

# AN ANALISIS OF ENGLISH STUDENTS 'LEARNING MOTIVATION FACTORS IN E-LEARNING CLASS DURING COVID-19 PANDEMIC

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## Abstract

*This research aimed to investigate English students' learning motivation in participating online learning through e-learning class at one senior high school in Cirebon and to know the affecting factor of students' motivation. Qualitative research was used in this research which descriptive qualitative as research design. The source of data was the main data which in the collecting of data was obtained through observation, interview and documentation process. To analysis the data was done through there steps namely data reduction, data display and verification, then the data triangulation and source were used as a means to checking the validity of the data. The results of the research described that the students have a decrease in their motivation for learning because during Covid-19 Pandemic students are more comfortable and enthusiastic in learning by face to face learning rather than online learning through e-learning class, the students have difficulty in understanding the material, learning become less interactive, the delivery of material become less varied and the lack of the teacher in response the students was considered the dominant factors affects English students' motivation during Covid-19 pandemic.*

**Keywords:** Learning Motivation; English Students, e-learning class; Covid-19 Pandemic.

## INTRODUCTION

Recently, Covid-19 pandemic has a negative impact on the sustainability of human activities. In the world of education, the government provides policies namely transition teaching and learning from face-to-face learning to online learning. Through the Ministry of education and culture, the government makes a policy for learning from home (BDR) through online learning, (Kemendikbud Letter No.15: 2020:1). This policy aims to allow students to keep obtaining educational services during Covid-19 and become an alternative in preventing the spread and transmission of Covid-19 in educational units.

Currently, online learning or e-learning is one of learning solutions in a pandemic era. According to Arkorful (2014:398), "E-learning refers to the use of information and communication technologies to enable the access to online learning or teaching resource". According to Mannong (2020:396), "The online learning system is a learning system without face to face directly between teachers and students but carried out online using the internet network". It means that e-learning taken as a step to continue to be able to carry out the learning process by utilizing existing online learning applications that needs internet network to access. In other words, it can be elucidated that, "to support online learning, teachers can take

advantages of online application, such as WhatsApp, Zoom, Google Classroom, Google Meet, or other applications as learning media (Mannong, 2020:396).

One of senior high schools in Cirebon has been implementing e-learning in their teaching and learning process. The transition in teaching and learning makes the learning process obstructed. Students do not have to come to school to learn, the teaching and learning process can be done at home. Students can learn a material that given by the teachers and the teachers can deliver a material through the use of e-learning media such as WhatsApp application. According to Amry (2014) as cited in Djamdjuri & Kamilah (2020:71), "WhatsApp media is an application that is oftenly used and effective for distance learning or online learning during the pandemic". It means that WhatsApp can be used as online learning media and effective to apply in teaching and learning process during Covid-19 pandemic. According to Djamdjuri & Kamilah (2020:71), "teacher and students are already accustomed to using this application in their daily teaching and learning process". It means that WhatsApp application are commonly used as e-learning class in the form of group class, where the teaching-learning process such as the delivery material and discussion session done.

In the implementation, there are various obstacles that should be faced by the students amidst the transition of teaching and learning process by using WhatsApp application as online class or e-learning class. Some of the obstacles are the students have the difficulty in understanding the material, running out internet quota during learning, inadequate internet access, and the others (Salsabila, 2020:57). Apparently, the obstacles can be able to impact on the students' learning enthusiasm and motivation especially in learning language, such as English

In learning English, the students need motivation to encourage them to always be enthusiastic and learn well. According to Fachraini (2017:48), success or failure someone in learning English depends on his/her motivation level. Motivation can make students easily in reaching their learning goals. According to Sardiman (2008) as cited in Aini (2016:12), students who have strong motivation will have a lot of energy to carry out learning activities. Thus, motivation in students has an important role in the learning process. Low motivation will cause the learning process to be uncomfortable and students tend to become bored and lazy, contrarily the high learning motivation of students will cause them to be happy and enthusiastic about participating in learning process.

In the preliminary observations that conducted by the researcher at the one senior high school in Cirebon, researcher revealed that only few students responded or discussed in e-learning class, even some of them do not follow the teaching and learning process and only a few students that collected the assignment given by teacher. Based on the problems as abovementioned, the researcher assumed that students' learning motivation during online learning during the pandemic has changed. Thus, the present research is interested in conducting the research that aims to investigate learning motivation of English students when participating online learning through e-learning class at one senior high school in Cirebon and to know its factors. It is expected that this research will be able to provide solutions to existing problems and become additional knowledge, especially for researcher.

