



**THE PERCEPTION AND MOTIVATION OF THE SECOND YEAR
STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF
UNIVERSITY OF ISLAM MALANG IN TAKING ONLINE LEARNING
ACTIVITIES**

SKRIPSI

**BY
MOH. RUZIN
NPM 21701073147**



**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY 2021**



**THE PERCEPTION AND MOTIVATION OF THE SECOND YEAR
STUDENTS OF ENGLISH EDUCATION DEPARTMENT OF
UNIVERSITY OF ISLAM MALANG IN TAKING ONLINE LEARNING
ACTIVITIES**

SKRIPSI

Presented to Faculty of Teacher Training and Education

University of Islam Malang

In partial fulfillment of the requirements for the degree of

Sarjana in English Language Education



BY

MOH. RUZIN

NPM 21701073147

**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY 2021**

ABSTRACT

Ruzin, Moh. 2021. *The Perception and Motivation of the Second Year Students of English Education Department of University of Islam Malang in Taking Online Learning Activities*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Dr. Muhammad Yunus, M. Pd.; Advisor II: Dr. Imam Wahyudi Karimullah, S.S., M.A.

Keywords: Students' Perception, Students' Motivation, Online Learning

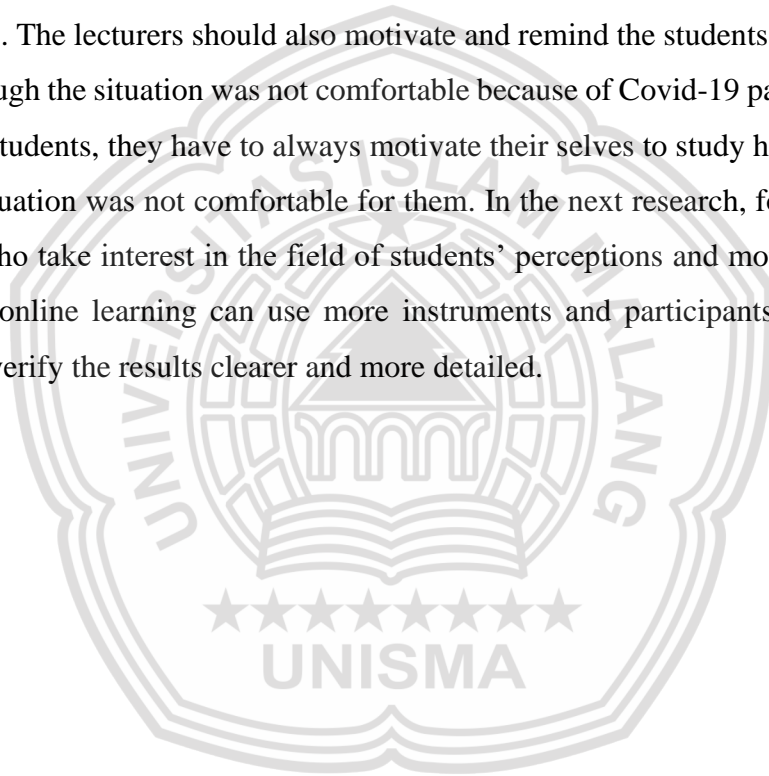
This research presents the perception and motivation of fourth semester students in taking online learning activities. In Indonesia, the online learning system before 2020 was still not as massive as it is today. The peak use of the online learning system began in 2020 when the Corona virus attacked the entire world and forced people to do activities in their respective homes, including teaching and learning activities. Therefore, the researcher conducted a study to investigate the perception and motivation of students in taking online learning activities.

This research used a qualitative descriptive approach with a descriptive study as the research design. The subjects were 22 students of the fourth semester of English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. The participants were chosen randomly from class 4A-4D. To investigate students' perception and motivation, the researcher used online questionnaire and interview as the methods of collecting data. The instruments used by the researcher were online questionnaire and interview.

The findings showed that the perception and motivation of the students in taking online learning activities differed from each other. From the perceptions data, the perceptions of the students in taking online learning activities were positive in some aspects, for example, the role of the lecturers in explaining learning materials during online learning. Unfortunately, the perceptions of the students in taking online learning activities were negative related to the effectiveness of online learning and their English skill. They thought that the online learning system is not effective because of so many difficulties they found such as unstable network and

less interaction. Then from the motivations data, the students were motivated; they always motivate their selves to study even though the situation was uncomfortable. However, the students were less motivated since this online learning system has never been felt before, and also this pandemic has been running for a long time; the students felt bored with this situation and even lost their motivations.

The researcher suggested the lecturers to have to give and explain the materials to the students as good as possible, not only sharing materials without explanation and giving assignments, in order that the students can understand the materials well. The lecturers should also motivate and remind the students to study hard even though the situation was not comfortable because of Covid-19 pandemic. Then for the students, they have to always motivate their selves to study hard even though the situation was not comfortable for them. In the next research, for future researchers who take interest in the field of students' perceptions and motivations experiencing online learning can use more instruments and participants in data collection to verify the results clearer and more detailed.



ABSTRACT

Ruzin, Moh. 2021. *Persepsi dan Motivasi Mahasiswa Tahun Kedua Jurusan Pendidikan Bahasa Inggris Universitas Islam Malang dalam Mengikuti Kegiatan Pembelajaran Online*. Skripsi, Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Dr. Muhammad Yunus, M. Pd.; Pembimbing II: Dr. Imam Wahyudi Karimullah, S.S., M.A.

