

**STUDENTS' PERCEPTION ABOUT THE EFFECTS OF ONLINE EFL
DURING THE COVID-19 PANDEMIC ON LEARNING MOTIVATION**

A Case of the 10th Graders of SMAN 1 Kradenan, Grobogan

Following English Subject

FINAL PROJECT

Presented as Partial Fulfilment of the Requirements to Obtain the *Sarjana*

Pendidikan Degree in English Education



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ISLAMIC UNIVERSITY SEMARANG**

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Has been approved by the advisor and to be examined by the Board of Examiners.

Semarang, ... 1 July 2022


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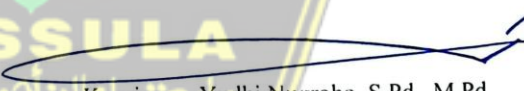
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STATEMENT OF ORIGINALITY

Hereby, I declare that the final project for the Bachelor Degree I wrote does not contain the works part of the works of other people, except those were cited in the quotations and the references, as a scientific paper should be. If my statement is not valid, I will agree to accept an academic sanction in form of revocation of my paper and my degree obtained from the paper.

Semarang, 22 Juli 2022



Yustika Dian Sari

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MOTTO AND DEDICATION

MOTTO

“You need to step outside, get some fresh air, and remind yourself of who you are
and who you want to be”

DEDICATION

This final project is dedicated to all of my beloved people which has accompanied, motivated, supported me in finishing this final project, especially my parents, and my brothers who have been patient in educating me.

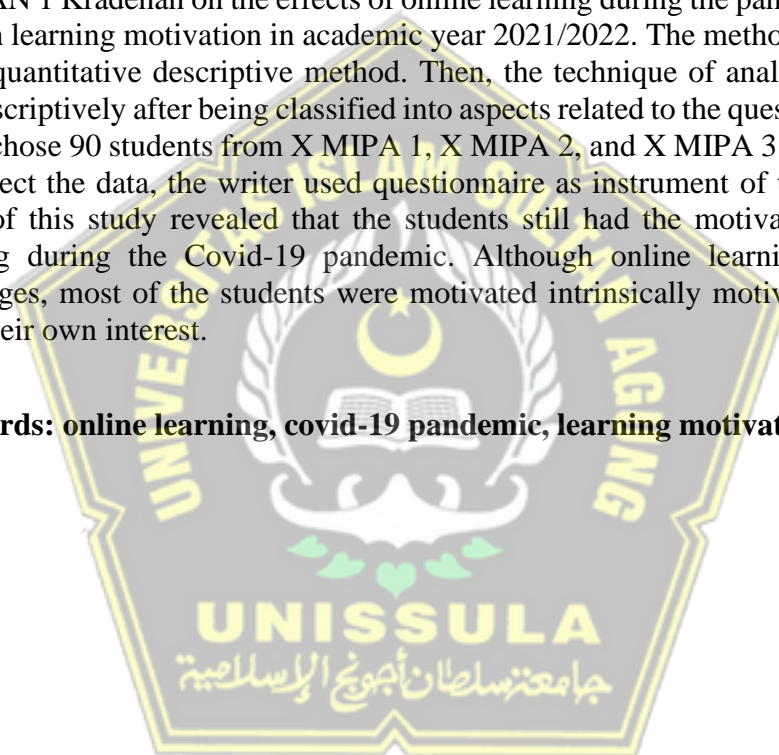


ABSTRACT

Sari, Y.D. (2022). *Students' Perception about the Effects of Online EFL during the Covid-19 Pandemic on Learning Motivation (A Case of the 10th Graders of SMAN 1 Kradenan, Grobogan, Following English Subject). A Final Project.* English Education Department. College of Language and Communication Science of Sultan Agung Islamic University.
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Online learning during pandemic had different perception from the students. Therefore, the objective of this study is to analyze the perception of the 10th Graders of SMAN 1 Kradenan on the effects of online learning during the pandemic on their English learning motivation in academic year 2021/2022. The method of this study was a quantitative descriptive method. Then, the technique of analyzing the data was descriptively after being classified into aspects related to the questionnaire. The writer chose 90 students from X MIPA 1, X MIPA 2, and X MIPA 3 as the sample. To collect the data, the writer used questionnaire as instrument of the study. The result of this study revealed that the students still had the motivation in online learning during the Covid-19 pandemic. Although online learning had many challenges, most of the students were motivated intrinsically motivation, namely from their own interest.

Keywords: online learning, covid-19 pandemic, learning motivation



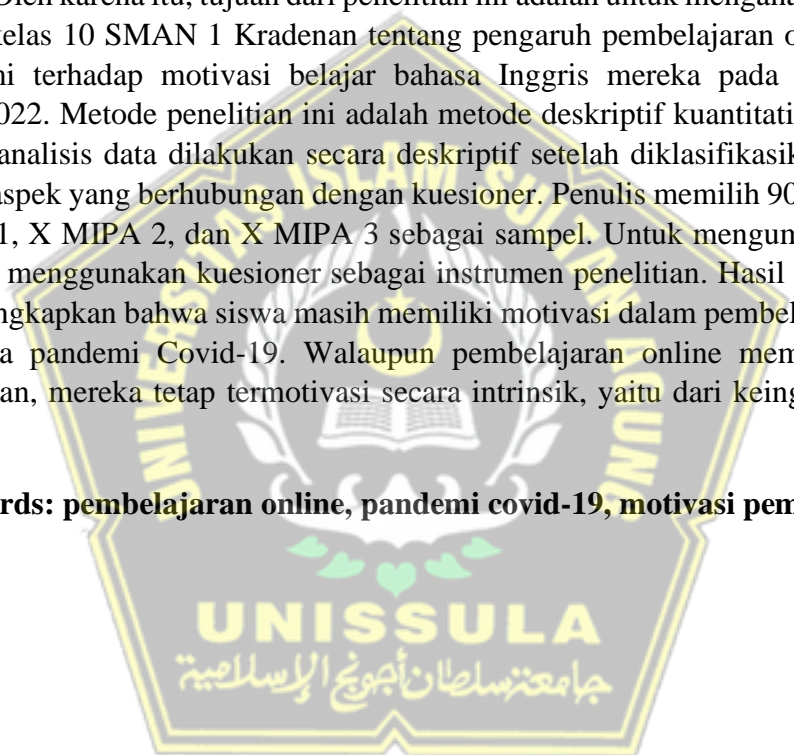
INTISARI

Sari, Y.D. (2022). *Persepsi Siswa tentang Pengaruh Pembelajaran Bahasa Inggris secara Online saat Pandemi Covid-19 terhadap Motivasi Belajar (Kasus Siswa Kelas X SMAN 1 Kradenan, Grobogan, Mengikuti Mata Pelajaran Bahasa Inggris)*. Sebuah Tugas Akhir. Departemen Pendidikan Bahasa Inggris. Sekolah Tinggi Ilmu Bahasa dan Komunikasi Universitas Islam Sultan Agung.

Pembimbing: Hartono, S.S., M.Pd

Pembelajaran online di masa pandemi memiliki persepsi yang berbeda dari siswa. Oleh karena itu, tujuan dari penelitian ini adalah untuk menganalisis persepsi siswa kelas 10 SMAN 1 Kradenan tentang pengaruh pembelajaran online selama pandemi terhadap motivasi belajar bahasa Inggris mereka pada tahun ajaran 2021/2022. Metode penelitian ini adalah metode deskriptif kuantitatif. Kemudian, teknik analisis data dilakukan secara deskriptif setelah diklasifikasikan ke dalam aspek-aspek yang berhubungan dengan kuesioner. Penulis memilih 90 siswa dari X MIPA 1, X MIPA 2, dan X MIPA 3 sebagai sampel. Untuk mengumpulkan data, penulis menggunakan kuesioner sebagai instrumen penelitian. Hasil penelitian ini mengungkapkan bahwa siswa masih memiliki motivasi dalam pembelajaran online di masa pandemi Covid-19. Walaupun pembelajaran online memiliki banyak tantangan, mereka tetap termotivasi secara intrinsik, yaitu dari keinginan mereka sendiri.

Keywords: pembelajaran online, pandemi covid-19, motivasi pembelajaran

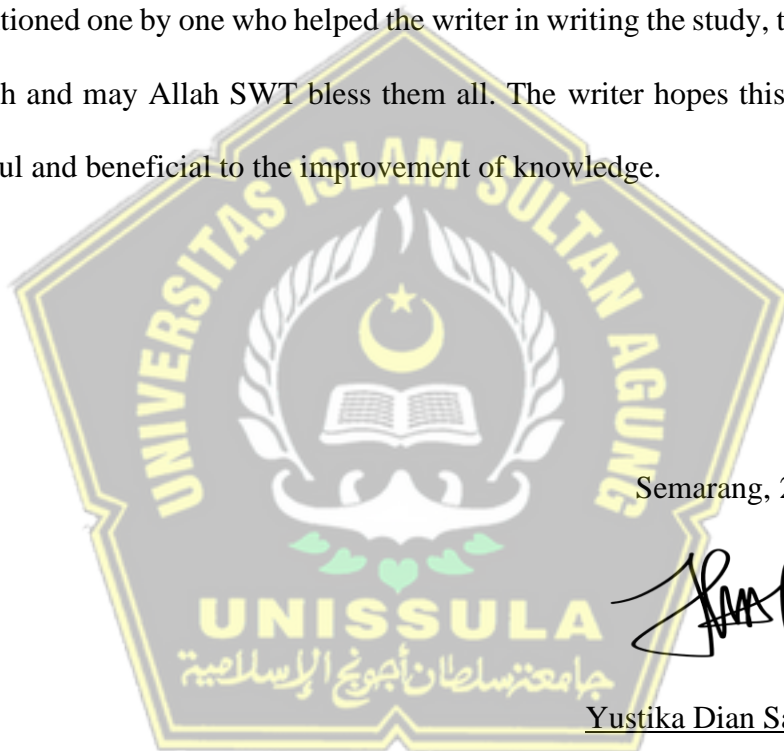


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Semarang, 22 Juli 2022

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, the reason for choosing the topic, the statement of the problems, the objectives of the study, the limitation of the study, the significance of the study, the definition of key terms, and the organization of the study.

