

THE IMPACT OF ENGLISH E-LEARNING DURING COVID-19 PANDEMIC TOWARDS STUDENTS' MOTIVATION (A Case Study at Tenth Grades TKJ II of SMK Ma'arif NU Doro)

Cindi Halizasari, Pradnya Permanasari
Universitas Pekalongan
Indonesia
sindisari431@gmail.com

Abstract

E-learning is the best choice in learning system in Covid-19 pandemic because the material provided can be accessed everywhere and every time. Even though Indonesia provides E-Learning system in Covid-19 pandemic, there is no guarantee that all students are familiar with the E-Learning system because this is a new thing that requires adaptation. This research is aimed to analyze the Impact of English E-Learning During Covid-19 Pandemic towards students' Motivation at the tenth grades TKJ II of SMK Ma'arif NU Doro by using a qualitative descriptive method the data was collected through the closed and open-ended questionnaire. There were 27 students of tenth grades TKJ II of SMK Ma'arif NU Doro as the respondents. The result of this research was presented descriptively in order to reveal the student's motivation. The result of the study showed that students still have an enthusiasm for learning English during the covid-19 pandemic.

Keywords: English e-learning, covid-19, motivation, language learning, case study

INTRODUCTION

Coronavirus Disease known as Covid-19 is a threat of a virus outbreak that began at the end of 2019 which attacked the entire world community. The impact of the COVID-19 pandemic has resulted in rapid changes in various sectors, especially in the education sector.

In Indonesia, learning during the Covid-19 pandemic is stated in the Circular Letter of the Ministry of Education and Culture No. 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period, which is in the form of online learning, it is referred to as E-Learning. E-Learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Firman, 2020). There are three things that are regulated in E-Learning, it is teaching and learning activities are aimed at meaningful learning without

burdening completing all curriculum achievements for graduation, focusing on life skills education, learning activities and learning assignments can vary between students according to interests and conditions.

E- learning is the best choice in learning system in Covid-19 pandemic because the material provided can be accessed in everywhere and every time. Furthermore, students are able to get material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers. Even though the Indonesia provides the E-Learning system in Covid-19 pandemic, there is no guarantee that all students are familiar with the E- Learning system, and this is a new thing that requires adaptation.

According to Chandrawati (2010: 172) E- Learning (electronic learning) is distance in learning process by combining the principles of learning process with

technology. Prihantanta (2015: 3) states, motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action with a specific purpose. Furthermore, Saptono (2016: 190) states that motivation will make students more active in learning and obtain high learning outcomes. While students who do not have learning will give low learning outcomes. In activities that facilitate students, learning becomes one of the roles in it to create motivation. The teacher understands how important motivation is for learning and does many things to increase student's motivation (Schunk, 2012: 346). From the explanation of the experts above it can be concluded that student's motivation is an internal energy that makes students become excited in learning to achieve goals. Students will more able to understand the learning that served by the teacher when they are motivated to learn as well.

Therefore, this research generally answered the Impact of English E-Learning During Covid-19 Pandemic towards Students' Motivation at tenth grades TKJ II of SMK Ma'arif NU Doro.

RESEARCH METHOD

This study was conducted using a qualitative descriptive method. This qualitative research method aims to produce descriptive data in the form of sentences and paragraphs. Then the data described in accordance with the qualitative descriptive method which aims to explain or interpret the condition of the subject or object of research. This qualitative descriptive method is very relevant to use for this study, because this study was analyzed and described the data that obtained from the Tenth Grades students TKJ II of SMK Ma'arif NU Doro. The process of collecting data begins with conducting a questionnaire

about the students' motivation and learning difficulties to the TKJ II students. After that, the data analyzed in depth to find out about the elements of feminism in the film. Fitrah and Lutfiyah (2017: 44) state that qualitative research is a research procedure that uses descriptive data in the form of written or oral words from people or actors that can be observed. The researcher used descriptive qualitative to show the results of the Impact of English E-Learning During Covid-19 Pandemic Towards Students' Motivation and Learning Difficulties descriptively.

This research was conducted by the researcher at home, this research was conducted online because the Covid -19 pandemic did not allow the researcher to go directly to the field and the subjects of this study. The researcher collects the data from the tenth-grade students TKJ II of SMK Ma'arif NU Doro by using the WhatsApp to contact the students.

The data used in this study were answers to questionnaires obtained from tenth grade students TKJ II of SMK Ma'arif NU Doro. The data source of this study was the tenth-grade students of TKJ II of SMK Ma'arif NU Doro who participated in answering the questionnaire.

There are some steps while the researcher conducted data collection by using questionnaire to the students, the first is make a WhatsApp group with the students, then ask the students whether they are agreed to answer the questionnaire or not, next distribute the questionnaire. There are two types of the questionnaire that used in this research:

1. Closed questionnaire

In the closed questionnaire, the researcher determines the range of responses that the respondent can choose from. Closed questions are structured and useful because they can produce frequency responses that can be received by treatment and statistical analysis.

