STUDENTS' PERCEPTION AND MOTIVATION TOWARDS ONLINE LANGUAGE LEARNING

Irhamia
Universitas Negeri Makassar
irhamiaenglish@gmail.com

ABSTRACT

This research aimed at knowing the students' perception and motivation towards Online Language Learning. This research generally answered two questions as follows: (1) what is the students' perception towards the implementation of online English Learning? and (2) what is the students' motivation towards the implementation of online English learning? The data were collected through a questionnaire and interviews. There were 54 students of second and fourth semester at English Education Department of Universitas Islam Negeri Alauddin Makassar participated in this research. Since this research explored the students' perception and motivation which coming from the students' experiences toward online learning, descriptive qualitative design was considered as an appropriate approach as a type of research. The result of this research was presented descriptively in order to reveal the students' perception and motivation comprehensively. The research results were the students viewed positively the online language learning because it is flexible and effective. Meanwhile, its flexibility makes some students motivated but some are being lazy in doing it if they have unstable Internet connection.

Keywords: Perception, motivation, online language learning

INTRODUCTION

Recently, several studies have been published to explore about students' perception and motivation regarding online learning. Studies by the National Center for Education statistics show a growing demand and acceptance of online learning (Waits & Lewis, 2003). Students who have been involved in online learning courses are generally very positive about their experiences. Inevitably, online learning courses are highly executed especially in this covid-19 pandemic situation. Hence, many teachers and students in the school are doing their online learning class using various applications and systems. This situation gives an impact to the students who learn to practice and improve their competence and performance during the learning process.

During the learning process with online learning system, the students experience different situation and conditions. Then, they have certain perception and motivation to deal with the learning process with online learning system of studying shows that students' perception of

online learning in university education is influenced by several variables. The age, gender, previous experience of computers, technology acceptance and individual learning styles as major predictive variables for the students' acceptance of technology in studying (Keller & Cernerud, 2002).

Perception is a process that starts with the users of the five senses in receiving a stimulus, then organized and interpreted so as to have an understanding of what is sensed. It is processed by which Individual organizes and interprets his sensory impression in order to give meaning to their environment (Dhingra, 2011: 63). Moreover, motivation is an effort made to create certain situations. Therefore, someone has the desire to do something that can be obtained from external or internal factors. In the learning process, motivation has an important role to foster students' interest in learning. A motivated student will study harder than those who are not motivated. Research has shown a relationship between student motivation and success in learning English (Christiana, I. O, 2009: 30).

The application of online learning especially in English language learning process still induces many pros and cons. There is still lack of effectiveness of the media use which causes no optimal absorption of the learning material, or less attractive appearance or unclear procedures that cause students to be less enthusiastic. Online learning is a learning process that is facilitated and supported by utilizing information and communication technology (Retnoningsih, 2017). It is distance learning that connects students with their learning resources using the Internet physically and separately but can communicate and interact with each other (Saifuddin, 2017). By learning with this method, both students and teachers can send and access subject matter widely from various sources so as to increase interactivity and learning efficiency.

Nevertheless, there were many more reactions shown by students with changes in face-to-face learning methods to online. Among them are related to short learning times, increasing tasks, unused quotas, and unstable signal conditions. In addition, the online learning process that is currently being implemented is an impromptu system that requires students' ability to master technology and use it properly. What is more is there are also students who live in remote areas and even in mountainous areas with limited infrastructure complicate the online learning process.

Online learning has been chosen to be applied in all tertiary institutions in Indonesia. Student perception and motivation are one of the determinants of the success of the learning that is carried out. The purpose of writing this research is to find out how students' perceptions and

motivation of online learning have been implemented and the factors that influence these perceptions. The quality of education in tertiary institutions can be seen from learning outcomes and assessed from students' perceptions of learning (Griffith, 2002). Students' perceptions are not ready to carry out online lectures are very important for learning motivation so that learning that takes place can be improved in quality (Koohang& Durante, 2003). Students' negative perceptions can lead to poor learning outcomes and decreased learning motivation and persistence (Kauffman, 2015). Research conducted by Bali & Liu shows that students feel comfortable implementing online learning; this is because students can learn technological innovation (Bali & Liu, 2018).

Based on the illustration above, the study of this research identified the students' perceptions and motivation towards the implementation of the online language learning system.