1.1 Background of the Study

Covid-19 is a contagious disease caused by a type of coronavirus. This is a new virus and unknown illness before the outbreak in Wuhan, China in December 2019. On March 2, 2020, the government announced two cases of positive Covid-19 patients in Indonesia for the first time. However, University of Indonesia (UI) Epidemiologist Pandu Riono said the SARS-Cov-2 coronavirus as the cause of Covid-19 had entered Indonesia since early January. The Covid-19 virus spread very quickly, namely through droplets of the saliva of fluids from the nose when an infected person sneezes. The impact was tremendous for all citizens of Indonesia and other countries. According to Tedja (2020), policy implementation was an important stage in the public policy process. There were many new rules from the government that Indonesian people had to follow to minimize the spread of viruses, sanctions were imposed if the rules were not obeyed. Lockdown policies and restrictions on social relations were carried out to prevent the spread of Covid-19.

The world of education was also severely affected by this virus. First, in history, many schools in Indonesia and abroad had been closed for more than a year,

and they had to implement online learning due to the coronavirus outbreak. Starting from March 16, 2020, the Provincial Government of DKI Jakarta had decided to close all schools for two weeks and the students had to study at home so as not to be exposed to the coronavirus (Kompas, March 14, 2020). Since the implementation of online learning, many things had been changing. Starting from face-to-face, now students had to study at home and had meetings with teachers, through E-Learning platforms, like google meet, zoom, Ruang guru, etc. That was practiced to minimize the spread of the virus and avoid large gatherings of people. Students and teachers were required to make the best use of online learning. Broad enough and affordable Internet access was required, especially for elementary and junior high schools.

Then the students' assessment was also online, where they did the exam questions facing the screen of their cell phone or laptop to get a score from the teacher. Online learning was still considered a new paradigm in the teaching and learning process because students and teachers did not need to be present in class. They only relied on an internet connection to carry out online learning, they could not follow the teaching without a connection. E-Learning could help develop skills in technology (Hidayat, 2020). Toward online learning, students had to understand the technology in daily learning. Students needed to update their insights and adapt them to increasingly developing technology. However, not all students could follow online learning easily. For those who could not access the internet caused by bad signals in their area, and were economically deprived during the pandemic, it felt hard to buy an internet quota that runs out faster.

1.2 Reasons for Choosing the Topic

There were some reasons why the writer chose the topic of “Students’ perception about the effects of online learning during the pandemic on their motivation: A case of the English subject delivered for the 10th graders of SMAN 1 Kradenan, Grobogan, following English subject”. They are as follows:

1. Learning motivation was very important to determine learning success, and the teacher always needs to make an effort to develop students’ learning motivation even with online learning. Face-to-face learning in class and online learning have differences for students. So, the writer had a reason, namely knowing students’ perceptions of online learning during the pandemic.
2. Online learning was implemented online during the Pandemic, and even though it had been running for more than a year, there were still many problems that arise in real life. So, the writer chose this topic to know the effects of online classes on the students’ learning motivation.
3. Government, schools, teachers had to try and innovate to maintain and even improve students’ learning motivation continuously so that knowing their learning motivation in online learning would be very useful in developing future learning and teaching programs and innovation.

1.3 Research Question

Based on the background and reasons for choosing the topic presented above, the problem of this study was formulated as: What did the 10th Graders of SMAN

1 Kradenan perceive about the effects of Online learning during the pandemic on their English learning motivation?

1.4 Objective of the Study

Based on the statements of the study, the objective of this study was to analyze the perception of the 10th Graders of SMAN 1 Kradenan on the effects of online learning during the pandemic on their English learning motivation.

1.5 Limitation of the Study

This limitation focused the discussion of one topic and avoids the big problems area of other topics. Based on the problem identification above, this study was focused on Senior High School of 1 Kradenan students' perception about the effects of online learning during the pandemic on the students' motivation. The writer chose this topic because she wanted to know more about the impact of online learning on students.

1.6 Significance of the Study

The writer hopes that this study can help readers. This study has two kinds of significance; they are pedagogical and practical significance:

1. Pedagogical Significance

a. For students

This study can be useful for reference about online learning effects during the covid-19 pandemic on students.

b. For teacher

This study can be useful to enrich knowledge about the perception of online learning during the pandemic.

- c. This study can be helpful to add insight about online learning in one of the high schools for readers

2. Practical Significance

- a. For students

Students can add knowledge and convey their perceptions of online learning. Students have to adjust to the conditions during the pandemic; so that they can increase their learning motivation.

- b. For teachers

Teachers can find out and measure more about students' motivation in learning.

1.7 Definition of Key Terms

1. Perception

Perception is conscious sensory experience from the environment, so somebody can identify its meaning (Goldstein, 2010). A stimulus received by someone through receptors or senses which are then processed in such a way that the person is aware of and understands the things he feels. For example, many people do not agree with the information, and many people agree with the information, so everyone has their perception according to their mindset.

2. Covid-19 Pandemic

Covid-19 pandemic is a disease caused by coronavirus two acute respiratory syndrome that causes substantial morbidity and mortality (Muniyappa &

Gubbi, 2020). This situation has led to changes in all sectors, including education. After the pandemic became more widespread in Indonesia, the government and the minister of education decided to stop schools and colleges from gradually advancing directly and replacing them with online learning.

3. Online Learning

Online learning is when students take education via the internet (Rifiyanti, 2020). Teachers and students do not meet face to face in the classroom. This learning system is carried out in their respective homes and uses gadgets when studying. In undergoing online learning, both the teachers and students must have good connections to facilitate this learning.

4. Learning Motivation

Giving motivation to students is essential, because students will be spirited in learning, and want to be more advanced in the future. As stated by Purnama et al., (2019), motivation is a combination of effort plus desire, which gives reasons for people's actions, wants, needs to achieve learning goals. Every student has a different level of motivation, especially when studying online students are required to study independently at home; when there is no desire and motivation from others, students will feel lazy to study.

1.8 Organization of the Study

This study consists of five chapters, and each chapter explains a different topic.

Chapter I is an Introduction. This chapter consists of the Background of the Study, Reasons for Choosing the Topic, Statement of the Problem, Objective of the Research, Limitation of the Study, Significance of the Study, Definition of Key Terms and Organization of the Research.

Chapter II is Reviews of Related Literature. This chapter contains Theoretical Framework and Previous Study. So, the writer discusses the Theoretical Framework. By seeing this chapter, the reader will know what kind of theory was used in this study.

Chapter III is the Method of the Study that consists of the Design of the Study, Subject of the Study, Data of the Study, Instrument of the Study, Technique for Collecting Data, Data Collecting Procedure, and Data Analysis. The reader will know the data used and the method used to analyze the data by seeing this chapter.

Chapter IV is Analysis of Results and Discussion. The results of this study include the Validity of the Instruments and Reliability Test, Data Analysis, and Discussion.

Chapter V covers the Conclusion and Suggestion.

CHAPTER II

REVIEWS OF RELATED LITERATURE

To support this study, this chapter presents some related theories. This chapter discusses the definition of Online Learning, some theories about Perception, Learning Motivation, and conceptual framework.

2.1 Perception

In this sub-chapter, there are two discussions. They were the definition of perception, and the types of perception.

2.1.1 Definition of Perception

Perception is the five senses in attitude that can be influenced by a person's view in his mind about something (Nasution & Ahmad, 2020). According to Babuts (2017), perception is a process to interact with our environment where we take in sensory information from our environment and use that information. So, somebody can take the information and make it into something meaningful. Perception is to understand and represent the environment through cognitive skills, identification, and interpretation of sensory information (Tourimpampa et al., 2018). Perception does not appear by itself, but through many factors that occur, such as through various processes and discussions in class, it will make each student will have a different perception.

2.1.2 Process of Perception

According to Qiong, (2017), there are three stages of perception, they are selection, organization, and interpretation.

1. Selection

Selection is the first process of perception, selection refers to select some information, most people perceive only part of the information from the environment through a selective process. Therefore, most people cannot understand all the information available, because by doing so experience information will overload. Only pay attention to the stimuli we are interested in through the process of selective perception.

