



THE ONLINE LEARNING AND STUDENTS' MOTIVATION IN LEARNING ENGLISH: A CASE STUDY AT SMAN 1 DOMPU IN ACADEMIC YEAR 2020/2021

Nurhairati^{1*}, Lalu Thohir², Arafiq³

English Education Department, Faculty of Teacher Training and Education,
University of Mataram, Indonesia

*Corresponding email: nurhairati97@gmail.com

Abstract: This study aimed at finding out the students' perceptions about online learning. It focused on evaluating the process of online learning and the types of teaching models used by the teacher to attract students' attention in English online learning. The design of this study was qualitative. It was conducted on the second-grade students of SMAN 1 Dompus with a population of 350 students. From this number, 40 students were randomly taken as the sample. The data were collected through questionnaires and interviews. The result of the study reveals that the majority of students (73.5%) 29 out of 40 students perceived online learning as something good. They agreed that online learning can improve their motivations in learning English as online learning attract students' attention is relevant to the students' needs, build the students' confidence, and fulfill their satisfaction. From all the online teaching models applied in the online classroom, the students preferred Problem Based Learning. Collaborative Language Learning would be more favorable as it could make the students learn together on-site in a group rather than to discuss material online. Meanwhile, Task-Based Learning was less favorable to the students as it might put them into a psychological burden during the pandemic period.

Keywords: online learning; students' perception; teaching models

Received: Feb 16, 2021

Accepted: Nov 16, 2021

Published: Dec 31, 2021

How to cite (in APA style):

Nurhairati, Thohir, L., & Arafiq. (2021). The online learning and students' motivation in learning English: A case study at SMAN 1 Dompus in academic year 2020/2021. *JEEF (Journal of English Education Forum)*, 1(2), 40-47.

INTRODUCTION

The recent outbreak of the coronavirus pandemic increased the gaps in the education sector globally. COVID-19 outbreak has created educational disruptions and global health concerns that proved very difficult to manage by global health systems (Onyema, 2020). The coronavirus pandemic has spread across nations in the world very rapidly and affected all aspects of life. This pandemic has drastically changed the lifestyles of the entire world with billions of people being forced to stay at home, observe self-isolations, and work and learn from home. Based on the data from World Health Organizations, 40.251.950 people got infected with 1.116.131 life died (Arafiq, 2021:48).

The outbreak of Coronavirus negatively affected educational activities and systems worldwide, leading to the widespread closures of schools (Wikipedia, 2020). It created serious disruptions in academic activities, as well as in career plans. As part of the global efforts to combat COVID-19, many countries across the world closed down schools in an attempt to contain the coronavirus pandemic. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, over 100 countries implemented nationwide closures, impacting over half of the world's student population (UNESCO, 2020).

The pandemic also affects Indonesia and causes the government planning to get worse. To stop the widespread of COVID19, the Indonesian government has instructed all government



stakeholders in all regions to adapt to the pandemic, including West Nusa Tenggara Province by issuing local regulations to adapt to the pandemic (Arafiq, 2021). Minister of Educational and Cultural also released a written announcement No.1 2020 about the education system which requires online learning to be implemented in all schools and universities. Since then, Indonesia has implemented online learning which seems new in the Indonesian Education System. This new system is supposed to make different impressions and motivation for students, especially in English subjects. Thus, research which focuses on students' perception of online learning is essential to do.

Learning English as a foreign language is very important for the student's career in the future. The students found that psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and motivation hinder students from being interested in learning English. The factor, like fear of making mistakes, is commonly caused by their fear of being laughed at by their friends. Those problems were also experienced by students at SMAN 1 Dompu. Due to those conditions, the way of teaching process should make the students motivated in learning English. In addition to this problem, Harmer (2001) stated that motivation is a kind of internal drive, pushing someone to do things to achieve something.

Motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual or physical effort so that the person can achieve some previously set goal. According to Driscoll (1994), motivational design views motivation as a sequence. First, they gain the attention of the learner and provide relevance of what is being taught to their proposal and needs. The learners gain confidence as the learning process unfolds. The satisfaction of the new knowledge motivates to continue learning.

Information and Communication Technologies (ICTs) have influenced the landscape of the education sector by changing the way various education activities are being conducted. Rapid developments of ICTs have improved access to and efficiency of teaching and learning processes. As such, online learning has become a major phenomenon in recent years (Tossy, 2012) as transforms teacher-centered teaching and learning system into a student-centered one (Truncano, 2005). Further, this transformation enables students to develop their problem-solving abilities; information reasoning and communication skills; improves creativity and other higher order-thinking skills (Rosenblit, 2005).