2. Open ended questions

Open ended questions are useful if the possible answers are unknown or the questionnaire is exploratory. These questions allow participants to write using their own terms, explain and fulfill the response requirements and avoid predetermined categories of responses.

There are some techniques in analyzing in this paper:

1. Data reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex, still rough, and not systematic, the researcher needs to do an analysis by reducing the data. Data reduction means making a summary, choosing a theme, making certain categories, and pattern so that it has meaning. Data reduction in a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only relevant data is used.

2. Data display

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader. Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, and relationships and differences of each pattern or category.

3. Conclusion

In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are

flexible. The conclusions of the results of the study must be able to provide answers to the formulated problems.

FINDINGS AND DISCUSSION

There are 5 questions about students' motivation in the questionnaire to get the data. The data in the closed questionnaire is classified into four scales namely strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD). In addition, there also an open-ended questionnaire to support the answer from the closed questionnaire because the open-ended questionnaire gives more detail answer in the form of a sentences. The following table shows the results of data about students' motivation.

Table 1. Closed questionnaire

Question	Scale	Freq.
1 Does E-learning increase your motivation to learn English?	SA	3
	A	13
	D	8
	SD	3
2 Did you finish all the English assignments given by the teacher?	SA	0
	A	14
	D	13
	SD	0
3 Do you continue to study English even though there are no assignments during online learning?	SA	0
	A	9
	D	13
	SD	5
4 Do you always come to class on time in English E-learning?	SA	0
	A	14
	D	13
	SD	0
5 Do you still try to take online English	SA	0
	A	10
	D	15
	SD	2

classes when
you are sick?

Total	27
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The table above is the result of a closed questionnaire that shows 4 different answer scales, but the table cannot be used to get a strong research answer. Therefore, the table must be supported by the open-ended questionnaire which is written below to get a strong conclusion from the research on the level of motivation of tenth-grade students of TKJ II of SMK Ma'arif NU Doro.

In the open-ended questionnaire the results are used by the researcher to convince and strengthen students' responses in the closed questionnaire. The table explains the students' answer, the researcher made it simple by making only 2 assumptions of the students' answer which are yes and no from the students' transcription.

Table 2. Open-ended questionnaire

Question	Answer	
	Yes	No
1 Does E-learning increase your motivation to learn English?	16 (59%)	11 (41%)
2 Did you finish all the English assignments given by the teacher?	14 (51%)	13 (49%)
3 Do you continue to study English even though there are no assignments during online learning?	9 (33%)	18 (67%)
4 Do you always come to class on time in English E-learning?	14 (51%)	13 (49%)
5 Do you still try to take online English classes when you are sick?	10 (37%)	17 (63%)

The first research problem is about students' motivation towards E-Learning during Covid-19 pandemic. To

answer the first research about students' motivation, the researcher distributed the questionnaires to 27 students voluntarily participated in filling out the questionnaire. After the questionnaires data are obtained, the data can be described as follow:

- a. The first question is about students' motivation related to the willingness to learn English through E-Learning. The data obtained from the result of the questionnaire showed the highest frequency is 59%, the students answered that they agree with the question presented. It can be concluded that students feel motivated to learn English online. Based on the answer data in the open-ended questionnaire, most students were happy with the material given by their English teacher because the material was not boring.
- b. The second question is about student's motivation related to the willingness to finish the task given by the teacher. The data obtained from the result of the questionnaire showed the highest frequency is 51%, the students answered that they agree with the question presented. Most students answered that they agree to do the assignments given by the English teacher during E-Learning lessons.
- c. The third question is about student's motivation related to the willingness to keep learn English even though there are no assignments during online learning. The data obtained from the result of the questionnaire showed the highest frequency is 67%, the students answered that they disagree with the question presented. It can be concluded that students did not want to learn English outside the online class. Some of the students write their reason why they did not want to learn English outside the class schedule, it is because they do not understand English as well and they

- said that English is a complicated language to learn.
- d. The fourth question is about student's motivation related to the students' willingness to come to the class on time. The data obtained from the result of the questionnaire showed the highest frequency is 51%, the students answered that they disagree with the question presented. Most students answered in the open-ended questionnaire that they are having internet problem, so they cannot join the class on time.
 - e. The fifth question is about student's motivation related to the students' willingness to join the class while they are sick. The data obtained from the result of the questionnaire showed the highest frequency is 67%, the students answered that they disagree with the question presented. It can be concluded that students did not want to join the class when they are sick, this is understandable because every student has a different immune system. but some of the students agree to join because they have high motivation to join the English lesson.

CONCLUSION

The result of the study showed that students still have an enthusiasm for learning English during the covid-19 pandemic. They will remain enthusiastic to learn as long as the teacher gives them assignments that are not too difficult for them. This analysis shows how important the teacher role during covid-19 pandemic. The teacher should not burden students by giving difficult assignments so that students do not find it difficult to learn English, so that students' learning motivation does not decrease and students will be more enthusiastic to learn during a pandemic.

The Covid-19 pandemic requires that every learning activity be carried out online. So that teachers and students

cannot meet face to face in class but must be through information technology intermediaries. This new situation that must be faced by students has an impact on students' learning motivation.

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