2. Organization

After selecting information from the outside, most people need to organize it to find certain meaningful. Organization is done by placing information or things into categories, and therefore it is also called categorization or groups. Puts raw stimuli from the outside world into a structured, meaningful experience.

3. Interpretation

Interpretation refers to the process of assigning meaning to selected stimuli. After pay attention to a stimulus, the brain will receive and organize the information, then interpret it in a reasonable way using existing information. For example, when somebody takes the information that have perceived and organized, that will turn it into something that he can categorize.

Based on the description above, it can be concluded that perception is a process of direct awareness of an object including the existence of objects, events

and other people through assigning values to the object. So, everyone has a different perception of something even from the closest people though.

2.2 Covid-19 Pandemic

In this sub-chapter, there are two discussions. They are definition of Covid-19 pandemic, and the Covid-19 pandemic has affected in education.

2.2.1 Definition of Covid-19 Pandemic

The covid-19 pandemic is a disease that causes considerable morbidity and mortality due to the emergence of acute respiratory syndrome coronavirus 2 SARS-CoV-2 (Muniyappa & Gubbi, 2020). Covid-19 is a disease caused by the novel coronavirus, which is a threat to humans in a world that has turned into a pandemic (Naja & Hamadeh, 2020). The Covid-19 Pandemic has changed many education sectors, especially in the teaching and learning process (Wahidiyati, 2020). During the pandemic, initially, all learning was done offline, face-to-face at school, now it has changed from students learning from home, and teachers working from home. Since the Covid-19 pandemic emerged, it has caused the biggest disruption to the teaching and learning history system in Indonesia and throughout the country.

2.2.2 The Covid-19 Pandemic has affected in Education

The Covid-19 pandemic has made online learning a new alternative, which encourages lecturers and teachers to teach at home and students learn from home, new behavior changes in learning that have a broad impact on various aspects of educational life such as changes in the work system where lecturers/teachers must implement the learning process from face-to-face learning to online learning (Laili & Nashir, 2021). The Covid-19 pandemic has disrupted in the world of students'

lives, not only at their level and course of study but also in their program studies. When the Covid-19 outbreak occurred, many institutions use technology to deliver learning (Daniel, 2020).

From the explanation above, it can be concluded that covid-19 is a dangerous disease or coronavirus that outbreak from Wuhan, China, at the end of 2019. The Covid-19 pandemic affected many sectors, especially in education. The changing from face-to-face learning to online learning, the learning system, lesson plans and online student assessments.

2.3 Online Learning

In this subchapter, the meaning of online learning, the advantages and disadvantages of online learning, the challenges of online learning, and online learning during the pandemic in Indonesian context are discussed.

2.3.1 The Definition of Online Learning

According to Bhuana & Apriliyanti (2021), online learning is a student activity using the web or any application as a learning medium and is carried out by distance learning. Students and teachers conduct learning without meeting face to face and only through mobile phones with internet access (Rifiyanti, 2020). Online learning is learning that is accessible anywhere and anytime requires low costs and is convenient for students (Anwar & Wahid, 2021). The online learning system is different from traditional learning carried out in the classroom (Rifiyanti, 2020). During the pandemic, students are required to carry out learning activities online and do not need to go to school. They only need to hold a cell phone at home and only check information and schedules from the school via the web, class

WhatsApp group or other groups, therefore it makes students not have to bother to get learning, because they can access it while at home.

According to Platt et al. (2014), online learning in this delivery method has the potential to change the direction of higher education by expanding educational opportunities, changing student populations, and encouraging the development of new pedagogical methods. The thing that needs to be conducted when carrying out online learning is that every student or teacher has a smartphone or laptop/computer that has fairly stable internet access. Then they use various applications or media that can be used to carry out distance learning. With the implementation of online learning, it is expected to increase the role of students when learning takes place; because there are no limitations of space and time.

2.3.2 The Advantages and Disadvantages of Online Learning

Every learning must have its advantages and disadvantages. Online learning also must have advantages and disadvantages, both from the implementation of learning; and for the students themselves. Having implemented online learning in education, especially for colleges and high schools, has several benefits, and considering some of the advantages and benefits, online learning is considered one of the best educational methods during a pandemic.

As stated by Arkorful & Abaidoo (2014), there are some advantages and disadvantages of implementing online learning in education. The advantages of implementing online learning, obtained from a literature review are;

1. With online learning and learning methods, it will support students to learn individually and collaboratively by utilizing various platforms on the internet (Anwar & Wahid, 2021).
2. Students can take advantage of online discussion forums between students. Through these forums, online learning is expected to help eliminate obstacles in the form of fear of talking to other students. Online learning motivates students to interact with others, as well as exchange and appreciate different points of view.
3. Online learning can be reached everywhere and every time with the condition of some facilities that support the teacher or lecture (Alchamdani et al. 2020).
4. Online learning always considers individual differences with other students. For example, some learners prefer to focus on a specific part of a course, while others are prepared to review the entire course.

There are the disadvantages of implementing online learning in education, such as;

1. When E-learning is applied as an educational method, students experience a lack of interaction or relationships. Online learning makes students less social in conventional classes, they lack communication with their classmates (Yuzulia, 2021). Therefore, to reduce these effects, it takes very strong inspiration and skills with time management.
2. The learning process is much easier with the use of face-to-face in terms of clarification, offering explanations, and interpretations.

3. When carrying out online learning can be hampered due to noisy home environment conditions and unstable internet networks (Alchamdani et al. 2020).
4. E-learning has shortcomings in terms of improving students' communication skills. They may not have the skills needed to convey the knowledge they have acquired even though they have excellent academic knowledge.
5. In assessments such as final exams conducted online, it will be difficult to monitor or regulate bad activities such as cheating.

From the advantages and disadvantages above, it can be concluded that although there are many disadvantages via online, online learning is the best way of learning during the covid-19 pandemic, because it can be done by distance learning. Seeing the disadvantages above, it will be nice if the lack of online learning can be a correlation material for the progress of learning in the future.

2.3.3 The Challenges of Online Learning

The covid-19 pandemic situation is a new challenge for all teachers and lecturers to maintain the psychological condition of students during distance learning. Therefore, many studies have identified the opportunities and challenges of using information technology in online learning in schools during the covid-19 pandemic (Azhar, 2020). For students who have an active character in learning, virtual classes are not as interesting as when face-to-face classes are in class. The most important thing that cannot be felt in online learning is class socialization or communicating optimally (Yuzulia, 2021). Students when studying at home each tend to learn independently without studying in groups directly with their friends,

this causes students to not be able to communicate directly as well as when done in class. They only discuss material, knowledge, and tasks through private chats or discussion groups on cell phones.

As suggested by Bhuana & Apriliyanti (2021), the challenges are classified into three aspects, as presented below;

1. Technology

Technology has an impact on teachers when delivering the material to be studied to students. There are three things to consider: infrastructure, access, and applications used. When teaching and learning process, teachers and students will need technology to carry out the learning so that it can run smoothly. Online learning will provide better performance for students; because they also understand technology besides being knowledgeable (Dwijuliani et al. 2021). The main obstacle of conducting online learning is internet speed. If they are in their respective homes, the internet speed will vary, some have problems with internet access, such as poor internet signal or less internet quota. With this problem, teachers will be required to choose to use applications or infrastructure that are easy to use and do not drain too much internet charges.

2. Content

The teacher must make a good lesson plan and must understand how students learn and ways to make students more interested and interested in learning. In delivering the material, the teacher must be able to convey the material to online media that is more easily accessible. At the next stage so that the

material is easy to learn by students later and must find a good media to store the material. Also, the teacher will make a module that will be delivered to the students. This module is a simplification of the material in the textbook that will be used in offline learning. This module also includes several worksheets for students to complete. The obstacle in making the module is that the teacher must be able to ensure the quality of the material that must be in line with the textbooks used in face-to-face learning.

3. Students

In addition to technology, content is a challenge for online learning, the third challenge is students. When applied online learning, not all or less than half of the number of students are active in answering questions and responding to interactions. This situation makes the teacher feel frustrated and think that online learning is less effective. The signal from student phones is not always good. Therefore, this problem is a consideration for some teachers not to use video conferencing when online learning. Support from parents is a challenge that must be faced. Parent support is a key role in the online learning and teaching process. Not all students get support from parents in doing online learning. Also, the students feel they could not get maximum knowledge from the teacher's explanation in full online teaching-learning activities (Wahidiyati, 2020). Students rarely take online classes and submit assignments because they are required to help with homework that must be completed immediately.

From discussion above, the writer concludes that there are many challenges for teacher and students when implementing online learning during the pandemic that are still being faced. However, when viewed from positive side, actually the digitalization process is very important for the progress of education in Indonesia.

2.3.4 Online Learning during the Pandemic: Indonesian Context

As reported by *TimesIndonesia*, 11/04/2020, the online learning that takes place from the impact of the covid-19 pandemic, is shocking in almost all areas, from districts/cities, provinces, centers even the international world (Suharwoto, 2020). In Indonesia, the covid-19 pandemic forced society to apply social distancing, or in Indonesia, it's better known as physical distancing to forestall covid-19. Thus, it was designed to slow the coronavirus outbreak in society. The ministry of education and culture responds with study from home policies through online study. According to Wismawarin (2020), based on the author's survey, at the beginning of the pandemic, the online learning policy was quite appropriate. Parents and teachers consider that this is the best way to protect students from exposure to Covid-19. However, the longer the anxiety begins to be felt with the online learning time being extended. Starting from the anxiety felt by parents, students, and teachers who feel online learning is less effective. Some teaching materials (such as mathematics, arts, and sports) cannot be conveyed properly. All teachers also do not have experience with online learning systems so teaching methods and media still tend to be repetitive and less innovative.

