, sometimes I am confused about which source to focus on.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “Yes, because if I don't study it, I will not know more and that's for sure the media given by the teacher must have instructions. So, there we must also know how to use the media.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “Yes, because in my opinion, if others can, why can't I.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “No, Miss, because there are still tasks that must be prioritized.”

7. Do you have a dream or aspirations that related to English?

Answer : “No, because I want to work directly into the field.”

8. Do you prefer to work independently rather that in groups?

Answer : “Prefers to work in groups, because by doing assignments in groups, we can find out what we don't know from our friends.”

Data 4

Name : ASB

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "It is in accordance with the syllabus."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "Sometimes there are questions and answers activities."

3. During online learning, has your English skills improved?

Answer : "Increased, because we read a lot of English texts, so we can get a lot of new vocabulary."

4. During online learning, does the teacher explain the material well?

Answer : "Due to online learning, we are rarely explained material. So, more often study alone and do the assigned tasks."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "Less effective, because if we do not have our own desire to learn, we will miss the lesson."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : "I rarely ask the teacher when learning online, because the time is limited. So, I often find out for myself."

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “Yes, I work hard. Because if you don't do it, the longer the task piles up.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “I keep learning through listening to music or reading English novels. The reason is because I like it.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “I want to, because later on the task will come from there.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “Yes, I am motivated and enthusiastic.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “For that, it depends on the deadline for which tasks should be submitted first.”

7. Do you have a dream or aspirations that related to English?

Answer : “Yes, I have aspirations related to English.”

8. Do you prefer to work independently rather that in groups?

Answer : “I prefer to do my assignments independently, because it is simpler and in accordance with what I want.”

Data 5

Name : FAD

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "In my personal opinion, it is in accordance with the syllabus. Maybe it's just incomplete, because it's a bit difficult to understand."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "When online, the teacher doesn't give a question and answer session like that, just gives assignments, Sis."

3. During online learning, has your English skills improved?

Answer : "Maybe when I study online, my English learning might be the same as in junior high school, not too much improvement. Also the teacher was a bit flat when giving the assignment, there was no explanation, my teacher gave it right away."

4. During online learning, does the teacher explain the material well?

Answer : "When online learning, the teacher does not provide further explanation, because the teacher only gives material in PPT, then it's done, just sent it."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "In my opinion, learning English online is not very effective, because sometimes when we meet face-to-face, sometimes we don't connect, especially when we don't meet or face to face, Sis."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : "I never asked the teacher, because the teacher rarely responded."

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : "Personally, I am quite diligent in doing English assignments during a pandemic, because the teacher has told me that if the test scores are small but the task is diligent in collecting, the scores will be high."

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : "Maybe in my opinion, I will not learn English if there is no assignment."

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : "If it's me, I want it, Sis. Because it also concerns the score in the report card, so whether you want it or not, you have to do that."

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : "I myself am not really motivated, because English lessons are flat and because the teacher and students seem to rarely communicate."

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : "For me, it depends on the deadline. So, for example, if there is no deadline in English, then I will do another assignment, Sis."

7. Do you have a dream or aspirations that related to English?

Answer : “For now, I haven't thought about it, but I don't know later.”

8. Do you prefer to work independently rather that in groups?

Answer : “Personally, I prefer group work because I can exchange ideas or exchange information, so it's not boring. If you're usually bored, you don't have anyone to talk to.”

Data 6

Name : HOR

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?)

Answer : "Yes, according to the syllabus."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "Yes, the teacher conducts a question and answer session related to English material."

3. During online learning, has your English skills improved?

Answer : "Yes, my English skills have improved. Because the online learning method at my school is quite effective."

4. During online learning, does the teacher explain the material well?

Answer : "Yes, my teacher explains the material very well. Because he can make a good interaction with students, so that students can understand what is being explained."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "Yes, online learning has been running effectively, because it can make students' time more flexible."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : “Yes, I asked the teacher during online learning so that I could better understand the material I was studying.”

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “Yes, I work diligently on English assignments and other tasks so that they don't pile up, so I have more free time.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “Yes, I usually repeat the material that I have learned so that it is not easy to forget in the future.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “Yes, I want to study the learning media provided by the teacher, because it can increase my knowledge and abilities in the learning process.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “Yes, I am more motivated and excited to learn English.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “I think I'd prefer to do more difficult tasks like math first.”

7. Do you have a dream or aspirations that related to English?

Answer : “Yes, my goal is to become a programmer in a famous game company and that requires good English skills.”

8. Do you prefer to work independently rather that in groups?

Answer : “Yes, I prefer to do assignments independently, because generally it is not too complicated.”

Data 7

Name : LAA

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "I think it's not in accordance with the syllabus, Miss. Because at that time the teacher just sent assignments and materials without explaining."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "Yes, but rarely. Because the teacher send assignments more often in Google Classroom."

3. During online learning, has your English skills improved?

Answer : "Just so-so, Miss. Maybe it was because the teacher sent assignments more often, so my English skills didn't improve."

4. During online learning, does the teacher explain the material well?

Answer : "I don't think so, Miss. Because the teacher rarely have virtual meetings like Zoom, almost never. So, just doing the work."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "Not really effective, Miss. Because this is an English lesson, it's difficult if no one explains it."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : "I asked the English teacher if there was any material or assignment that I didn't understand."