Online learning is a sustainable strategy to improve the teacher-learner process quality through the use of computers, the Internet, and other digital resources (Golzari, Kianmanesh, Ghoochian, & Jafari, 2010). With various digital learning platforms provided, traditional teacher-focused learning designs can alternate into a more student-focused approach. Online learning can make the student more interested in studying English confidently.

Since the learning process needs motivation, the students also need motivation in learning a language especially in learning English. Oxford and Shearin (1994: 12) stated that motivation is extremely important for Second Language Learning and it is crucial to understand what our students' motivations are. Understanding their motivation is important to know why they learn a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in their English study for the necessity of their future works or studies. Language learning motivation is an essential factor to learn a second or foreign language. Moreover, Ellis (1997) stated that motivation is one of the factors that influence the students' ability in learning a language. It involves the attitudes



and the affective states that influence the degree of effort that learners make to learn an L2. We can figure that success in a task is simply to fact that someone is motivated. Those reasons are sufficient to show the importance of studying online learning related to student's motivation in learning English.

Based on the empirical findings above, this paper tried to investigate the students' perception about the effect of online learning to enhance the students' motivation, and to build their confidence. Furthermore, this paper also tried to investigate how teaching models applied in online learning models can attract students' attention.

RESEARCH METHOD

The study utilized a qualitative descriptive approach. The data in this study were primarily taken from second-grade students of SMAN 1 Dompu of Dompu Regency, West Nusa Tenggara. To support the findings, the secondary data were taken from the English teachers of the same school. The data in this study were students' opinions on English Online classes. The data were collected from questionnaires and interviews. Data analysis was conducted by making interpretation and meaning about responses gotten from the research sample. The population of this research was the second-grade students of SMAN 1 Dompu which consists of ten classes with a total number was 350 students. There were 40 students (12%) randomly taken as sample because the population was above 100 (Arikunto, 2006; Musfiqon, 2012; Sugiyono, 2012).

Questionnaires and interviews were used to collect the data. The questionnaires were in the form of closed and open-ended. The closed-ended questionnaire was used to know the students' perception about online learning, while the open-ended questionnaire was provided to know which learning models applied in online learning used by the teacher that motivated students in learning English. Furthermore, the questionnaire has been validated by the experts, i.e. supervisors, and was tried out for its reliability, and for this purpose, the questionnaire was given to some students out of the sample. In addition, the questionnaire was given to the English teachers and their responses were the secondary data of this research. The questionnaire was distributed to the students through Google Form.

Further, a semi-structured interview was applied in which students were asked some questions to get more comprehensive information about their perception of online learning being investigated. Only 10 students were interviewed as representatives. The information taken from the students' answers was the main data and their English teacher response was secondary data of this research.

The collected data were then analyzed by following the steps below:

1. Scoring and tabulating the students' and their English teachers' results of the closed questionnaire.
2. Transcribing students' and the teachers' responses on the open-Questionnaires and analyzing them.
3. Transcribing students' and teachers' interview results.
4. Inferring the conclusion of the findings.



FINDINGS AND DISCUSSION

The way students perceive online learning was predicted by the closed questionnaire result and then strengthened by the interview. 40 students gave their responses. The questionnaire was given to the students through the Google Form and it consisted of 20 questions. Those questions were related to students' motivation in online learning using four indicators of motivation proposed by Driscoll (1994).

Indicators	Options			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Attention: The students have curiosity and interest to study.	28	47	19	6
Relevance: The students can improve their learning	11.5	46.5	31	11
Confidence: The students can develop their positive	24	44	26	6
Satisfaction: The students can keep studying for achieving success	53	40	6.5	0.5
Total	116.5	177.5	82.5	23.5
Average	29.1	44.4	20.6	5.9

The result shows that most students perceived online learning positively. Those perceptions are identified through the close questionnaire results gotten from students of Grade XI of SMAN 1 Dompu who have experienced studying English in the classroom and online. It means that they are assumed to be able to compare online learning and offline one.

From the questionnaire, there were 20 closed questions and 4 open questions. The close questionnaire was related to students' perception of online learning which was then confirmed by the interview. The open questionnaire was related to teachers' teaching models that are favored by the students. The close questionnaire and interview results showed that online learning boosted student's motivation in learning English. This is in line with the statement of Harandi (2005) in which E-learning effects students' motivation in learning and those motivations are measured affects aspects of motivation proposed by Driscoll (1994), i.e. attention, confidence, relevance, and satisfaction.