As reported by *Dinas Pendidikan*, 30/09/2021, when the pandemic has begun to decline, by observing health protocols and social distancing, many schools have

decided to take action not relying on online, but with other methods (Meilwansyah, 2020). Another method is the first, the face-to-face learning method but is carried out with limited students and is carried out in the yellow or green zone. The second is the home visit method, namely the teacher who visits students' homes at a certain time. Thus, the material can be delivered properly because it is guided directly by the teacher. The third is blended learning, which is this method using an online system as well as face-to-face through video conferences. So, even though students and teachers are online learning, they can still interact with each other. This method is effective for improving students' cognitive abilities.

From the discussion above, the writer concludes that online learning is teaching and learning process implemented via internet, students and teachers only meet on their cell phone or laptop screen. Although, online learning has advantages and disadvantages, most people are not ready with online learning, from technology, learning method, and also students, but it must still be done. Since all schools have implemented online learning, teachers and students can access a lot of information, and can be accessed from several sources on the internet then they combine it from online and their books. So, all students and teachers must be ready to implement online learning in their respective homes.

2.4 Learning Motivation

In this sub-chapter, two topics are discussed, namely the definition of learning motivation and the role of learning motivation in achievement.

2.4.1 The Definition of Learning Motivation

According to Purnama et al. (2019), motivation is when a person has wants, needs, actions that encourage him to achieve learning goals towards a goal. Learning motivation is a very important and much-needed basis for learning activities (Badaruddin & Untung, 2020). Learning motivation is an encouragement that exists in students who have a function as an effort to achieve their goals or achievements (Rafiola et al., 2020). While according to Moh Ghoizi Eriyanto et al. (2021), learning motivation is also a factor driving student learning outcomes because learning motivation itself is a mental factor that encourages learning. In the world of education, learning motivation for students is very important. Without motivation, learning is impossible (Bakar, 2014). With motivation, students have a willingness to learn new things and material presented by the teacher, as well as a willingness to do assignments and achieve goals. So, learning motivation can change the future, including student success.

Students' learning motivation when doing learning is one of the main factors that are important so that the learning process runs well and smoothly. They will be more spirit in learning and more advanced in the future by having learning motivation. However, the most important kinds of motivation that make students have a willingness to learn are the motivation that comes from within the individual (intrinsic), and motivation that comes from outside the individual (extrinsic). According to Tokan & Imakulata (2019), intrinsic learning motivation is a force that arises and drives students in the form of desires, aspirations, and abilities to become teachers, for example, biology teachers. While extrinsic is the motivation that is influenced from outside, such as the motivation given by the closest person.

2.4.2 The Role of Learning Motivation

In the learning process, students learning motivation is very important for the achievement of student performance or learning achievement (Dwijuliani et al. 2021). Student learning motivation has an important role in achieving the learning objectives that have been set, therefore from the beginning motivation must exist in students so that the learning objectives that have been formulated can be achieved optimally. Learning motivation involves motivation from within/outside oneself, namely internal factors and external factors. Internal factors consist of student aspirations, student learning abilities in terms of understanding lessons, and students' physical and spiritual conditions. External factors that come from outside, dynamic elements of learning, and teacher efforts in teaching students (Widiyanti et al., 2020). The most influential factor is the external factor, namely the teacher's efforts in teaching students while in class. A person gets motivated from the outside and gets pushed to achieve goals with external incentives such as rewards and achievements (Badaruddin & Untung, 2020).

Learning motivation is needed and can influence many factors on students during the teaching and learning process. For example, learning motivation has the effect of enthusiasm for learning, doing assignments, and achieving dreams in the future. Learning motivation, especially student curiosity, has a great influence on learning outcomes (Badaruddin & Untung, 2020). When online learning is carried out, a learning system that is by student needs is very important to increase learning motivation, because it has an important role in supporting student learning and achievement.

2.4.3 Types of Motivation

According to Sansone & Harackiewicz, (2000), there are two categories of motivation, as presented below.

1. Intrinsic motivation

Intrinsic motivation is motivation comes from internal factors or internal needs. For example, somebody can remember cases or material in which may have read books both because of the inherent pleasure in doing so. When somebody is intrinsically motivated, he will enjoy an interest, a material of study for the fulfilment of education and having fun.

According to Atma, et al. (2021), the intrinsic motivation also has six factors, namely intelligence, physical, attitude, interest, talent, and motivation. All of these factors come from within the individual. Because of heredity or supporting factors such as have a goal for the future, have some discussions with others, problem solving, and critical thinking about some problem so that these factors can grow within the individual.

Based on the explanation above, it can be concluded that intrinsic motivation is a desire from within for someone to do something in order to achieve a certain goal. Building self-motivation is not easy. The first thing to do is understand somebody's personality, character, and recognize his natural talents and the weaknesses.

2. Extrinsic motivation

Extrinsic motivation is motivation comes from external factors that are managed or given by others, and out of a desire to gain a teachers' or parents'

approval. Someone is being extrinsically motivated to perform, achieve, or do something for the external rewards he gets from it.

The extrinsic motivation also has four types, namely external regulation, introjected regulation, identification, and integrated regulation (Ryan & Deci, 2000). External regulation is the behaviour is carried out to fulfil an external request or obtain externally imposed contingency rewards. Then, introjected regulation is a type of internal regulation that is still quite controlled the person to perform the action under pressure to avoid guilt or anxiety or to achieve an increase in ego or pride. While identification is the person has been identified with self-interest of a behaviour and thus accept its rules as hers. The last is integrated regulation refers to a person who internalizes the reason for an action and assimilate it by self, the more an extrinsically motivated person's actions become self-determined.

So, extrinsic motivation is the desire to achieve something with the aim of getting an award or to avoid unwanted things such as being scolded by parents for not studying. It could be because of pressure from others for us to do something, then after someone do that will feel happy. Therefore, extrinsic motivation can also be said as a form of motivation in which learning activities are initiated and continued based on external encouragement.

Based on explanation above, it can be concluded that learning motivation is students feel spirit to learn something or subject of study, and they will try to achieve their goals optimally. Learning motivation must be owned by every student

even if it is from internal or external, so that are more advanced and they can prove what they want to achieve.

2.5 Review of Previous Studies

This sub-chapter explain some studies that have been done focusing on students' perception using online learning in English classrooms during the covid-19 pandemic on learning motivation.

The first related study was done by Nufus & Rohbiah (2022) entitled "Students' perception and motivation toward English E-learning during covid-19 pandemic at ninth grade of MTSN 1 Serang city". This study aimed to investigate the students' perception and motivation from the students' experiences during covid-19 pandemic. The writer obtained data from a questionnaire on student perceptions and e-learning motivation during the covid-19 pandemic and analyzed it qualitatively. The participants of this study were ninth grade of students at MTSN 1 Serang City. The result of this study showed that E-learning is a good alternative way to do learning in the era covid-19 pandemic. They also easy to understand to learn English, because the English material delivered by the teacher with more enjoyable.

The second related study was done by Dwijuliani, et al. (2021) entitled "Increasing student achievement motivation during online learning activities". The purpose of this study was to improve students' academic achievement by explaining online learning and facilitating them for all kinds of learning interactions. The data analysis technique was carried out by reviewing some books and articles about students' achievement motivation during bold learning. The result of this study was

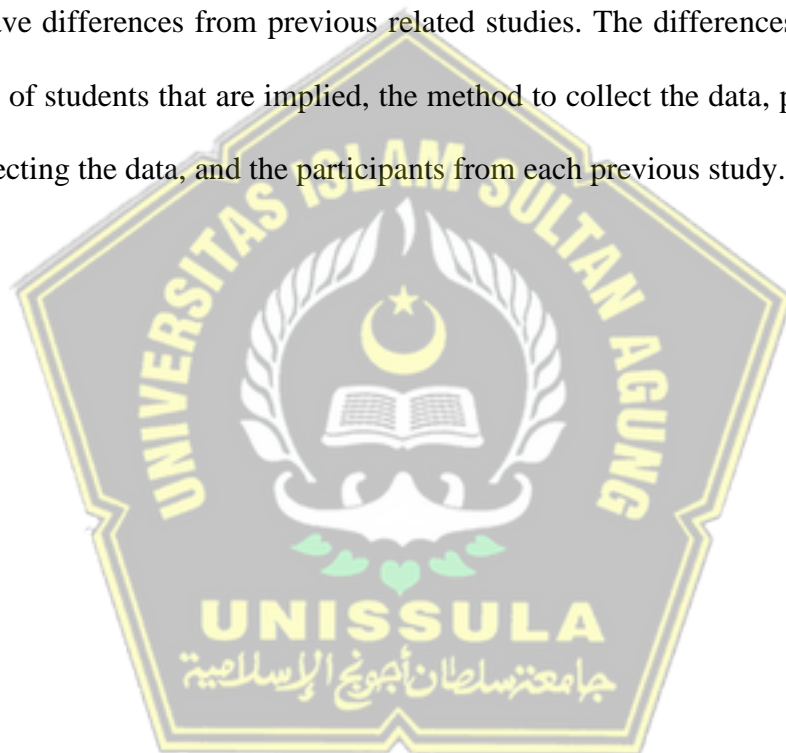
online classes were also more flexible, there is no time and space so they can be reached at any time. Meanwhile, the weakness was that at the technical level, the network was experiencing disturbances that result in student disturbances.