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : "I always diligently to collect my English assignments through Google Classroom."

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : "Honestly, Miss, I don't study unless there is an English assignment. Because in my opinion learning English alone is less effective."

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : "Yes, I want to, Miss, because when online, the only learning media used are Google Classroom and WhatsApp."

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : "I am less motivated and enthusiastic, Miss, in learning English through online. Because in my opinion learning English alone without being accompanied is difficult, Miss. So, I'm less motivated."

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : "Usually, I do my English assignments when I'm close to the deadline, Miss. So, I rarely prioritize English assignments over other tasks."

7. Do you have a dream or aspirations that related to English?

Answer : “Yes, Miss, because I have aspirations to become a *PNS* or become an employee of a *BUMN*.”

8. Do you prefer to work independently rather that in groups?

Answer : “Prefers to be in groups, Miss, because we can exchange our ideas.”

Data 8

Name : RA

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "I think the English material delivered by the teacher through online learning is in accordance with the syllabus."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "During online learning, I don't think the teacher does question and answer activities related to English material. But the teacher includes a question if we want to ask."

3. During online learning, has your English skills improved?

Answer : "In my opinion, during online learning, my English skills are less or not increasing. The reason is because the English material is difficult to understand."

4. During online learning, does the teacher explain the material well?

Answer : "I think that in learning English, the teacher explains the material well."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "I think the learning activity is less effective. The reason is because there is no direct question and answer between students and teachers."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : “Yes, I asked if I had any difficulties while learning English.”

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “Yes, I am diligent in doing English assignments. The reason is because in that task we can look for answer references, so that we are very helpful in working on it.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “I didn't study English. I only study English if there is an assignment. The reason is because I think English material is difficult to understand.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “I am not interested in studying the learning media used by teachers during the Covid-19 pandemic. Because in my opinion, the media used by teachers during the pandemic is not interesting, it's like it's not easy to understand.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “I don't think so, sis. The reason is because I am not really interested and don't really like English lessons.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “Sometimes I do English assignments first and sometimes I do other assignments first. The reason is because I do the easier tasks first.”

7. Do you have a dream or aspirations that related to English?

Answer : “I think at this time I have not thought of having aspirations related to English.”

8. Do you prefer to work independently rather that in groups?

Answer : “I prefer to work on group. In my opinion, doing assignments in groups is more fun because we can share tasks and we can share ideas, we can ask questions about what we don't know and don't understand.”

Data 9

Name : VKP

Class : X IPA 1

Students' Perception

1. Is the English material that delivered by the teacher through online learning in accordance with the syllabus?

Answer : "The material presented is in accordance with the syllabus."

2. Does the teacher conduct question and answer activities related to the English material during the online learning?

Answer : "The teacher does not do question and answer activities related to the English material that is delivered."

3. During online learning, has your English skills improved?

Answer : "It has increased, but it is because of self-study at home, not because of learning at school."

4. During online learning, does the teacher explain the material well?

Answer : "Quite good, because the material presented is quite in accordance with the syllabus."

5. During the Covid-19 pandemic, has the learning English that done through online learning been running effectively?

Answer : "Quite effective, because every week the teacher is never absent and always gives assignments to students."

Students' Motivation

1. Do you ask the teacher when you have difficulty while learning English through online learning?

Answer : "No, because the directions given are clear."

2. During the Covid-19 pandemic, do you diligently work on English assignment given by the teacher through online learning?

Answer : “Yes, because the teacher gives assignments through Google Classroom and collects them in the application.”

3. During the Covid-19 pandemic, do you still study English even though you don't have assignments?

Answer : “Yes, because while I was at home I watched a lot of English films which made me get a lot of new vocabulary.”

4. Do you want to study the learning media that used by the teacher during the Covid-19 pandemic?

Answer : “Yes, because it will be useful if there is online learning.”

5. Do you motivated and enthusiastic to learn English through online learning during the Covid-19 pandemic?

Answer : “I'm excited, but when online the learning delivered is quite monotonous.”

6. If there are any several assignments, will you do the English assignment first before doing the other assignments?

Answer : “No, because when online there are relatively many English assignments given. So I give priority to other assignments that have fewer questions.”

7. Do you have a dream or aspirations that related to English?

Answer : “Of course, because I have a dream to work in a multinational company.”

8. Do you prefer to work independently rather that in groups?

Answer : “Yes, because in my opinion working independently is more effective and efficient than working in groups.”