RESEARCH METHOD

This investigation adopted descriptive qualitative research. Descriptive qualitative research is the collection, analysis, and interpretation of the narrative comprehensively on visual data to gain insight into a particular phenomenon of interest (Gay, 2006: 399).

The research subject was the students of Universitas Islam Negeri Alauddin Makassar specially all of the students in English Department because during Covid19 they all learned through online learning. The research subject or the population is defined as a generalization area consisting of objects or subjects that have certain qualities and characteristics (Helaluddin & Wijaya, 2019: 60).

In this study, the researcher used simple random sampling because the basic principle of sampling can be completed where the samples in each item in the population have the same opportunities and possibilities to be selected in the sample.

This process and technique are known as simple random sampling, and should not be confused with systematic random sampling. The sampling process is carried out in several stages. First, the researcher distributes questionnaires based on class time for each class during E-Learning. Second, the researcher gives 24 hours for respondents to fill out the questionnaire, after more than 24 hours of receipt of responses on Google form will be closed by the researcher. Here the researcher does not limit the number of respondents. Therefore, the total number of respondents is chosen based on incoming responses.

The instruments of this research used: the first is questionnaire that focused on students' perceptions and motivation of Online Language Learning, this study used questionnaire. The questionnaires made by using a Google Form. The questionnaires were consisted of ten statements for students' perceptions and ten statements for students' motivation. The second is Interview question. According to Walidin (2015:116), interviews conducted to obtain information, which cannot be obtained through observation or questionnaires. To get information about students' motivation and perception in online learning. This study used interview for the students who use online learning, and to get more specific data to complete data that cannot be obtained from the students from the about their perception of online learning.

In analyzing data, the researcher was used Likert scale which consists of five point scales: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree as follows:

Table 1. Likert scale

No	Statement	Options				
		SA	A	U	D	SD
1	Positive (+)	5	4	3	2	1
2	Negative (-)	1	2	3	4	5

(Gay, et al, 2006:130)

The questionnaire consists of 2 contents. They are motivation and perception. The questionnaire of motivation consisted of 10 items, 8 positive statements and 2 negative statements. If the respondent or student chose all statements with Strongly Agree, the student would get 50 score and if the respondent or student all statements with Strongly Disagree, the student would get 5. So, the highest score minus the lowest score: 50 - 5 = 45. Since there are five scales, so the interval would be 45:5=9. This interval would be used to determine the mean score of students' motivations with the following classifications:

Table 2. Students' motivation classification

| Range	Classification of students' motivation
37-50	Highly Motivated
28-36	High Motivated
19-27	Medium Motivated
10-18	Low Motivated
1-9	Very low Motivated

(Gay et al, 2012)

Table 3. Students' perception classification

Range	Classification of students'perception
37-50	Strongly positive
28-36	positive perception
19-27	Moderate
10-18	negative perception
1-9	strongly negative

(Gay et al, 2012)

Interview Data

Data analysis technique was the way which would be used to analyze the data have collected in research, (Rijali2019) explains that qualitative research, conceptualization, categorization, and the description is developed on the basis of "events" obtained when field activities take place. Hence, between activities data collection and data analysis cannot possibly be separated each other. Both take place simultaneously, the process is cyclical and interactive, not linear. According to (Miles, Huberman, Saldana 2014) the analysis consists of three streams of activities that occur simultaneously, namely: data reduction, data display, and drawing conclusions / verification.

Data Analysis Process in Qualitative Research
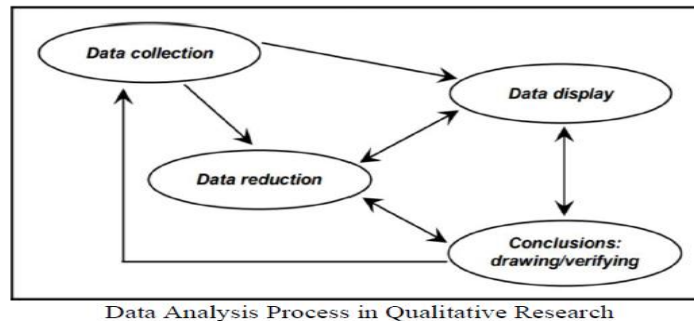
FINDING AND DISCUSSION

Students' Perception

The questionnaire consists of two contents. They are motivation and perception. The questionnaire of motivation consists of 10 items. Following this, the questionnaire of perception consists of 10 items. As many as 54 students gave responses to this questionnaire.