The third related study was written by Mohtar & Yunus (2022) entitled “A Systematic review of online learning during covid-19: Students' motivation, task engagement and acceptance”. The purpose of this study is to identify students' perceptions towards online learning in terms of motivation, task engagement and acceptance. The systematic literature review method is used in this study. 40 articles from the year 2020 obtained. The result of this study that teachers or educators are recommended to plan learning experience that focuses on independent learning and student-centred learning. So, that will allow students to take control of their own learning experience, be motivated to learn, engaged with the lesson and embrace the potential of online learning.

The fourth related study was done by Pramaisella, et al. (2022) entitled “Students' perception and motivation toward English through google meet to the eleventh grade students at SMA Prestasi prima academic year 2020/2021”. The goal of this study was to determine students' perceptions and motivations towards English through google meet in class XI students of SMA Prestasi Prima for the academic year 2020/2021. Questionnaires, interviews, and observation were techniques for collecting data and were analyzed using the qualitative methods approach. This study consisted of 30 students of class XI IPA 1. The result of this study is presented descriptively. Students' perception of English learning is quite good. However, they have difficulties such as understanding the material, network

disturbances, and internet data packages that run out quickly. While, students' motivation in online learning is good, such as they are still diligent in doing assignments and the way they repeat material that has not been understood.

According to the previous studies, the writer found out that the studies have similarity which is to know the students' perception of the use of online learning during the covid-19 pandemic on learning motivation. On the other hand, there are also have differences from previous related studies. The differences are from the sample of students that are implied, the method to collect the data, place and time of collecting the data, and the participants from each previous study.



CHAPTER III

METHOD OF THE STUDY

This chapter presents the design of the study, the subject of the study, the data of the study, the instrument of the study, the technique for collecting data, the data collecting procedure, and the data analysis.

3.1 Design of the Study

The purpose of this study was to know the students' perception of the effects of online learning during the covid-19 pandemic on learning motivation. This study would use a quantitative approach with a descriptive study. According to Williams (2007), a quantitative approach was a research method by numeric or statistical approach to research design. Descriptive quantitative studies were aimed at analyzing, describing, and thinking about people's perceptions by using numeric or statistical figures. Descriptive quantitative was a study that takes a sample from other subjects and needs a questionnaire to collect the data. After getting the data, then the writer could conclude and explain in detail what had been collected previously.

By using a descriptive quantitative methodology, the writer could explain more deeply and in more detail the data obtained. The writer used this method because she wanted to find out the student's perception about online learning during the covid-19 pandemic at the Senior High School of 1 Kradenan which could be counted and symbolized by numbers.

3.2 Subject of the Study

In this study, the writer needed subjects who could give the information required. Some subjects were capable to answer the questions based on this study. The subjects of this study were the 10th Graders of SMAN 1 Kradenan who had online learning during the covid-19 pandemic. The subjects were 90 students who studied together in one class. Because of some reasons, the writer chose one class only to represent the opinions and thoughts of all students in the school.

3.3 Data of the Study

The study would use primary data. They were the students' perceptions about the effects of online learning during the Covid-19 Pandemic on learning motivation. And the writer would collect the data using a questionnaire as the results from the 10th graders of SMA N 1 Kradenan as primary data of this study with a particular purpose intensively. Therefore, the writer could get the actual information from participants that had been checked through a questionnaire about the theme study.

3.4 Instrument of the Study

According to Sefrianto, et al. (2020), an instrument was a tool to collect information or field data. This study would use a questionnaire method to find out the response of students' perception about the effects of online learning during the covid-19 pandemic on learning motivation. This questionnaire would use a close questionnaire to input respondents' responses. The writer would save students' mobile phone numbers to get information then contacted and asked them to respond to the questionnaire. The statements consist of twenty questions which shared to

students. Also, a questionnaire required respondents' responses in the form of a Likert scale, each number consists of four options, namely; strongly agree, agree, disagree, strongly disagree.

The questionnaires had adapted from the chapter two, there were three questions from process of perception, namely from selection, organization, and interpretation. Then eight questions from the advantages and disadvantages of online learning. After that, there were three questions from the challenges of online learning. The last from types of motivation, there were six questions from intrinsic motivation, and four questions from extrinsic motivation.

3.5 Validity and Reliability

In this sub-chapter, there are two topics, namely validity and reliability.

3.5.1 Validity

The validity of the instrument was important before used to collect the data and could measure the variables measured (Sefrianto, et al. 2020). Testing the validity of the instrument was one of the processes carried out in an effort to prepare test instruments. In this study would use construct validity. Instruments that had been constructed about the aspects to be measured were based on certain theories, then consulted with experts.

The validator in this study would be carried out by two people, namely the advisor and the English teacher at SMA Negeri 1 Kradenan. The rubric validation which would be used is adapted from Simon and White (2011). The validation was unclosed in the appendices.

3.5.2 Reliability

Reliability means that the data was quite complete and accurate, and also fulfill the intended purpose (Olabode, et al. 2019). According to Heale & Twycross, (2015), a respondent completing an instrument or questionnaire to measure motivation must have approximately the same response each time the test is completed. This research would use reliability from Alpha Cronbach. The formula as follow:

$$r_{11} = \left[\frac{k}{k-1} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right]$$

Remarks:

r_{11} = Reliability Instrument

k = amount of item question

$\sum \sigma b^2$ = Sum of variant item question

$\sigma^2 t$ = Variant Total

After the data was entered into the Alpha Cronbach formula using SPSS. The coefficients of the results from Alpha Cronbach would be analyzed by the writer through the following standards or reliability to avoid subjectivity.

Table 3.1
Level of Standard Reliability

Score	Standard
>0.90	Very highly reliable
0.80-0.90	Highly reliable

0.70-0.79	Reliable
0.60-0.69	Low reliable
<0.60	Unacceptably low reliable

Alpha was developed by Lee Cronbach in 1951 to provide a measure of the internal consistency of a test or scale, it was expressed as a number between <0.60 and >0.90 for very highly reliable. Internal consistency describes the degree to which all items in the test measure the same concept, and were connected to the relatedness of the items in the test.

3.6 Data Collecting Procedure

In this study, the writer got the data information from students through a questionnaire. Here were some steps which the writer applied to collect the data;

First, the writer chose one class that become the subject who answered the questions related to online learning that applied for the last two years. Second was the writer would ask permission from the teacher to get in the class group's WhatsApp if the class still online. Then the writer introduced herself to the students and shared the link to the google form questionnaire as the media to collect the data. Besides that, the writer did the personal chat in the WhatsApp application, so the writer could know their perception personally.

The data from the student's responses about online learning was collected by using a written question sheet that consists of some statements, namely a closed questionnaire. The closed questionnaire was the respondents' answers and just have

to choose. So, after the writer shared the questionnaire to respondents, she would get the answer from them.

3.7 Data Analysis

Data that were collected need to be analyzed, that was questionnaire. In this study, the writer used one data analysis, namely statistic descriptive. So, the data would be analyzed descriptively by linking statistics or numbers in it. The writer would analyze the data step by step. The data of the questionnaire would be quantified into a score, namely strongly agree, agree, disagree, strongly disagree.

Table 3.2: Likert Scale

No	Statement	Responses
1.	Strongly agree (SS)	4
2.	Agree (S)	3
3.	Disagree (TS)	2
4.	Strongly disagree (STS)	1

Then after the entire data were complete, the writer would do some descriptive analysis. Descriptive statistics were used to summarize or describe the characteristics of a group of observations, for✓ example the raw data (Marshall & Jonker, 2010). The writer calculated the percentages of respondents who were divided into four parts, namely strongly agree, agree, disagree, and strongly disagree. In this research using of scale classification to measure the agreement and disagreement of respondents' responses. The statements contained in the

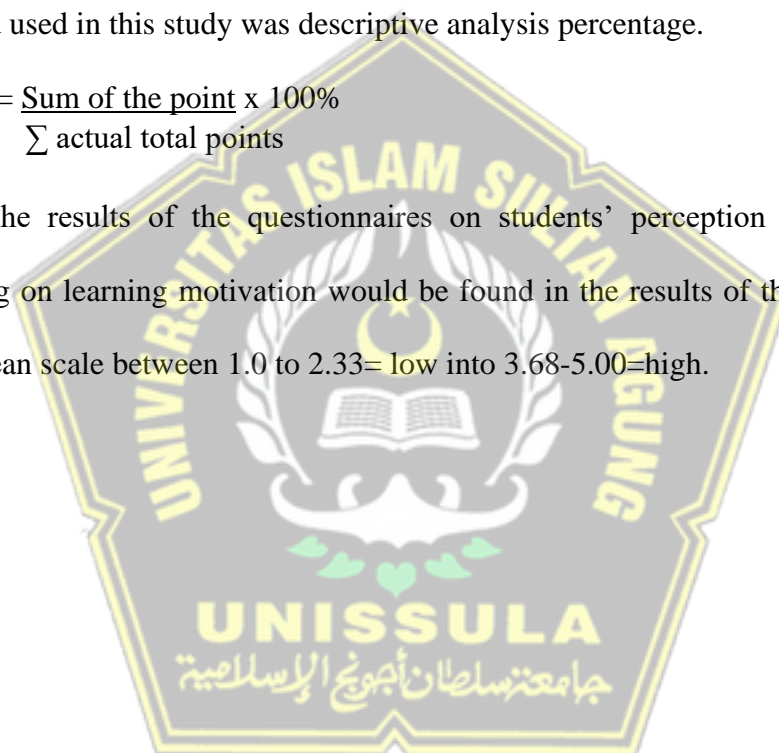
questionnaire content that would be assessed by respondents. The analysis data was only in the form of frequencies (numbers) or proportions (percentages). From the entire data were collected, that would be found the results of a questionnaire regarding the perceptions of students.