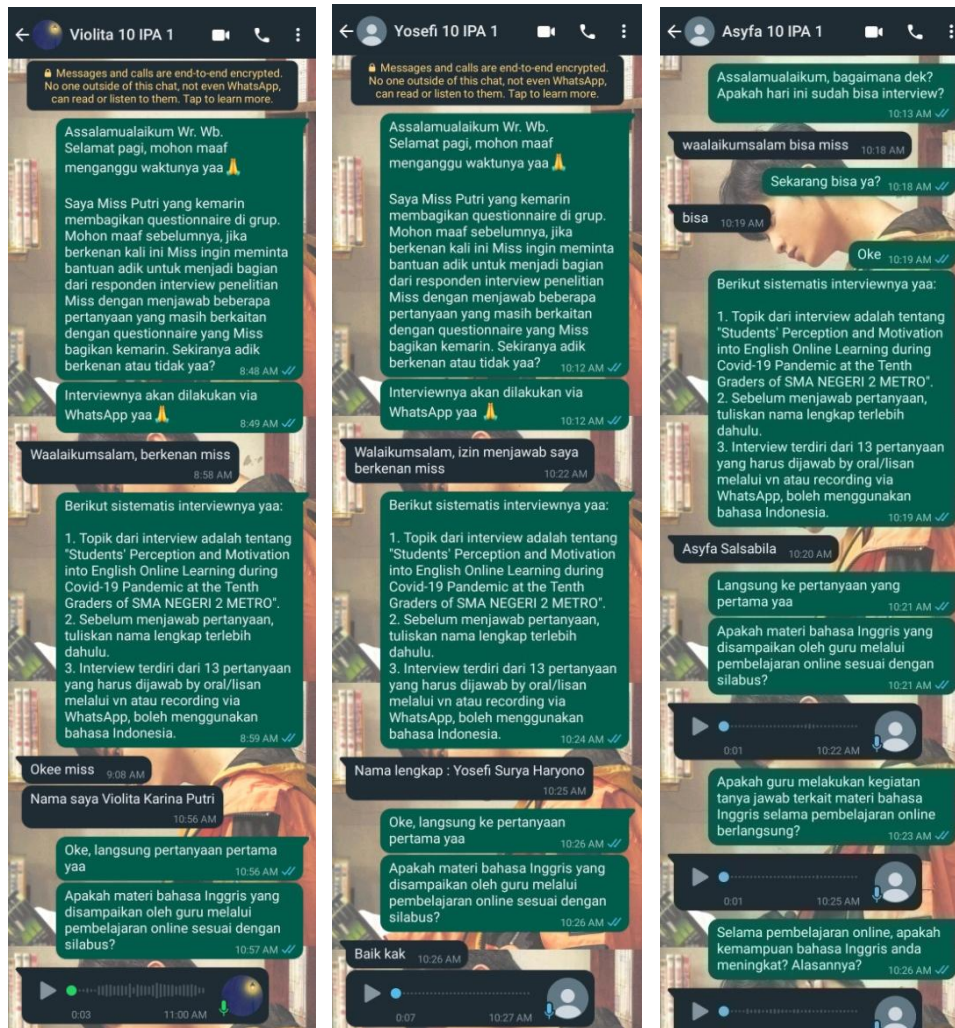
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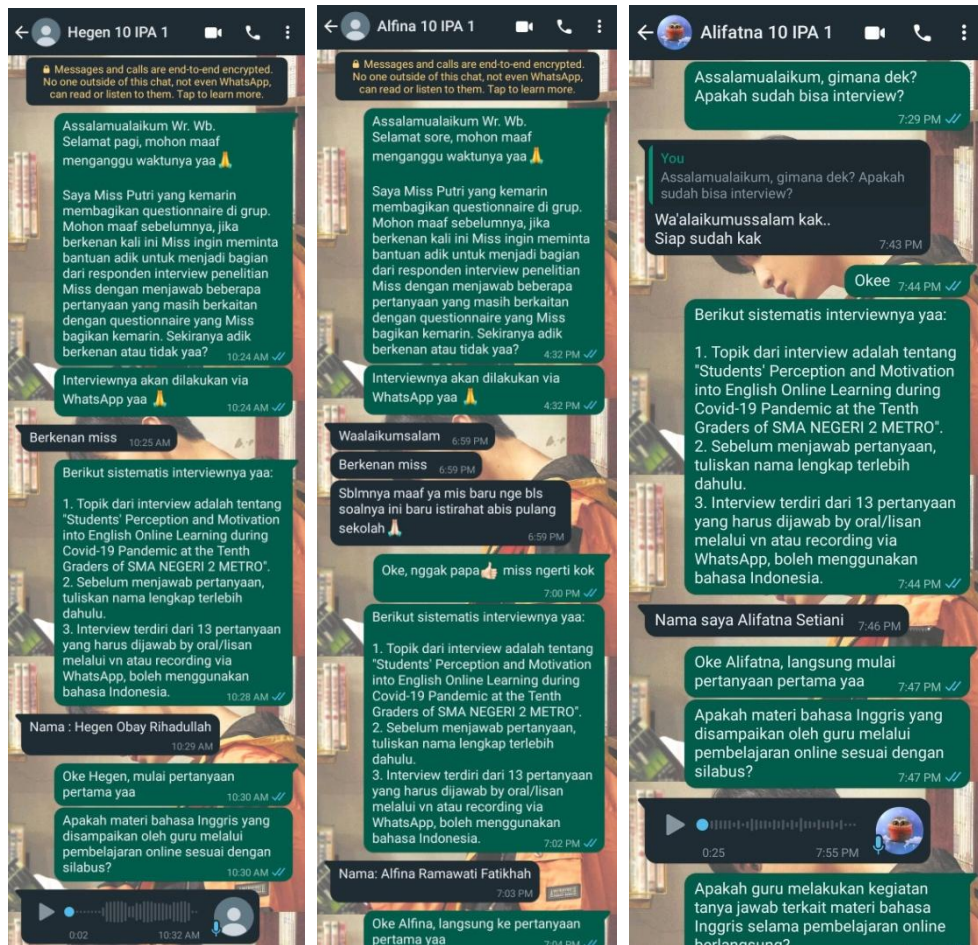
Metro