Students only chose in the options provided in the Google Form. In this questionnaire the questions were presented in Indonesian. Therefore, in presenting the data, the researcher translated the questions into English.

Table 4. Students' perception in the questionnaire

No.	Questionnaire Statement	Scale	Frequency	Percentage
1.	Perkuliahan online memberi kemudahan bagi saya berinteraksi dengan dosen dan teman kelas. *(Online lectures make it easy for me to interact with lecturers and classmates)*	5	1	1.9 %
		4	9	16.7%
		3	16	29.6%
		2	25	46.3%
		1	3	5.6%
2.	Saya diperlakukan setara dengan mahasiwa lain selama pembelajran online. *(I am treated equally with other students during online learning)*	5	5	9.3%
		4	27	50%
		3	15	27.8%
		2	7	13%
		1	0	0%
3.	Saya dapat berkomunikasi dengan dosen dengan baik saat pembelajarn online. *(I can communicate well with lecturers when learning online)*	5	1	1.9%
		4	19	35.2%
		3	23	42.6%
		2	9	16.7%
		1	2	3.7%
4.	Saya dapat melakukan pembelajaran online kapanpun dan dimana saja. *(I can do online learning anytime and anywhere.)*	5	9	16.7%
		4	32	59.3%
		3	8	14.8%
		2	4	7.4%
		1	1	1.9%
5.	Saya lebih senang lingkungan balajar pada perkuliahan online dari pada tatap muka. *(I prefer a learning environment to online lectures rather than face-to-face.)*	5	2	3.7%
		4	8	14.8%
		3	15	27.8%
		2	18	33.3%
		1	11	20.4%

No.	Statement	Scale	Frequency	Percentage
		5	2	3.7%
	Saya dapat mengatur jadwal belajar secara mandiri selama pembelajran online. *(I can set a study schedule independently during online learning)*	4	19	35.2%
6.		3	20	37%
		2	12	22.2%
		1	1	1.9%
		5	10	18.5%
	Kemampuan saya mamanfaatkan teknologi meningkat selama pembelajaran online. *(My ability to use technology increases during online learning.)*	4	38	70.4%
7.		3	3	5.6%
		2	3	5.6%
		1	0	0%
		5	1	1.9%
	Saya dapat memahami materi dengan mudah selama pembelajaran online. *(I can understand the material easily during online learning.)*	4	7	13%
8.		3	26	48.1%
		2	17	31.5%
		1	3	5.6%
		5	15	27.8%
	Pembelajaran online mendorong saya untuk mencari informasi dari berbagai sumber. *(Online learning encourages me to seek information from various sources)*	4	35	64.8%
9.		3	2	3.7%
		2	2	3.7%
		1	0	0%
		5	3	5.6%
	Saya mempersiapkan semua media pembelajaran sebelum pembelajaran dimulai. *(I prepare all the learning media before learning started).*	4	40	74.1%
10.		3	7	13%
		2	3	5.6%
		1	1	1.9%

Based on the data analysis from the questionnaire of student perception, it was found that students' perception in online language learning is positive. It could be seen from the result of mean score in the questionnaire that was calculated. The total score in the questionnaire is 1,809 with the total 54 samples. It shows that the mean score of the students' perception in online language learning is 33.5 which mean it is included in the positive classification. The result of

the mean score was supported by frequency and the percentage of the questionnaire which was showed on the table below.

Table 5. Mean Score of Students Perception

Range	Frequency	Percentage	Students' Perception
37-50	17	31%	**Strongly Positive**
28-36	27	50 %	**Positive**
19-27	10	19%	**Moderate**
10-18	0	%	**Negative**
1-9	0	%	**Strongly Negative**
Total	**54**	**100%**	

Students' Motivation

The second research problem is about motivation. There were 10 questions in the questionnaire to get the data. The data was classified into five scales namely strongly agree, agree, neutral, disagree, and strongly disagree. The following table shows the results of the data about students' motivation.