In this study, data processing technique used a computation calculation SPSS (Statistical Product and Service Solution) Version 25.0 for windows. The analytical method used in this study was descriptive analysis percentage.

$$\text{Result} = \frac{\text{Sum of the point}}{\sum \text{actual total points}} \times 100\%$$

The results of the questionnaires on students' perception during online learning on learning motivation would be found in the results of this percentage.

The mean scale between 1.0 to 2.33= low into 3.68-5.00=high.



CHAPTER IV

ANALYSIS OF RESULTS AND DISCUSSION

This chapter discusses the Validity of the Instruments and Reliability Test, the Data Analysis and the Discussion. This chapter was made after the writer got the data from respondents.

4.1 Validity of the Instruments and Reliability Test

This sub-chapter presents the results of validity and reliability test of the instruments that have been shared. It was to determine and confirm that the instrument was valid and reliable to use.

4.1.1 Validity of the Instrument

Before the writer conducted research, the instrument needed to be validated by preparing a validation rubric for semi-structured questionnaires and interviews. The writer used the Simon and White (2011) rubric for validation. Then the writer asked the supervisor and one of the English teachers at the school to serve as the validators.

In the validation rubric, there were 25 statements which were validated by two validators, namely the supervisor and the English teacher from SMAN 1 Kradenan. The score of validation rubric from two validators were same, all statements get a score 4 (Exceeds Expectations), no modifications needed. It can be concluded that the statements of the questionnaire were valid.

4.1.2 Reliability Test

In this study, the writer took the sample from three classes or 90 students as respondents to be inputted into SPSS. Alpha Cronbach formula was used to test the reliability. The results as follows:

Table 4.1 Reliability Statistic of the Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0.641	25

Based on the reliability results from the table above, it can be concluded that from the 25 questionnaire items the Cronbach Alpha coefficient is 0.641, which each item had more than 0.60. So, the questionnaire in this study was reliable because the score for 25 items higher than 0.60.

4.2 Data Analysis

This sub-chapter explain the results of data analysis based on the problem of students' perception about the effects of online learning during the pandemic on their motivation. The purpose of this study was to analyze the students' perception about the effects of online learning during the covid-19 pandemic on learning motivation.

The respondents of this study were the tenth graders of SMAN 1 Kradenan. The writer chose three classes, there were X IPA 1, 2, and 3 that consist of 90 students. This study consist of 25 statements and used closed ended questionnaires. The four-point scales range into three categories namely low, moderate, and high

mean. The low mean level is 1.00 to 2.00, the moderate level is 2.01 to 3.00, and high mean level is 3.01 to 4.00. It can be seen in the table below:

Table 4.2 Mean Score Range

Mean scale	Level
1.00-2.00	Low
2.01-3.00	Moderate
3.01-4.00	High

4.2.1 Students' Perception of Process Perception Aspect on Learning

Motivation

The results of descriptive statistics on description related to the process perception of online learning on learning motivation are described as follows:

Items	N	Min	Max	Sum	Mean	SD	Category
I prefer to focus on studying the subjects I love, rather than all the subjects at school	90	1	4	261	2.90	0.765	Moderate
I don't understand the material presented by the teacher, but when I study alone, I am able to understand English in my own language	90	1	4	211	2.34	0.837	Moderate
I find it difficult to understand English material at the beginning of learning, but with the formation of cognitive schemas I can understand better	90	1	4	263	2.92	0.753	Moderate

The table above shows the result of data analysis of the questionnaire regarding the description related to the process perception. There were three statements that related to that aspect.

In statement 1, the minimum score is 1, and the maximum score is 4. The sum score is 261, the mean score is 2.90, and the standard deviation is 0.765. Then, for the calculation of the table mean score is included into moderate category. It can be concluded that most of students agreed with the statement about they preferred to focus on studying the subjects they love.

In statement 2, the minimum score is 1, and the maximum score is 4. For the sum score is 211, the mean score is 2.34, and the standard deviation is 0.837. So, for the calculation of the table mean score is concluded into moderate category. From the data above, it can be concluded that most of the students could understand the material easily if they learned with their own language.

In statement 3, the minimum score is 1, and the maximum score is 4. Then, the sum score is 263, and the mean score is 2.92. For the standard deviation is 0.753, and the calculation of the table mean score is included into moderate category. So, from the data explained above, it can be concluded that most of the students found it difficult to understand English material at the beginning of learning, but with the formation of cognitive schemas, they could understand better.

From statement 1 until 3, there are all moderate categories. The high score category between three statements is statement 3 with score 2.92. It means that students more understand English material with the formation of cognitive schemas during online learning.

Table 4.3 Descriptive Statistics of the Total Scores of Process Perception Aspect

	N	Min	Max	Sum	Mean	SD	Category
	90	3	11	736	8.18	1.442	Moderate
Valid N (List wise)	90						

From the data results above, the total minimum score is 3, and the total maximum score is 11. The sum total score is 736, and the mean total score is 8.18, then the total standard deviation is 1.442. So, the total calculation of the table mean score is moderate category. It can be concluded that statements of process perception aspect on learning motivation have positive perception.

4.2.2 Students' Perception about the Advantages of Online Learning on Learning Motivation

The results of descriptive statistics on description related to the advantages of online learning on learning motivation are described as follows:

Items	N	Min	Max	Sum	Mean	SD	Category
I prefer online learning because I can learn individually and collaboratively by utilizing sources on the internet	90	1	4	203	2.26	1.076	Moderate
I prefer online learning because when holding online discussion forums, I can interact with other friends	90	1	4	207	2.30	0.988	Moderate
I prefer learning English because time and place can be conditioned	90	1	4	221	2.46	0.938	Moderate

Learning English via online makes me and my friends always work together when there is an assignment from the teacher	90	1	4	244	2.71	0.951	Moderate
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The table above shows that the result of data analysis of the questionnaire regarding the description related to the advantages of online learning. There were four statements that related to that aspect.

In statement 4, the minimum score is 1, and the maximum score is 4. Then, the sum score is 203, the mean score is 2.26, and the standard deviation is 1.076. Also, for the calculation of the table mean score is included into moderate category. It can be seen that most of students preferred online learning because they could learn individually and collaboratively by utilizing sources on the internet.

In statement 5, the minimum score is 1, and the maximum score is 4. For the sum score is 207, the mean score is 2.30, and the standard deviation is 0,988. For the result, the calculation of the table mean score is concluded into moderate category. From the data above, it can be seen that most of the students preferred online learning because when holding online discussion forums, they could interact with other friends.

In statement 6, the minimum score is 1, and the maximum score is 4. Then, the sum score is 221, and the mean score is 2.46. Also, for the standard deviation is 0.938, and the calculation of the table mean score is included into moderate category. So, it can be concluded that most of the students preferred learning English because time and place can be conditioned.

In statement 7, the minimum score is 1, the maximum score is 4, and the sum score is 244. Then, for the mean score is 2.71, and for the standard deviation is 0.951. So, the calculation of the mean score is included into moderate category. From the data above, it can be seen that learning English via online made the students and their friends work together when there was an assignment from the teacher.

From statement 4 until 7, there are all moderate categories. The high score category between four statements is statement 7 with score 2.71. It means that students would do the assignments with their friends during online learning.

Table 4.4 Descriptive Statistics of the Total Scores of Advantages of Online Learning Aspect

	N	Min	Max	Sum	Mean	SD	Category
	90	4	16	875	9.72	2.836	Moderate
Valid N (List wise)	90						

From the data results above, the total minimum score is 4, and the total maximum score is 16. The sum total score is 875, and the mean total score is 9.72, then the total standard deviation is 2.836. So, the total calculation of the table mean score is moderate category. It can be concluded that statements of advantages of online learning aspect have positive perception.