In terms of attention, the majority of students had high curiosity and interest in studying English online. Five questions related to this aspect showed that 28% of the students strongly agreed and 47% were on average. The interviewees stated that this was because online learning provided them with more chances to strengthen their understanding of the material. For example, after the teacher explained the material or gave the task, students were able to search on the internet any vocabulary or material that they did not understand. Another reason is that online learning is considered a good solution to learn English during the pandemic. Despite some problems such as bad internet connection and availability of signals in their hometown that somehow made online learning is unlikely effective, the students were not discouraged to study English. It was their teachers' strategy that triggered them to attend the online classroom. Although their teachers admitted that there was a significant difference between the online learning and the classroom that brought difficulty for the teachers to teach online, they were trained for 4 days that assisted them to utilize a variety of applications such as WhatsApp, Microsoft Teams 365, Google Classroom and Zoom. However, the teachers disagreed that



online learning increased the students' interest in studying since most of them turned their cameras off and the teachers were not sure whether their students fully paid attention to their explanation or not.

Related to relevance, the students were able to improve their learning through online learning. Most of the students agreed (11.5% strongly agreed and 46.5% agreed) that online learning boosted their achievement on average because their teacher's explanation was easy to understand. However, their English teachers responded to the counterpart in which they were not sure that the students could improve their achievement as well as the offline class due to limited time provided for online learning and bad internet connections.

In the next aspect – confidence, it was found that the students were able to develop their confidence through online learning. A great number of students agreed (24% strongly agreed; 44% agreed) that they dared to speak up on the screen because they did not worry about making mistakes and being laughed at by their classmates. In contrast, the teachers responded differently, in which they stated that only some students actively got involved in-class discussions. In addition, low-quality internet connections affected the students' motivation in learning.

The last one is about satisfaction in studying. Several students strongly agreed and agreed (53% and 40%, respectively) that they kept studying regardless of trouble (such as bad internet connection) they found during the online learning process. They also agreed that they would study harder whether they had a good or bad grade in English and this was in line with the teachers' responses. In general, most students were encouraged to learn English via online learning.

There are some teaching models proposed by Lamy and Hampel (2007) that can be used by an English teacher in the online class, such as cooperative or collaborative language learning, task-based learning, and problem-based learning. These teaching models are also based on the development of teachers' professionals of Indonesia (Rusman, 2018). The kinds of English teaching models applied by the English teacher of SMAN 1 Dompu to encourage students were identified through the open questionnaire. The questionnaire which consisted of four questions was given to the students through Google Form and the results of the questionnaire can be described in Table 2.

Table 2. Teaching Models Used by Teacher in English Online Learning to Encourage Students' Motivation in Learning English

Online Learning Models	Question	Option	%
Cooperative or collaborative language learning	In the online learning process, I prefer to get an assignment, I prefer if:	Individual work	80%
		Group work	20%
Problem-based learning	In the online learning process, I prefer learning: I am more interested in learning if:	With group	60%
		Individually	40%
		Explained by the teacher without any discussion with my classmates	37.5%
		Discussing the material with my classmates based on our teacher's guidance	62.5%



Online Learning Models	Question	Option	%
Task-based learning	In the online learning process, I prefer:	My teacher explains the material before giving the task.	100%
		My teacher gives an assignment without explaining the material first.	0%

The open questionnaire is related to teaching models applied by English teachers at SMAN 1 Dompu in teaching English online based on three different kinds of online learning proposed by Lamy and Hampel (2007). The first one is about collaborative language learning. Based on the finding, it illustrated that the majority of students love to learn in a group as they can collaborate to strengthen their understanding. This result is in line with what teacher EH and teacher S explained in which they agreed that learning in a group would help students to know their strengths and weaknesses so that they could give a hand to each other. However, if it deals with the assessment, they preferred to do an individual task rather than group work. According to the students' responses, they like sharing their opinion with their friends during the online class to help them understand the material easier. This is relevant to Teacher EH's response to the questionnaire in which students could work together and help each other in doing the task. On the other hand, some of them seem to avoid the group work because only particular students put effort to finish the task which was not fair for the group members who took part in it. This issue is strengthened by Teacher S who stated that students were more engaged in class when the teacher gave individual work.