Table 6. Students' Motivation in the Questionnaire

No	Questionnaire Statement	Scale	Frequency	Percentage
1.	Saya mengikuti pelajaran secara online dengan seungguh – sungguh hingga pelajaran selesai. *(I took the lessons online earnestly until the lesson was over)*	5	8	14.8%
		4	27	50%
		3	17	31.5%
		2	2	3.7%
		1	0	0%
2.	Siapapun guru yang mengajar saat pembelajaran online, saya tetap mengikuti pelajaran dengan serius dan sungguh sungguh. *(Whoever the teacher teaches while learning online, I still take lessons seriously and truly)*	5	7	13%
		4	33	61.1%
		3	12	22.2%
		2	2	3.7%
		1	0	0%
3.	Saya menyimak penjelasan dosen dari awal hingga akhir pembelajaaran secara online. *(I*	5	4	7.4%

	listened to the lecturers' explanations from the beginning to the end of the online learning.)	4	29	53.7%
		3	17	31.5%
		2	4	7.4%
		1	0	0%
4.	Saya senang mengajukan pertanyaan ketika saya menemukan kesulitan dalam memahami materi pembelajaran secara online. *(I prefer ask questions when I have difficulty understanding toward online learning materials)*	5	4	7.4%
		4	31	57.4%
		3	12	22.2%
		2	7	13%
		1	0	0%
5.	Saya suka menunda untuk mengerjakan tugas di rumah. *(I like procrastinate to do my chores at home.)*	5	6	11.1%
		4	20	37%
		3	14	25.9%
		2	13	24.1%
		1	1	1.9%
6.	Jika tidak dapat mengatasi kesulitan saya memilih berhenti berusaha. *(If I can't overcome my difficulties I choose to stop trying)*	5	1	1.9%
		4	1	1.9%
		3	2	3.7%
		2	32	59.3%
		1	18	33.3%
7.	Saya merasa termotivasi dengan berbagai fitur aplikasi pembelajaran online. *(I feel motivated by the various features of the online learning application)*	5	1	1.9%
		4	24	44.4%
		3	22	40.7%
		2	7	13%
		1	0	0%
8.	Saya mengerjakan pekerjaan lain ketika guru menjelaskan melalui pembelajarn online. *(I do other work while the teacher explains through online learning)*	5	2	3.7%
		4	13	24.1%
		3	17	31.5%
		2	21	38.9%
		1	1	1.9%
9.	Saya merasa termotivasi dengan penyampaian dan penjelasan dosen melalui pembelajarn	5	0	0%

	online. *(I feel motivated by the lecturers' delivery and explanation through online learning)*	4	25	46.3%
		3	25	46.3%
		2	3	5.6%
		1	1	1.9%
10.	Saya merasa termotivasi dengan aplikasi online tertentu saat pembeljaran online. *(I feel motivated by certain online applications in online learning)*	5	4	7.4%
		4	24	44.4%
		3	19	35.2%
		2	6	11.1%
		1	1	1.9%

Based on the data analysis from the questionnaire of student motivation, it was found that students' motivation toward online language learning is positive. It could be seen from the result of mean score in the questionnaire that was calculated. The total score from questionnaire was 1,780 with 54 samples. It showed that the mean score of the students' perception in online language learning was 32,96 which means it was included in the positive classification. The result of the mean score was supported by frequency and the percentage of the questionnaire which showed on the table below.

Table 7. Mean Score of Students Motivation

Range	Frequency	Percentage	Students' Perception
37-50	7	13.9 %	**Highly motivated**
28-36	44	81.4 %	**High motivated**
19-27	3	5.5%	**Moderate**
10-18	0	0%	**Low motivated**
1-9	0	0%	**Very Low motivated**
Total	**54**	**100%**	

CONCLUSION

The students' perception toward online languge learning is positive, it was proven by the result of the students' rating mean score which was 33.5. Some of them stated that learning English while at home is quite good. They argue that this method is arguably quite effective

because it is the only way out to keep learning online as long as the Covid-19 pandemic is still taking place in Indonesia, so they can still learn even if not directly in school. The students' motivation toward online languge learning is high motivated, it was proven by the result of the students' rating mean score which was 32.96, some students think that this is quite motivating. Student learning motivation can be seen using several indicators taken from questionnaire and interview questions such as the enthusiasm of students in learning the learning media used by the teacher, the willingness of students to ask when difficulties in doing assignments, the diligence of students in doing assignments, and the willingness of students to learn when no assignment.

REFERENCES

Amberg, J. S., &Vause, D. J. (2009). *American English: History, Structure, and Usage.* Cambridge: Cambridge University Press.
Bimo, Walgito. (2010). *PengantarPsikologiUmum.* Yogyakarta: C.V Andi.