4.2.3 Students' Perception about the Disadvantages of Online Learning on Learning Motivation

The results of descriptive statistics on description related to the disadvantages of online learning are described as follows:

Items	N	Min	Max	Sum	Mean	SD	Category
Learning English via online makes me feel less interacting with friends so that less familiar	90	1	4	266	2.96	0.959	Moderate
Learning English via online is less conducive than face-to-face learning in terms of the teacher delivering explanations and materials	90	1	4	274	3.04	0.982	High
Learning English via online is not conducive due to unstable signals	90	1	4	280	3.11	0.929	High
Learning English via online makes my communication skills less	90	1	4	259	2.88	0.589	Moderate
Learning English via online is more fun because when there is a daily test it is not monitored by the teacher directly	90	1	4	251	2.79	0.966	Moderate

The table data above shows that the result of data analysis of the questionnaire regarding the description related to the disadvantages of online learning. There were five statements that related to this aspect.

In statement 8, the minimum score is 1, and the maximum score is 4. The sum score is 266, the mean score is 2.96, and the standard deviation is 0.959. Also, for the calculation of the table mean score is included into moderate category. It can be concluded that learning English via online made students felt less interacting with friends so that less familiar.

In statement 9, the minimum score is 1, and the maximum score is 4. For the sum score is 274, the mean score is 3.04, and the standard deviation is 0,982. For

the result above, the calculation of the mean score is concluded into high category. It can be seen that learning English via online was less conducive than face-to-face learning in terms of the teacher delivering explanations and materials.

In statement 10, the minimum score is 1, and the maximum score is 4. The sum score is 280, and the mean score is 3.11. Also, for the standard deviation is 0.929. For the calculation of the table mean score is included into high category. From the data above, it can be concluded that learning English via online was not conducive due to unstable signals.

In statement 11, the minimum score is 1, and the maximum score is 4. The sum score is 259, and the mean score is 2.88. Then, for the standard deviation is 0.859. For the calculation of the mean score is included into moderate category. From the data above, it can be concluded that learning English via online made students' communication skills less.

In statement 12, the minimum score is 1, the maximum score is 4. Then, for the sum score is 251, and for the mean score is 2.79. For standard deviation is 0.966. So, for the calculation of the mean score is included into moderate category. The conclusion from the data above was that learning English via online was more fun because students felt free and there was no supervision from the teacher during online.

From statement 8 until 12, there are three moderate categories, and two high categories. The high score category between five statements is statement 10 with the mean score is 3.11. It can be said that the class was not conducive due to unstable signals during online learning.

Table 4.5 Descriptive Statistics of the Total Scores of Disadvantages of Online Learning Aspect

	N	Min	Max	Sum	Mean	SD	Category
	90	5	20	1330	14.78	3.104	Moderate
Valid N (List wise)	90						

From the data results above, the total minimum score is 5, and the total maximum score is 20. The sum total score is 1330, and the mean total score is 14.78, then the total standard deviation is 3.104. So, the total calculation of the table mean score is moderate category. It can be concluded that statements of disadvantages of online learning aspect have positive perception.

4.2.4 Students' Perception about the Challenges of Online Learning on Learning Motivation

The results of descriptive statistics on description related to the challenges of online learning are described as follows:

Items	N	Min	Max	Sum	Mean	SD	Category
The teacher makes learning English easily for students by using easily accessible technology	90	1	4	285	3.17	0.738	High
The teacher delivers the English material easily to understand and interesting	90	1	4	271	3.01	0.841	High
I actively answer questions from the teacher about the English material that have been presented previously	90	1	4	232	2.58	0.719	Moderate

The table data above shows that the result of data analysis of the questionnaire regarding the description related to the challenges of online learning. There were three statements that related to that aspect.

In statement 13, the minimum score is 1, and the maximum score is 4. The sum score is 285, the mean score is 3.17, and the standard deviation is 0.738. Then, for the calculation of the table mean score is included into high category. So, it can be concluded that the teacher made learning easy for students when learning English by using easy accessible technology.

In statement 14, the minimum score is 1, and the maximum score is 4. For the sum score is 271, the mean score is 3.01, and the standard deviation is 0.841. For the result above, the calculation of the mean score is concluded into high category. It can be said that the teacher delivered the English material so easy to understand and interesting.

In statement 15, the minimum score is 1, and the maximum score is 4. The sum score is 232, and the mean score is 2.58. Also, for the standard deviation is 0.719, and the calculation of the table mean score is included into moderate category. So, it can be concluded that the students actively answer questions from the teacher about the English material that have been presented previously.

From statement 13 until 15, there are two high categories, and one moderate category. The high score category between three statements is statement 13 with the mean score is 3.17. It can be concluded that the teacher made the English learning easier by using accessible technology.

Table 4.6 Descriptive Statistics of the Total Scores of Challenges of Online Learning Aspect

	N	Min	Max	Sum	Mean	SD	Category
	90	4	11	788	8.76	1.524	Moderate
Valid N (List wise)	90						

From the data results above, the total minimum score is 4, and the total maximum score is 11. The sum total score is 788, and the mean total score is 8.76, then the total standard deviation is 1.524. So, the total calculation of the table mean score is moderate category. It can be concluded that statements of challenges of online learning aspect have positive perception.

4.2.5 Students' Perception about the Effects of Online Learning on Intrinsic Motivation Aspect

The results of descriptive statistics on description related to the intrinsic motivation are described as follows:

Items	N	Min	Max	Sum	Mean	SD	Category
I easily understand or memorize English material delivered by the teacher during online learning	90	1	4	194	2.16	0.763	Moderate
I have a desire to learn English during the pandemic	90	1	4	235	2.61	0.760	Moderate
I always pay attention to the teacher when explaining English material even though online	90	1	4	269	2.99	0.679	Moderate
I have a desire to master English material so that I	90	1	4	298	3.31	0.774	High

can communicate with foreign people							
I ask to the teacher when I do not understand the material presented	90	1	4	232	2.58	0.703	Moderate
I feel motivated and excited to learn English even online	90	1	4	239	2.66	0.796	Moderate

The table above shows the result of data analysis of the questionnaire regarding the description related to the process perception. There were six statements that related to that aspect.

In statement 16, the minimum score is 1, and the maximum score is 4. The sum score is 194, the mean score is 2.16, and the standard deviation is 0.763. Then, for the calculation of the mean score is included into moderate category. It can be concluded that most of students easy to understand English material delivered by the teacher during online learning.

In statement 17, the minimum score is 1, and the maximum score is 4. Then, the sum score is 235, the mean score is 2.61, and the standard deviation is 0.760. For the calculation of the table mean score is concluded into moderate category. It can be seen that most of the students had a desire to learn English during the pandemic.

In statement 18, the minimum score is 1, and the maximum score is 4. The sum score is 269, and the mean score is 2.99. For the standard deviation is 0.6. So, the calculation of the table mean score is included into moderate category. From the data explained above, it can be concluded that most of the students always pay attention to the teacher when the teacher explaining English material even though online.

In statement 19, the minimum score is 1, and the maximum score is 4. The sum score is 298, the mean score is 3.31, and the standard deviation is 0.774. For the calculation of the table mean score is concluded into high category. So, it can be seen that most of the students had a desire to master English material so that they could communicate with foreign people.

In statement 20, the minimum score is 1, the maximum score is 4. Then, the sum score is 232, the mean score is 2.58, and the standard deviation is 0.703. For the calculation of the table mean score is concluded into moderate category. So, it can be concluded that most of the students asked to the teacher when they did not understand the material presented.

In statement 21, the minimum score is 1, and the maximum score is 4. The sum score is 239, and then the mean score is 2,66, and the standard deviation is 0.796. For the results, it can be seen that most of the students felt motivated and excited to learn English even online.

From statement 16 until 21, there are five moderate categories and one high category. The high score category between six statements is statement 19, that “I have a desire to master English material so that I can communicate with foreign people” with score 3.31. It means that students had a desire to master English material, so they could communicate with foreign people.

Table 4.7 Descriptive Statistics of the Total Scores of Intrinsic Motivation

Aspect

	N	Min	Max	Sum	Mean	SD	Category
	90	10	24	1466	16.00	2.280	Moderate

Valid N (List wise)	90						
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From the results above, the total minimum score is 10, and the total maximum score is 24. The sum total score is 1466, and the mean total score is 16.00, then the total standard deviation is 2.280. So, the total calculation of the table mean score is moderate category. It can be concluded that statements of intrinsic motivation aspect have positive perception.

4.2.6 Students' Perception about the Effects of Online Learning on Extrinsic Motivation Aspect

The results of descriptive statistics on description related to the extrinsic motivation are described as follows:

Items	N	Min	Max	Sum	Mean	SD	Category
When online learning, I study English hard so that I get the highest score in class	90	1	4	249	2.77	0.720	Moderate
When online learning, I am actively learning English because there is motivation from my parents and teachers	90	1	4	235	2.61	0.760	Moderate
When online learning, I study English more actively because of school rules that requires me to understand English	90	1	4	220	2.44	0.751	Moderate
When online learning, I study English actively because I have a dream to continue studying abroad	90	1	4	246	2.73	0.884	Moderate

The table above shows the result of data analysis of the questionnaire regarding the description related to the extrinsic motivation. There were four statements that related to that aspect.