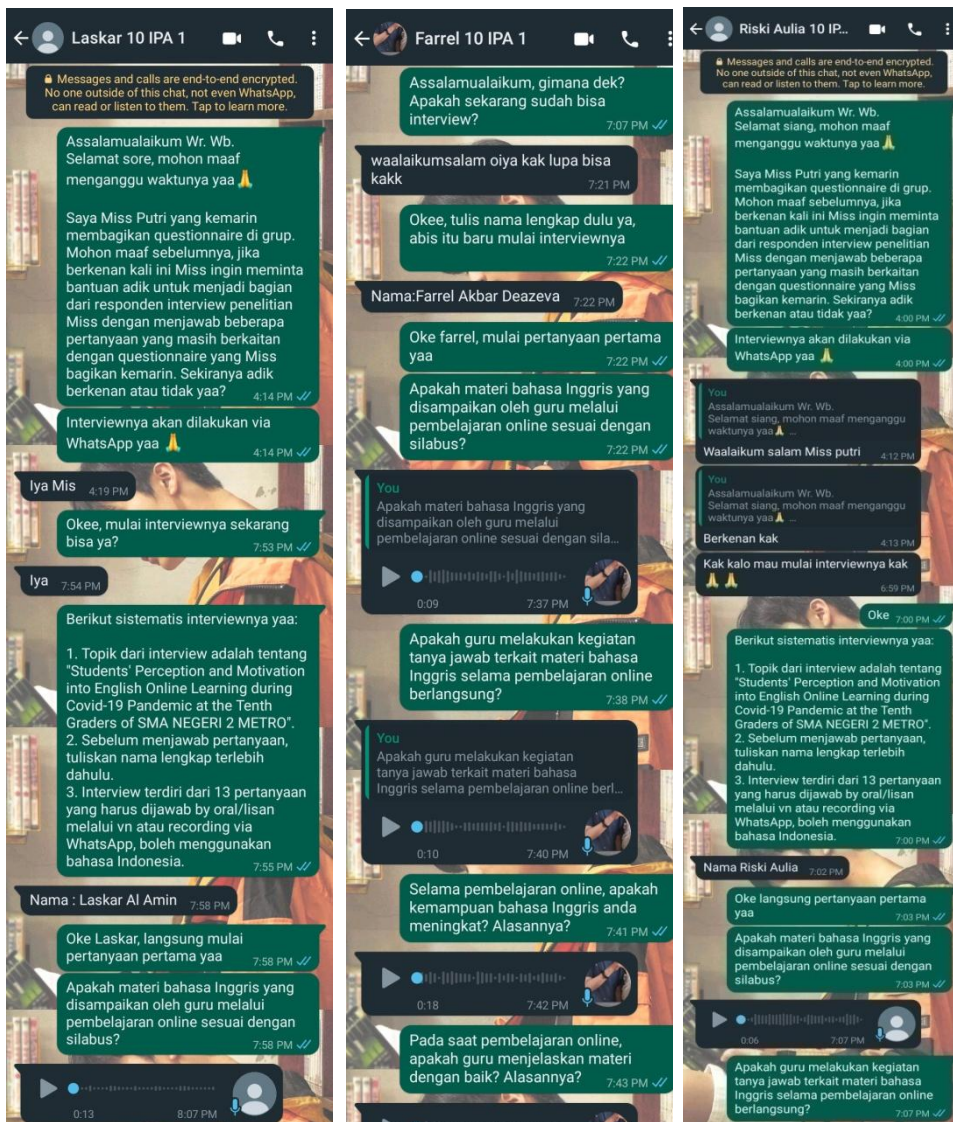


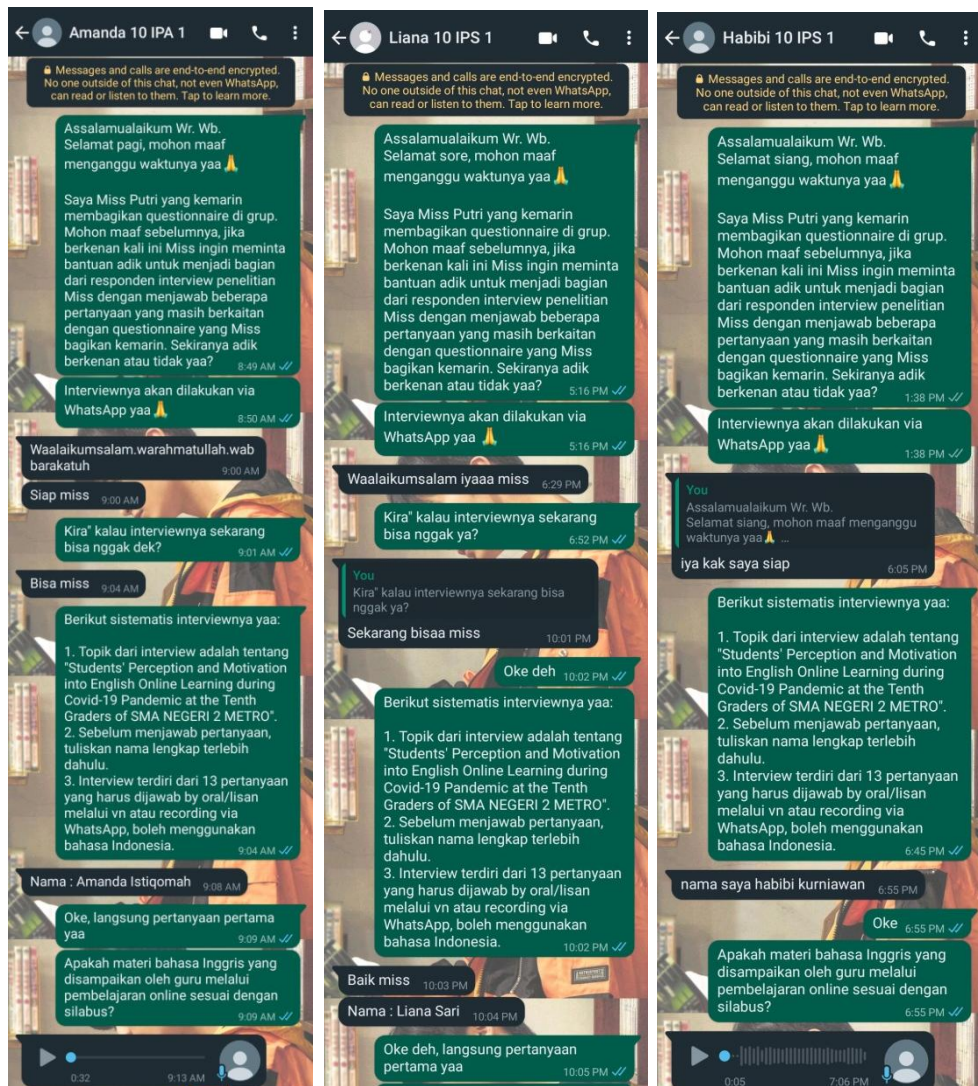
Screenshot of Students Interview by the Tenth Graders of SMA Negeri 2