Biro Kerja Sama dan Hubungan Masyarakat. (2020). *Sikapi COVID-19 Kemendikbud Terbitkan Dua Sura tEdaran.* Jakarta: Kementerian Pendidikan dan Kebudayaaan.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education Sixth Edition.* New York: Routledge.

Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches: Fourth edition. Thousands Oaks, CA: Sage Publications.

El-Seoud, M. S., Taj-Eddin, I. A., Seddiek, N., El-Khouly, M. M., & Nosseir, A. 2014. E-Learning and Students' Motivation: A Research Study on the Effect of E-Learning on Higher Education. *International Journal of Emerging Technologies in Learning (iJET), 9(4).*

Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. (2014). Attitudes and Motivations in Learning English as a Foreign Language. *International Journal of Arts & Sciences*, 121.

Fitrah, M., & Luthfiyah. (2017). *Metodologi Penelitian: Penelitian Kualitatif, Tindakan Kelas & Studi Kasus.* Sukabumi: CV Jejak.

Gall, M.D., Gall, J.P., & Borg, W.R. (2007), Educational research: An introduction (8th ed.). Boston: Pearson

Gay, L.R., Mills, Geofeffrey E., Airasian, Peter. (2006). *Educational Research: Competencies for Analysis and Application.* Eight Editions. New Jersey: Pearson Prentice Hall.

Helaluddin, &Wijaya, H. (2019). *Analisis Data Kualitatif: Sebuah Tinjauan Teori dan Praktik.* Makassar: Universitas Negeri Makassar.

Indrakusuma, A. H., & Putri, A. R. (2016). *E-Learning: Teori dan Desain.* Tulungagung: STKIP PGRI Tulungagung.

Kothari, C. (2004). *Research Methodology: Methods and Techniques.* New Delhi: New Age International (P) Ltd.

Mihhailova, G. (2006). E-learning as Internationalization Strategy in Higher Education Lecturer's and Student's Perspective. *Baltic Journal of Management, 1(3)*.

Mulyadi, M. (2011). Penelitian Kuantitatif dan Kualitatif serta Dasar Pemikiran Menggabungkannya. *Jurnal Studi Komunikasi dan Media, 15(1)*, 131.

Miles, M.B, Haberman, A.M, and Saldana, J. (2014). *Qualitative Data Analysis, A Methods Sourcebook*, Edition 3. USA: Sage Publication. Terjemahan Tjetjep Rohindi Rohidi, UI-Press.

Naidu, S. (2006). *E-Learning: A Guidebook of Principles, Procedures and Practices Revised Edition.* New Delhi: Commonwealth Educational Media Center for Asia.

Prihartanta, W. (2015). Teori-TeoriMotivasi.*JurnalAdabiya*, 1 (83), 3.

Qiong, O. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 19.

Raco,J. (2013). *Metode Penelitian Kualitatif: Jenis, Karakteristik, dan Keunggulannya.* Jakarta: Grasindo.

Sabah, N. M. (2013). Students' Attitude and Motivation Towards E-learning.*International Conference on Applied Sciences*.

Saks Alam, Gary Johns. (2011). *Perception, Attribution, and Judgment of Others, Organizational Behavior*: Understanding and Managing Life at Work.

Saptono, Y. J. (2016). Motivasi dan Kerberhasilan Belajar Siswa. *Jurnal Pendidikan Agama Kristen Regula Fidei, 1(1)*, 190.

Schunk, D. H. (2012). *Learning Theories: An Educational Perspective Sixth Edition.* Boston, MA: Pearson Education.

Suartama, I. K. (2014). *E-Learning Konsep dan Aplikasinya.* Singaraja: Universitas Pendidikan Ganesha.

Taherdoost, H. (2016). Sampling Methods in Research Methodology: How to Choose a Sampling Technique for Research. *International Journal of Academic Research in Management (IJARM), 5(2)*, 20-23.

Walidin, W., Saifullah, & Tabrani, ZA. (2015). *Metodologi Penelitian Kualitatif dan Grounded Theory.* Banda Aceh: UIN Ar-Raniry.

Yusuf, A. M. (2017). *Metode Penelitian: Kuantitatif, Kualitatif, & Penelitian Gabungan.* Jakarta: Kencana.