In statement 22, the minimum score is 1, and the maximum score is 4. The sum score is 249, the mean score is 2.77, and the standard deviation is 0.720. Then, for the calculation of the table mean score is included into moderate category. It can be concluded that most of students agreed with the statement about they studied English hard so that they got the highest score in class.

In statement 23, the minimum score is 1, and the maximum score is 4. For the sum score is 235, the mean score is 2.61, and the standard deviation is 0.760. So, for the calculation of the table mean score is included into moderate category. From the data above, it can be concluded that most of the students active to learn English because there was motivation from their parents and teachers.

In statement 24, the minimum score is 1, and the maximum score is 4. Then, the sum score is 220, and the mean score is 2.44. For the standard deviation is 0.751, and the calculation of the table mean score is included into moderate category. So, from the data explained above, it can be concluded that most of the students learned English more actively because of school rules that requires to understand English.

In statement 25, the minimum score is 1, and the maximum score is 4. For the sum score is 246, the mean score is 2.73, and the standard deviation is 0.884. So, for the calculation of the table mean score is included into moderate category. From the data above, it can be concluded that most of the students learned English actively because they had a dream to continue studying abroad.

From statement 22 until 25, there are all moderate categories. The high score category between four statements is statement 22 with score 2.77. It means that students learned English actively to get the highest score in class.

Table 4.8 Descriptive Statistics of the Total Scores of Extrinsic Motivation Aspect

	N	Min	Max	Sum	Mean	SD	Category
	90	5	16	950	10.56	1.944	Moderate
Valid N (List wise)	90						

From the data results above, the total minimum score is 5, and the total maximum score is 16. The sum total score is 950, and the mean total score is 10.56, then the total standard deviation is 1.944. So, the total calculation of the table mean score is moderate category. It can be concluded that statements of extrinsic motivation aspect have positive response.

Table 4.9 Descriptive Statistics of the General Students' Perception of Online Learning on Learning Motivation

	N	Min	Max	Sum	Mean	SD	Category
	90	47	86	6145	68.28	6.769	Moderate
Valid N (List wise)	90						

From the entire data results above, the total minimum score is 47, and the total maximum score is 86. The sum total score is 6145, and the mean total score is 68.28, then the total standard deviation is 6.769. So, the total calculation of the table

mean score is moderate category. It can be concluded that statements of the general students' perception of online learning on learning motivation have positive aspect.

Table 4.10 Category Total

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	1	1.1	1.1	1.1
	moderate	76	83.5	84.4	85.6
	high	13	14.3	14.4	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
Total		91	100.0		

From the data above, the higher of terms percentage of distribution is at moderate level (84.4%) consisting of 76 students, then followed by high level (14.4%) consisting of 13 students, and the lowest level (1.1%) consisting of 1 student. It can be concluded that the level of students' perception about the effects of online learning during pandemic on their learning motivation is at moderate level. This result concluded that all the aspects in online learning and motivation are at moderate level. Most of the students were motivated by their environment, their parents, teacher, and also friends. But, the most important thing was they were also motivated from within themselves to be able to master the material.

4.3 Discussion

From the results of the study on the questionnaire, the writer presented a discussion of the data. The questionnaire was shared to the students of ten graders at SMAN 1 Kradenan, Grobogan, that consists of three classes and total number of the respondents were 90 students. According to Rifiyanti (2020), online learning

requires the teachers and the students to interact using telecommunication system to get the various resources. Due to pandemic, the writer collected the data by google forms and distributed in groups WhatsApp. The questionnaires consist of twenty-five questions that related to the effects of online learning during pandemic on learning motivation. As has been presented on analysis of results, the results of questionnaire indicated that respondents had positive perception on learning motivation during online.

The data obtained in the questionnaires that related to process perception aspect on learning motivation showed that the mean total score was 8.18, consist of three questions and all moderate category. It means that the students had perception on learning process, namely for first statement presented that most of the students prefer to focus only on a few subjects, but there are still students choose all subjects. Second statement showed that most of students didn't understand with the material presented by the teacher during online, and able to learn English in their own language. Then, third statement showed that most of the students still have difficulty in understanding English material, but with the formation of cognitive schemas they can understand better. The second aspect that related to the advantages of online learning on learning motivation showed that the mean total score was 9.72 consist of 4 questions with moderate category. It means that second aspects had advantages in applying online learning, students could easily access various online libraries around the world and used them as learning media to improve understanding of teaching materials, and also the teachers could quickly

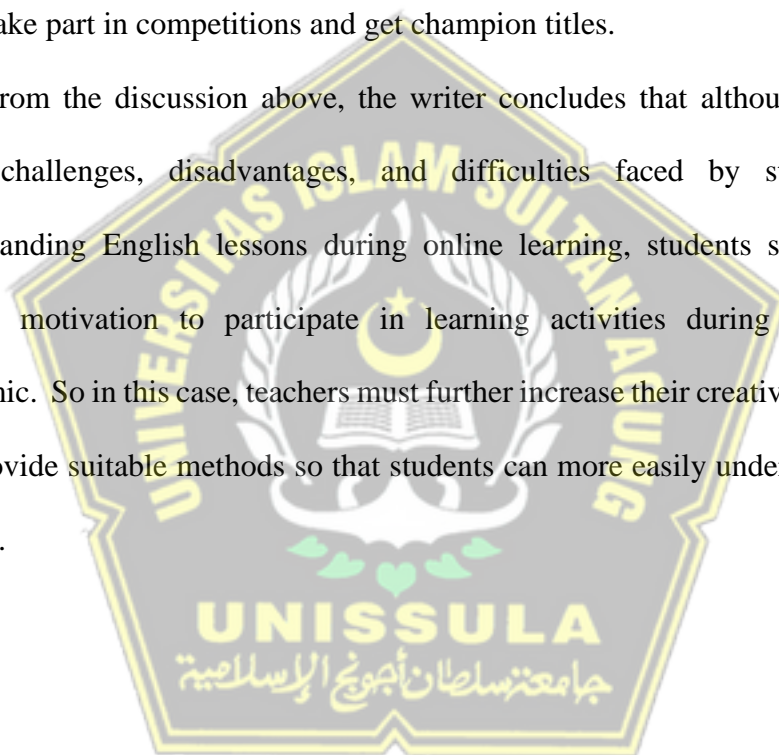
add teaching materials references to expand participants' knowledge of teaching materials.

The data obtained in the third questionnaire related to of disadvantages of online learning aspect showed that the mean total score was 14.78 consist of 5 items with three moderate categories and two high categories. It can be concluded that in addition to online learning had advantages, on the other hand there were also disadvantages that were felt by students. With the lack of communication skills during online learning, they were only good at theorizing, but fail to interact. Seeing this, it would be nice if the lack of online learning could be a correction material for progress of learning in the future. Then, for the fourth questionnaire related to challenges of online learning on learning motivation showed that the mean total score was 8.76 consist of 3 items with two high categories and only one moderate category. It can be seen that with many challenges in applying online learning, teachers must improve the quality of learning or change learning methods to be more effective. As we know by the results of the questionnaire answered by students regarding explanations from teachers that were easy to understand and using applications that were easily accessible to almost all students.

The data obtained in the fifth questionnaire related to the effects of online leaning on intrinsic motivation aspect showed that the mean total score was 16.00 consist of six items with five moderate categories and only one high category. It means that most of the students had learning motivation within themselves. There were many ways that students could increase intrinsic motivation by fostering a sense of pleasure when learning English or other things. By making learning more

fun and interesting, it could increase learning motivation. The last, for the sixth questionnaire related to the effects of online learning on extrinsic motivation aspect indicated that the mean total score was 10.56 consist of four items with all moderate categories. It showed that most of the students felt motivated from the environment and people who closest to them. In other words, it must be stimulated by external factors, for example when students were enthusiastic about learning so that they could take part in competitions and get champion titles.

From the discussion above, the writer concludes that although there were many challenges, disadvantages, and difficulties faced by students when understanding English lessons during online learning, students still have high enough motivation to participate in learning activities during the covid-19 pandemic. So in this case, teachers must further increase their creativity in teaching and provide suitable methods so that students can more easily understand English lessons.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

After doing the study and data analysis, the writer concluded that there are different perceptions about the effects of online learning on learning motivation. The effects of online learning on learning motivation showed that there were had positive response. In terms of online learning, it definitely had advantages, disadvantages, challenges, and also students' motivation. Although there were many disadvantages when implementing online learning, such as an unstable signal, the learning was not conducive in terms of delivering material, but many of the students still felt motivated and had a desire to master the material. It could be seen that most of the students still learned and motivated even though learning was done online.

5.2 Suggestion

After all this study was done, the writer wanted to give some suggestions and recommendations. The first suggestion was addressed to the teachers to conduct online learning, both from the application used whether it was adequate for students or not, and also the material delivered via online. Then, the teacher required to make students more interested in the explanation given, therefore the teacher could make interesting teaching materials, gave some various practices in increasing their ability, and search some information about the strategies or method in teaching English, so that they stayed focused while learning.

The next suggestion was for students who still learned English in school, hopefully students can interact more with the teacher during teaching and learning process. As we know that English was very important for future career, there was a lot that could be obtained when somebody had mastered English. Although many people think that English was difficult, but when somebody likes and wants to learn, it could be easy to learn.



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