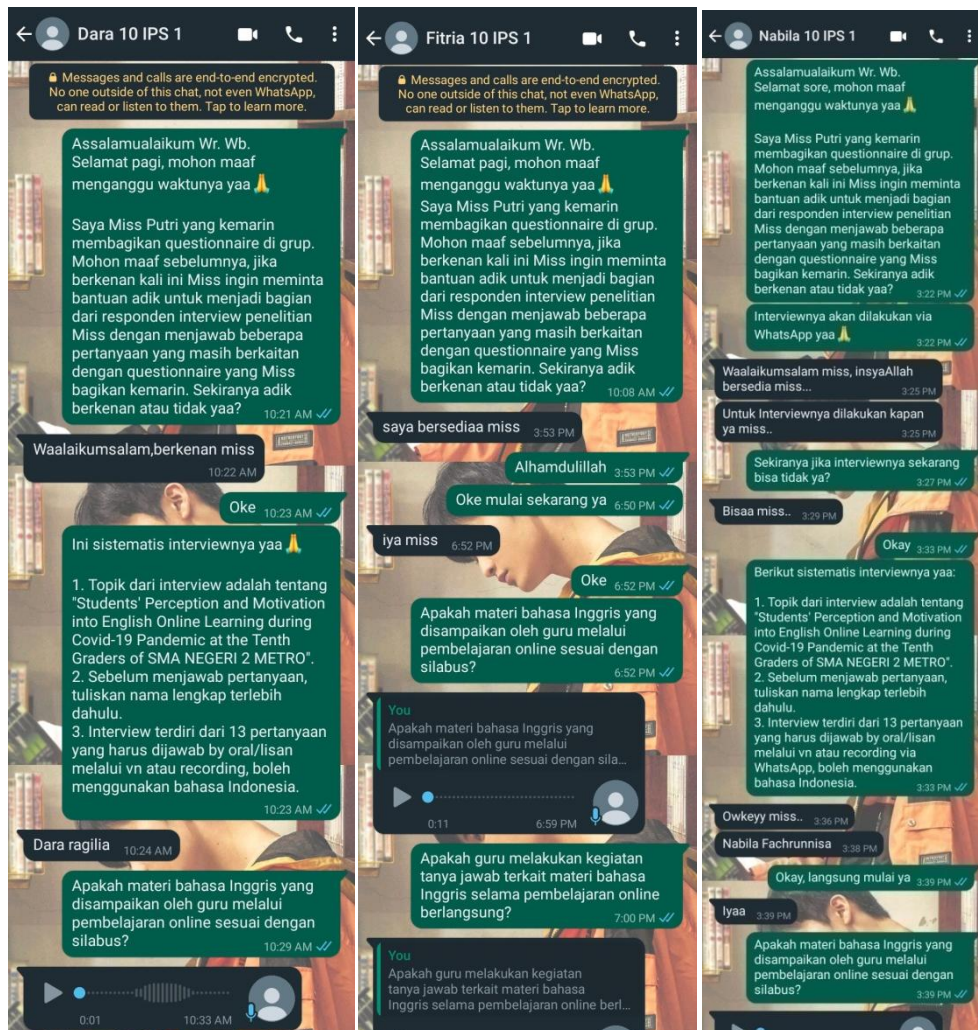
Metro

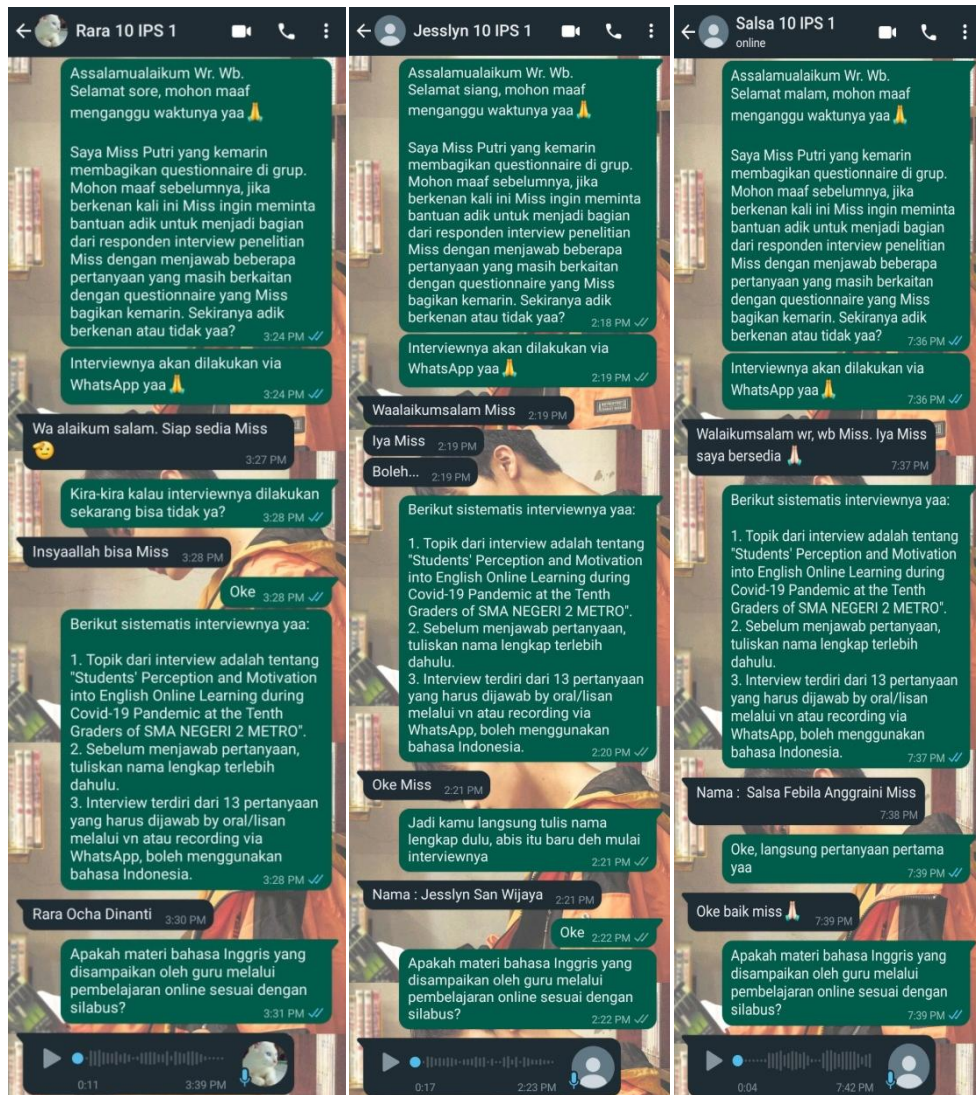












LEMBAR VALIDASI ANGKET

| Identitas Peneliti | |
|--------------------|--|
| Nama | : Putri Chandra Sari Intan Pratiwi |
| NPM | : 1801070053 |
| Judul Penelitian | : <i>An Analysis of Students' Perception and Motivation in English Online Learning during Covid-19 Pandemic at the Tenth Graders of SMA Negeri 2 Metro</i> |

Petunjuk Pengisian:

Untuk memberikan penilaian terhadap format angket tentang: *An Analysis of Students' Perception and Motivation in English Online Learning during Covid-19 Pandemic at the Tenth Graders of SMA Negeri 2 Metro*. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (✓) pada salah satu kolom 1, 2, 3 atau 4 pada setiap poin yang ada pada tabel.

Keterangan:

- | | |
|----------|---------------|
| 1 Kurang | 3 Baik |
| 2 Cukup | 4 Sangat Baik |

ASPEK YANG DINILAI

| No. | Penilaian | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| 1. | Keterkaitan indikator dengan tujuan | | | ✓ | |
| 2. | Kesesuaian pernyataan/pertanyaan dengan indikator yang diukur | | | | ✓ |
| 3. | Kesesuaian antara pernyataan/pertanyaan dengan | | | | ✓ |

| | | | | | |
|----|--------------------------------------|--|--|---|--|
| | tujuan | | | ✓ | |
| 4. | Bahasa yang digunakan baik dan benar | | | ✓ | |

Saran perbaikan:

KEPUTUSAN:

Petunjuk : Silahkan Bapak/Ibu berikan tanda centang (✓) pada kolom A, B atau C. Huruf A, B atau C mempunyai arti sebagai berikut:

A = Valid tanpa revisi

B = Valid setelah revisi

C = Tidak valid

| A | B | C |
|---|---|---|
| ✓ | | |

Validator



Leny Setyana, M.Pd
NIDN. 2016099101

LEMBAR VALIDASI ANGKET

| Identitas Peneliti | |
|--------------------|--|
| Nama | : Putri Chandra Sari Intan Pratiwi |
| NPM | : 1801070053 |
| Judul Penelitian | : <i>An Analysis of Students' Perception and Motivation in English Online Learning during Covid-19 Pandemic at the Tenth Graders of SMA Negeri 2 Metro</i> |

Petunjuk Pengisian:

Untuk memberikan penilaian terhadap format angket tentang: *An Analysis of Students' Perception and Motivation in English Online Learning during Covid-19 Pandemic at the Tenth Graders of SMA Negeri 2 Metro*. Bapak/Ibu dipersilahkan untuk memberikan tanda centang (✓) pada salah satu kolom 1, 2, 3 atau 4 pada setiap poin yang ada pada tabel.

Keterangan:

- | | |
|----------|---------------|
| 1 Kurang | 3 Baik |
| 2 Cukup | 4 Sangat Baik |

ASPEK YANG DINILAI

| No. | Penilaian | 1 | 2 | 3 | 4 |
|-----|---|---|---|---|---|
| 1. | Keterkaitan indikator dengan tujuan | | | ✓ | |
| 2. | Kesesuaian pernyataan/pertanyaan dengan indikator yang diukur | | | ✓ | |
| 3. | Kesesuaian antara pernyataan/pertanyaan dengan | | | | ✓ |

| | | | | | |
|----|--------------------------------------|--|--|--|---|
| | tujuan | | | | ✓ |
| 4. | Bahasa yang digunakan baik dan benar | | | | ✓ |

Saran perbaikan:

KEPUTUSAN:

Petunjuk : Silahkan Bapak/Ibu berikan tanda centang (✓) pada kolom A, B atau C. Huruf A, B atau C mempunyai arti sebagai berikut:

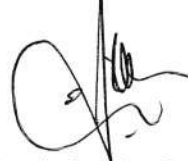
A = Valid tanpa revisi

B = Valid setelah revisi

C = Tidak valid

| A | B | C |
|---|---|---|
| ✓ | | |

Validator



Dr. Aria Septi Anggaira, M.Pd
NIP. 197909292005022006



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-3694/In.28/J/TL.01/09/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMA NEGERI 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama : **PUTRI CHANDRA SARI INTAN PRATIWI**
NPM : 1801070053
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS' PERCEPTION AND
MOTIVATION TOWARD ENGLISH E-LEARNING DURING
COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA
NEGERI 2 METRO

untuk melakukan prasurvey di SMA NEGERI 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 17 September 2021
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 METRO
NPSN : 10807560

Alamat : Jl. Sriwijaya Mulyosari 16a Metro Barat Kota Metro Telp./Fax : 0725-46684
Website : www.smandametro.sch.id e-mail : puskom.smanda@gmail.com



SURAT KETERANGAN

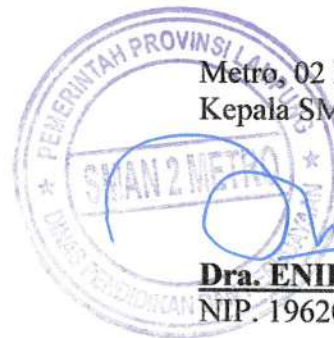
Nomor : 420/045/V.01/SMA.02/2022

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 2 Metro, menerangkan sesungguhnya bahwa :

Nama : **PUTRI CHANDRA SARI INTAN PRATIWI**
NPM : 1801070053
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STUDENT PERCEPTION AND MOTIVATION
TOWARD ENGLISH E-LEARNING DURING COVID-19 PANDEMIC AT
THE TENTH GRADERS OF SMA NEGERI 2 METRO

Telah melaksanakan kegiatan prasurvey di SMA Negeri 2 Metro tanggal 1 November sampai dengan 20 November 2021, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.



Metro, 02 Februari 2022
Kepala SMA Negeri 2 Metro


Dra. ENIE AUGUS JUNAETY, M.Pd
NIP. 196208181988032011



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2475/In.28.1/J/TL.00/06/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-
Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **PUTRI CHANDRA SARI INTAN PRATIWI**
NPM : 1801070053
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION INTO ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA NEGERI 2 METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 13 Juni 2022
Ketua Jurusan,



Andianto M.Pd

NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-3692/In.28/D.1/TL.00/07/2022
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA NEGERI 2 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3693/In.28/D.1/TL.01/07/2022, tanggal 28 Juli 2022 atas nama saudara:

Nama : **PUTRI CHANDRA SARI INTAN PRATIWI**
NPM : 1801070053
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA NEGERI 2 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS` PERCEPTION AND MOTIVATION INTO ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA NEGERI 2 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 28 Juli 2022
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 2 METRO
NPSN : 10807560

Alamat : Jl. Sriwijaya Mulyosari 16a Metro Barat Kota Metro Telp./Fax : 0725-46684
Website : www.smandametro.sch.id e-mail : puskom.smanda@gmail.com



SURAT KETERANGAN

Nomor : 420/315/V.01/SMA.02/2022

Yang bertanda tangan dibawah ini Kepala Sekolah SMA Negeri 2 Metro, menerangkan sesungguhnya bahwa :

Nama : **PUTRI CHANDRA SARI INTAN PRATIWI**
NPM : 1801070053
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris
Judul : AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION INTO ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA NEGERI 2 METRO

Telah melaksanakan kegiatan survey di SMA Negeri 2 Metro tanggal 14 Agustus sampai dengan 14 September 2022, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Demikian surat keterangan ini dibuat untuk dapat di pergunakan sebagaimana mestinya.