Previously, a similar research was conducted by Mese & Sevilen (2021) who focused on factors influencing EFL students' motivation in online learning. The results of the research showed that online education had negative impact on students' motivation. The students felt less motivated in online learning process such as not being satisfied with the course content

and material, lacking self-discipline to follow the course, lack communication as a group of teachers and the students and lack of private space to follow the course.

The difference between the previous research with this present research is the research subject itself, which the present research is carried out by one senior high school in Cirebon and involves 5 English Students, while the previous study was held in exclusively online course where 18 students were involved. In this present research, the reason the researcher chooses English students at one senior high school in Cirebon as the subject of the research is because he found the occurring problems that explained above. It is also based on the researcher's educational background, namely as an English language education student.

## METHODS

This research used a qualitative research approach which is descriptive qualitative as research design. Qualitative research is a research that intends to understand the phenomenon of what the research subject is experiencing, the behavior, perception, motivation for action, holistically, and in a descriptive way in the form of words and language, in a special context which is natural and by taking advantage of the scientific method (Moleong, 2011: 6). According to Nazir (2003:5), Descriptive qualitative is used when the researcher wants to describe something specifically in certain conditions and situations. Data and results from qualitative research were obtained, explained and developed using the researcher's words, which were in a descriptive form, so this research was a descriptive qualitative research design.

This research was conducted at one senior high school in Cirebon. This setting is located in Cirebon. The researcher chose this setting based on the preliminary observation, which found that the teacher in the school was implementing e-learning and used WhatsApp as an e-learning class for teaching and learning process during Covid-19 pandemic. The researcher also found that in its implementation the teaching-learning process was less interactive, only a few students responded and followed the teaching and learning process and few students collected the assignment that had been given by the teacher. The participants in this research were 4 English students of *Inggris Peminatan XI MIPA 3* class and 1 English Student of *Inggris Peminatan XI MIPA 1*.

The research applied observation and interview as the research instrument. According to Arikunto (2006:160), research instruments include interview, questionnaires, observation, documentation and the test. In observation there are two stages of observation conducted by the researcher. The first is preliminary observation, where the observations were conducted for 2 weeks before the research, more precisely two weeks at the end of March. It aims to determine the problem to be studied. Then there is the observation during the research, where the researcher ascertains whether the problems found by the researcher at the preliminary observation are in line with the results of observations conducted by the researcher during the research. At this observation stage, the researcher conducted observations from April until the research was finished. In the interview process the interview conducted by the researcher is by conducting in-depth interviews with research subjects. It aimed to obtain information directly about learning motivation and its factors during a pandemic by asking a number of questions to the students. The interview process was done by using synchronous online interview. According to Stephens et.al (2020), with synchronous interview methods, researchers who want to preserve convenience and accessibility can opt for instant messaging methods or phone-based calls. Thus the researcher did the interview process by utilizing WhatsApp

application via chat, this way because some of the students objected to doing it directly for several reasons, Covid-19 is also a supporting factor for conducting this type of interview process.

## FINDINGS AND DISCUSSION

The first finding was obtained based on the result of observation regarding the learning process of English students through e-learning class at one senior in Cirebon. Bellows are the results of observation namely teaching and learning process during Covid-19 Pandemic.

No	Component	Sub component	Yes	No
1	Preliminary	a. The teacher ensures that all students are ready to receive learning by checking the students in the learning group.	•	
		b. the teacher conveys the material that will be delivered	•	
2	Main activities	a. The teacher sends a video containing the subject matter, then asks students to listen to the contents of the video.	•	
		b. The teacher asks students to describe the content of the video		•
		c. The teacher invites students to ask questions about the content of the video that has not been understood		•
		d. The teacher carries out confirmation activities regarding the learning that has been delivered		•
3	Closing	a. The teacher tell the material for the next meeting		•
		b. The teacher and students prays to close teaching and learning process.		•