The second type of online learning was problem-based learning. Most students preferred problem-based learning which meant that they chose to learn by discussing the material with their friends based on their teachers' guidance. It is because group discussion provided some benefits. For example, they comfortably gave their opinions or ask some questions to their classmates through discussion. This is supported by Teacher EH's explanation, in which she believed that her students understand the material and they discuss it with their classmates to deepen their understanding. In contrast, the rest of the students who chose to get an explanation from their teacher stated that they became more focused to understand the material during the online class without any distraction from their friends such as a noisy and unstable network. It is in line with Teacher S's opinion, she stated that due to limited time and unstable network, she preferred to teach her students by explaining the material and then giving them the assignment. In short, problem-based learning was more favorable for most students.

The last one is task-based learning. None of the students agreed with it because they assumed that they would never be able to do the task by learning the material independently. Instead, they needed to get a clear explanation about the material from their teacher before they were given a task. It is correlated with what Teacher S and Teacher EH state in the open questionnaire, in which they always explained the material before having students do the tasks since their students would not understand the task and the material before being explained the material.

CONCLUSION

Based on the research findings, it is concluded that (1) the majority of students (73.5%) consisting of 29 of 40 students perceived online learning as something good. They agreed that online learning improved their motivation in learning English which can be seen from four motivation aspects such as attention, relevance, confidence, and satisfaction; and (2) of all the online teaching models applied in the online classroom, students were most likely to choose problem-based learning. Then, collaborative language learning is favorable in case the students learn together in a group to discuss the material. However, it will be less favored if they were assigned to group work. Finally, in task-based learning, it is clear that none of the students preferred task-based learning in online English learning.

REFERENCES

- Arafiq, 2021. "Potensi Pelanggaran Perda Nomor 07 Tahun 2020 Pemerintah Propinsi Nusa Tenggara Barat Tentang Penanganan Wabah dan Penyakit Menular" in *Linguistik Forensik: Studi Kasus Lintas Bahasa*. Denpasar: Pustaka Larasan
- Arikunto, S. 2006. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara
- Driscoll, Marcy. 1994. *Psychology of Learning for Instruction*. Boston: Allyn and Bacon
- Ellis, R. 1997. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Golzari, Z., Kiamanesh, A., Ghorchian, G. N., & Jafari, P. 2010. "Development and accreditation of a model for internal evaluation of e-learning courses". *Journal of Higher Education Curriculum Studies*, 1(1), 160-185.
- Guri-Rosenblit, S. 2005. "Distance education'and 'e-learning': Not the same thing" *Higher Education*, 49(4).
- Harandi. 2005. "Effects of e-learning on students' motivation" *A Journal. Tehran Alzahra University*
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Longman.
- Lamy, M. & Hampel, R. 2007. "Online Communication in Language Learning and Teaching". New York: Palgrave Macmillan
- Learningenglish.voanews website: <https://learningenglish.voanews.com/a/unesco-290-million-students-stay->
- Musfiqon. 2012. *Panduan Lengkap Metodologi Penelitian Pendidikan*. Jakarta: PT. Prestasi Pustakaraya.
- Onyema, E.M., Eucheria, N. C., Obafemi, F.A. 2020. "Impact of Coronavirus Pandemic on Education" *Journal of Education and Practice*, 11(13).
- Oxford, R. L. and Shearin, J. 1994. "Language Learning Motivation: Expanding the Theoretical Framework". *Modern Language Journal*, 78, p. 12-28.
- Rusman. 2018. *Model-model pembelajaran (Mengembangkan Profesionalisme Guru)*. Jakarta: Raja Grafindo Persada.
- Sugiyono. 2012. *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Tossy, T. 2012. "Cultivating Recognition: A Classic Grounded Theory of E-Learning Providers Working in East Africa": pp.1-381.
- Trucano, M. 2005. *Knowledge maps: ICTs in education*. Washington D.C.: InfoDev, The Information for Development Program.



UNESCO. 2020. *290 Million Students Stay Home due to Coronavirus*. Retrieved October 27, 2020, from [learningenglish.voanews website: https://learningenglish.voanews.com/a/unesco-290-million-students-stay-home-due-to-coronavirus/5317148.html](https://learningenglish.voanews.com/a/unesco-290-million-students-stay-home-due-to-coronavirus/5317148.html)

Wikipedia. 2020. *Impact of the 2019-20 coronavirus pandemic on education*. Retrieved October 27, 2020. https://en.wikipedia.org/wiki/Impact_of_the_COVID_19_pandemic_on_education