Metro, 27 September 2022

Plh. Kepala SMA Negeri 2 Metro



Drs. TRIWOKO HERI SUBAGIYO
NIP. 196610271993031005



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3693/In.28/D.1/TL.01/07/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **PUTRI CHANDRA SARI INTAN PRATIWI**
NPM : 1801070053
Semester : 9 (Sembilan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA NEGERI 2 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION INTO ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA NEGERI 2 METRO".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 28 Juli 2022

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



Mengetahui,
Pejabat Setempat

[Handwritten Signature]
Dra. Endang Agus Junanty, M.Pd
198803 2 011



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

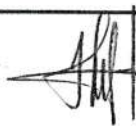

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Putri Chandra Sari I.P
NPM : 1801070053

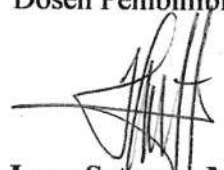
Jurusan : TBI
Semester : VII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|------------------------|---|---|------------------------|
| 1. | Senin / 26 / 21 04 |  | - Outline Stripisi - Buat latar belakang | |
| 2. | Selasa / 23 / 21 11 |  | - BAB 1 - ACC dgn Perbaikan | |

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing


Leny Setyana, M.Pd
NIDN. 2016099101



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Putri Chandra Sari I.P
NPM : 1801070053

Jurusan : TBI
Semester : VIII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|-----------------------|------------|---|------------------------|
| 1. | Kamis / 03 / 22 02 | | - BAB II - Cek kembali footnotenya - lanjut ke bab 3 dan ditengklapi dengan Bibliografi | |
| 2. | Kamis / 10 / 22 03 | | - BAB III - Untuk Penulisan nama kutipan di bodynote hanya nama belakang saja | |
| 3. | Kamis / 17 / 22 03 | | - Acc Seminar | |

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Leny Setviana, M.Pd
NIDN. 2016099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id


**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Putri Chandra Sari I.P
NPM : 1801070053

Jurusan : TBI
Semester : VIII


| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Mahasiswa |
|----|---------------|------------|---|------------------------|
| 1. | Rabu / 25/05 | | - APD - Silahkan ditambahkan indikatornya. | |
| 2. | Jumat 29/05 | | APD diterima. silahkan lanjut ke pangkah selanjutnya. | |

Mengetahui
Ketua Jurusan TBI



Andianto, M.Pd
NIP 198711022015031004

Dosen Pembimbing



Leny Setyana, M.Pd
NIDN 2016099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Putri Chandra Sari Intan Pratiwi
Jurusan : TBI

NPM : 1801070053
Semester : IX

| No | Hari/Tanggal | Pembimbing | Materiyang dikonsultasikan | Tanda Tangan Dosen |
|----|-----------------------|------------|--|--------------------|
| 1 | Selasa 25/10 22 | | Revisi Servai dgn Catatan | |
| 2 | Jumat 28/10 22 | | ACC bab 4 dan 5. Silahkan lanjut ke pendaftaran Munagsah | |

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Leny Setyana, M.Pd
NIDN.2016099101



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1301/In.28/S/U.1/OT.01/10/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Putri Chandra Sari Intan Pratiwi
NPM : 1801070053
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801070053

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.



Metro, 07 November 2022
Kepala Perpustakaan

As'ad
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id. e-mail: iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Putri Chandra Sari Intan Pratiwi
NPM : 1801070053
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris. Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 08 November 2022

Ketua Jurusan TBI



Andianto, M.Pd

NIP.198711022015031004

AN ANALYSIS OF STUDENTS' PERCEPTION AND MOTIVATION INTO ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT THE TENTH GRADERS OF SMA NEGERI 2 METRO

by Putri Chandra Sari Intan Pratiwi

Submission date: 11-Nov-2022 03:13PM (UTC+0700)

Submission ID: 1950996737

File name: 25._PUTRI_CHANDRA_SARI_INTAN_PRATIWI_1801070053.docx (155.7K)

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The name of the writer is Putri Chandra Sari Intan Pratiwi. She was born in Depokrejo, on February 15th, 2000. She is the first child of the couple, Mr. Legono and Mrs. Murniati. She lives in Adipuro, Trimurjo. She completed kindergarten at TK Kartika IX-20 YonBekAng 1 Cibinong, Bogor. Then she continued elementary school at SD N 1 Depokrejo and graduated in 2012. She continued junior high school at SMP N 2 Trimurjo and graduated in 2015. At the high school level, she continued at SMA N 2 Metro and graduated in 2018. After the school period, the writer continued her education at the undergraduate level at IAIN Metro Lampung by taking a concentration in the English Education Department until now.