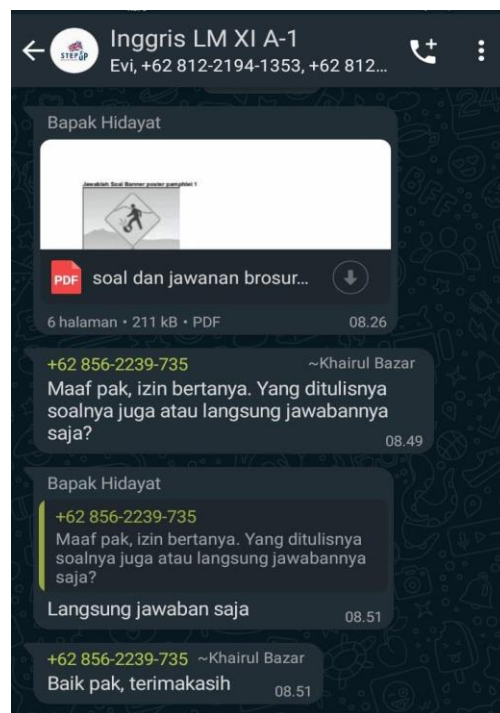
**Table. 4.1 Teaching and Learning Process through E-learning During Covid-19 Pandemic.**

Based on the result of observation, in the teaching and learning process during Covid-19 pandemic, English students learned through group class in WhatsApp application as e-learning class. This information also clarified based on the results of interview that conducted by researcher with students as explained as follows:

*"Iya pak belajar online gitu jadi menggunakan WhatsApp, kadang juga PSMA". ("...yes sir it is the online learning, so it is using WhatsApp, sometimes using PSMA"). "(S1/NI/13-4-2021).*

According to the result of interview that stated by **Student 1** above, the teaching and learning process especially in English class at one senior high school in Cirebon during the Covid-19 pandemic was in the form of online learning through WhatsApp application in class group, then for collecting assignments or material summaries uploaded to PSMA (*Pengembangan System Manajemen Akademik*) or academic management system development. Thus, what was explained by **Student 1** with the results of observations conducted by researcher

on (13-4-2021) is relevant, where the researcher found the teaching and learning process was carried out through WhatsApp application during the Covid-19 pandemic. WhatsApp media is an application that is often used and effective for distance learning or online learning during the pandemic (Amry, 2014 as cited in Djamjuri & Kamilah, 2020). So that WhatsApp can be used as a means of teaching-learning process and the teachers and students are already accustomed to using this application in their daily teaching and learning process (Djamjuri & Kamilah, 2020).



Picture 4.1. Learning Process through Whatsapp Application.

Based on picture 4.1, teaching and learning process during Covid-19 pandemic is conveyed through class group on WhatsApp application.

This information also clarified by **Student 5** as a student of XI MIPA 1 class who explained the same thing, as explained as follows:

*“Lewat apk PSMA atau kelas online, seringnya tugas bahasa inggris LM tuh mencatat dari video yang dikasi oleh pak hidayat, bapak ngirimnya lewat WA group tetapi ketika kita sudah selesai mencatatnya akan dikumpulkan lewat PSMA lagi”* (“...Through PSMA application or online class, Often LM (cross-intressted) English assignment takes notes from the video provided by Mr. Hidayat, He send it via the WhatsApps group but when we have finished recording, it will be collected through PSMA”). **(S5/EY/14-4-2021)**.

Based on the result of the interview with **Student 5** above, during online learning, learning was carried out through WhatsApp application then the material was in the form of video or file.

This information is in line with the information obtained from **Student 2** that explained as follows:

"Untuk pembelajaran lewat WA biasanya pak hidayat ngasih video pembelajaran tetapi kadang juga ngasih DOC, PDF, PPT buat dipelajari sendiri". ("...For learning through WA (WhatsApp), usually Mr. Hidayat provides learning video but sometimes also gives DOC, PDF, PPT for self-study"). "(S2/KFN/14-4-2021).

The results of interview above are also relevant to the result of observation conducted by the researcher, as showed by the researcher as follows:



Picture. 4.2. The Delivery of Material in the Form of Video



Picture. 4.3. The Delivery Material in the Form of File

**Student 2** also added that the material in the form of videos or files is difficult to understand. As stated as follow:

*"Tapi kalo dipelajari sendiri tuh kadang susah masuk materinya". ("...but if learn independently, sometimes it's hard to understand"). "(S2/KFN/14-4-2021).*

In accordance with the result of interview above it can be concluded that even though online learning through E-learning class is simpler but in understanding the material will be more difficult if the teaching and learning process is not accompanied by the teacher directly, because in English class at one senior high school in Cirebon the material was only delivered in the form of file or video so that some students felt confused in understanding the material presented. Students have difficulty in understanding the learning material that the teacher provides. The material is usually explained directly by the teacher, but during the Covid-19 pandemic the material was delivered in the form of video and that became a factor that hindered students (Salsabila, 2020). It also made some of students felt uncomfortable when learning was done online, as the result of interview with **Student 4** as explained follows:

*"Kurang nyaman, karena dalam video yang dikirim kadang ada yang tidak jelas dan materinya tidak sama seperti sub bab dibuku" (...It is not comfortable, because sometimes the videos sent are not clear and the material is not the same as the sub-chapters in the book)". "(S4/NNI/14-04-2021).*

The same answer also stated by **Student 1** that preferred face-to-face learning than online learning, as explained as follows:

*"Sebenarnya sih lebih senang tatap muka langsung yah pak soalnya ngejelasnya juga lebih enak langsung". ("...Actually, it is more happy to meet face to face sir, because the explaining it is also better directly"). "(S1/NI/13-4-2021).*

*"Jujur nahda pribadi lebih suka dan nyaman tatap muka pak, cuman ada kelebihan da nada kekurangannya juga sih pak. Kalo tatap muka kan fullday capek yah cuman enak ngejelasinnya jelas, kalo online kan seentar lebih santai gitu pak ngerjainnya tapi gitu yah sering ngasih materi". ("...Honestly, Nahda personally prefers and feel comfortable face-to-face, but there are advantages and disadvantages sir. If face-to-face, it's full day and become tired but it's good in explaining and clear. If online, it's more relaxed when we do, but that's how it is, so we just give material). "(S1/NI/13-4-2021).*

In accordance with the result of the interview described above, students still preferred direct learning in the class than online learning through E-learning class, besides to getting direct explanation, in face-to-face learning the presentation of the material will be clearer and students can ask directly to the teacher if they find problems in the learning process.

It is different from what **Student 3** felt about the learning process carried out online through E-learning class, she stated that the delivery of material in the form of video or file was quite comfortable and could be acceptable as stated follows:

*"Proses pembelajarannya cukup nyaman karena dari video youtube tersebut saya pribadi bisa mengerti satu persatu materinya walaupun nggak semuanya langsung paham. Tapi tidak senangnya semua murid ada yang mampu membeli kuota dan ada yang tidak, jika tidak mampu untuk membeli kuota, tugas tersebut bisa terbengkalai dan berakibat nilai menjadi*

*kosong.* (“...The learning process is quite comfortable because from YouTube video, I can personally understand the material one by one, even though not all of them immediately understand. But the displeasure that some students can afford to buy quota and some can't, if they can't afford to buy quota, the assignment can be neglected and as a result the scores will be empty”). **(S3/NR/13-4-2021)**.

The same thing also felt by **Student 5** as explain as follows:

*“Iya senang senang saja pak karena mapel lain juga kebanyakan proses belajarnya seperti itu, tetapi kadang membosankan juga hehe.”* (“...Yes, I'm happy sir, because other subjects also have learning process like that, but sometimes it's boring”). **(S5/EY/14-4-2021)**.

Based on the results of the interview with **Student 3** and **Student 5** explained above, although online learning in E-learning class in the form of video was comfortable and efficient, there were some students who were bored and could not access the video because of the quota factor. This had an impact on the timeliness of submitting assignments. Students also stated that they were more enthusiasm in learning when learning was done face-to-face rather than online learning, as explained by **Student 3** as follows:

*“Lebih semangat belajar langsung pak”.* (“...more enthusiasm to learn directly sir”). **(S3/NR/13-4-2021)**.

**Student 2** also stated the same thing, as explained as follows:

*“Ya kalo sekarang lebih semangat pas belajar tatap muka, kalo online dah mulai bosan sehari-hari dikamar, dapur, wc dan gitu gitu doang”.* (“... for now it's more enthusiastic when studying face-to-face, online learning starts getting bored, because everyday in the room, kitchen, toilet and so on”). **(S2/KFN/14-4-2021)**.

Based on **Student 2** and **Student 3's** statement above, it showed that the enthusiasm in learning when learning online through E-learning class tends to decrease compared to face-to-face learning, this is because some students were getting bored with the same or monotonous activities. **Student 5** also stated that learning during the pandemic made her learning enthusiasm inconsistent, which explained as follows:

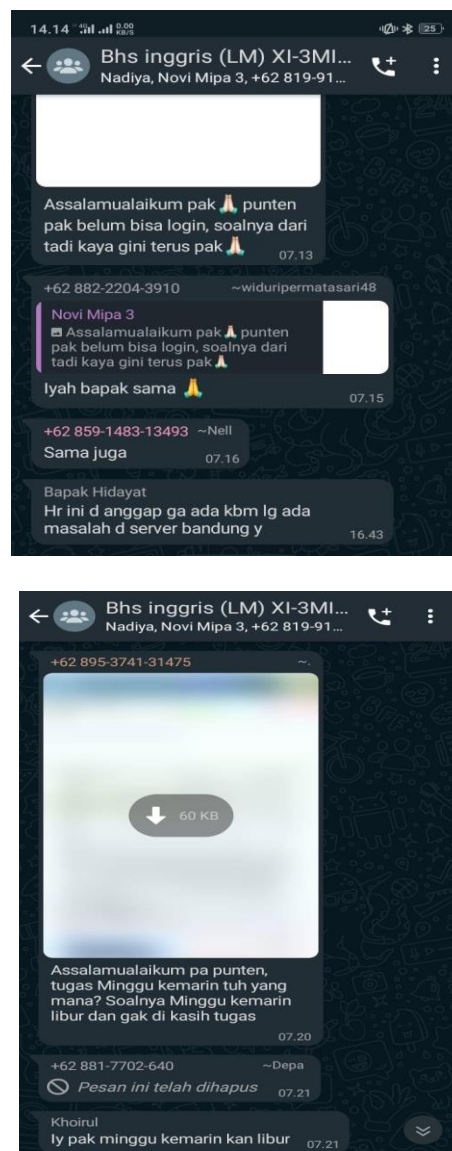
*“Iya, kadang mood belajar kadang nggak, karena kalau secara online ada banyak kendalanya juga contoh semisal nanya ke guru tetapi gurunya lama merespond karena bisa jadi guru sibuk gitu, kalau diajar dikelas secara langsung kan mungkin bisa dan cepat guru menanggapi pertanyaan kita tentang penjelasan materi yang disampaikan tersebut”.* (“... Sometimes I have mood for studying and sometimes not, because online learning there are many obstacles, for example ask the teacher but the teacher responds for a long time because it may be the teacher is busy. If taught directly in the class, maybe the teacher can quickly respond to our questions about the explanation of the presented material”). **(S5/EY/14-4-2021)**.

According to the results of the interview described by **Student 5** above, the main thing made her enthusiasm in learning unstable was the lack of teacher in responding to students' questions when students felt confused about the material that had been delivered through the E-learning class. The same thing was also expressed by **Student 4** regarding her enthusiasm in learning when participating online learning through E-learning class as explained as follows:



*“Yang pasti berkurang, kalau dulu Inggris pelajaran yang dinanti karena dapat menantang diri kita dengan mencoba mengungkapkkan atau menjelaskan yang guru telah berikan, sedangkan sekarang untuk bertanya kadang gurunya slow respond dan saya sudah tidak tertarik lagi untuk menanyakan hal tersebut” (“...which is definitely reduced, in the past, English is the lesson that I am waiting for because it can challenge myself by trying to express or explain what the teacher has given, whereas now for asking questions sometimes the teacher responds slowly and I am not interested anymore in asking the question” (S4/NNI/14-04-2021).*

In pursuance of the interview result with **Student 4**, it showed that the learning enthusiasm was reduced compared to the learning enthusiasm when doing directly in class because it was considered that learning in class could challenge her and could practice directly about the material that delivered by the teacher, which was not found in online learning. She also explained that she was less enthusiastic in responding or asking questions in e-learning class because slow response of the teacher to the students' question.



**Picture. 4.4. Teacher's Response when Teaching-Learning Process trough E-Learning Class**

Based on the result of observation above showed that students had difficulty in asking something to the teacher, lack of teachers in responding to student questions it could affect students' enthusiasm in participating in online learning through e-learning class then it will impact on their motivation in learning.

### CONCLUSION

According to the data obtained, the transition of learning methods can influence the students' motivation in learning, especially in learning English. The difficulties and obstacles experienced by students when participating in online learning through e-learning class make the enthusiasm and motivation of students in learning English during Covid-19 pandemic decrease. Besides learning becomes less interactive, students also have difficulty in understanding the material so that it makes some of students less comfortable in following the teaching-learning process. The enthusiasm of students also tends to decrease because they are getting bored with the same learning activities. The learning process is also only in the form of providing material and then training which is considered that the teaching method in the Covid-19 pandemic becomes less varied.

### ACKNOWLEDGEMENTS

Many thanks are given to NaCoLET and English Department of Universitas Muhamadiyah Cirebon that authorized to conduct this research.

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