Kata Kunci: Persepsi Mahasiswa, Motivasi Mahasiswa, Pembelajaran Online

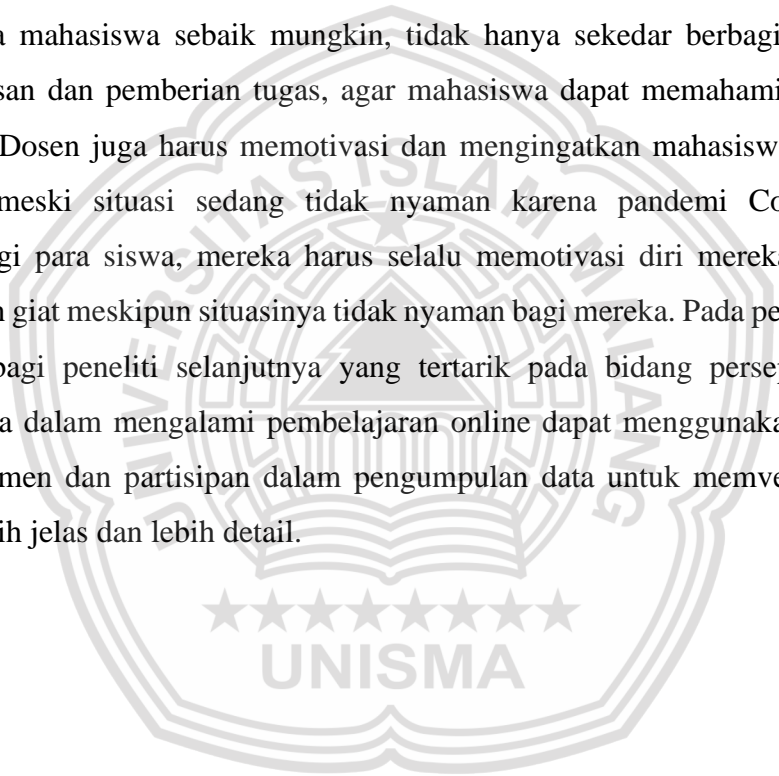
Penelitian ini memaparkan persepsi dan motivasi mahasiswa semester IV dalam mengikuti kegiatan pembelajaran online. Di Indonesia, sistem pembelajaran online sebelum tahun 2020 masih belum masif seperti sekarang ini. Puncak penggunaan sistem pembelajaran online dimulai pada tahun 2020 ketika virus Corona menyerang seluruh dunia dan memaksa masyarakat untuk melakukan aktivitas di rumah masing-masing, termasuk aktivitas belajar mengajar. Oleh karena itu, peneliti melakukan penelitian untuk mengetahui persepsi dan motivasi siswa dalam mengikuti kegiatan pembelajaran online.

Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan desain penelitian deskriptif. Subjek penelitian ini adalah 22 mahasiswa semester IV Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Islam Malang. Para peserta dipilih secara acak dari kelas 4A-4D. Untuk mengetahui persepsi dan motivasi siswa, peneliti menggunakan angket online dan wawancara sebagai metode pengumpulan data. Instrumen yang digunakan peneliti adalah kuesioner online dan wawancara.

Hasil penelitian menunjukkan bahwa persepsi dan motivasi siswa dalam mengikuti kegiatan pembelajaran online berbeda satu sama lain. Dari data persepsi, persepsi mahasiswa dalam mengikuti kegiatan pembelajaran online adalah positif dalam beberapa aspek, misalnya peran dosen dalam menjelaskan materi pembelajaran selama pembelajaran online. Sayangnya, persepsi siswa dalam mengikuti kegiatan pembelajaran online berhubungan negatif dengan efektivitas pembelajaran online dan kemampuan bahasa Inggris mereka. Mereka beranggapan

bahwa sistem pembelajaran online tidak efektif karena begitu banyak kesulitan yang mereka temukan seperti jaringan yang tidak stabil dan interaksi yang kurang. Kemudian dari data motivasi siswa termotivasi; mereka selalu memotivasi diri mereka untuk belajar meskipun situasinya tidak nyaman. Namun, siswa kurang termotivasi karena sistem pembelajaran online ini belum pernah dirasakan sebelumnya, dan juga pandemi ini sudah berjalan lama; siswa merasa bosan dengan situasi ini dan bahkan kehilangan motivasi.

Peneliti menyarankan kepada dosen agar memberikan dan menjelaskan materi kepada mahasiswa sebaik mungkin, tidak hanya sekedar berbagi materi tanpa penjelasan dan pemberian tugas, agar mahasiswa dapat memahami materi dengan baik. Dosen juga harus memotivasi dan mengingatkan mahasiswa untuk giat belajar meski situasi sedang tidak nyaman karena pandemi Covid-19. Kemudian bagi para siswa, mereka harus selalu memotivasi diri mereka untuk belajar dengan giat meskipun situasinya tidak nyaman bagi mereka. Pada penelitian selanjutnya, bagi peneliti selanjutnya yang tertarik pada bidang persepsi dan motivasi siswa dalam mengalami pembelajaran online dapat menggunakan lebih banyak instrumen dan partisipan dalam pengumpulan data untuk memverifikasi hasil yang lebih jelas dan lebih detail.



CHAPTER I

INTRODUCTION

This chapter presents about background of the study, research problems, objective of the study, significance of the study, scope and limitation of the study, and definition of key terms.

1.1 Background of the Study

The rapid development of information and communication technology has affected many sectors including education. In recent years, online learning or electronic learning has begun to be applied by various institutions. The online learning is considered to be an alternative to a more flexible and practical learning process, and it is also considered to be closer to the current generation of students who are known to be very integrated with technology products. This is a form of digitalization in the world of education caused by technology. According to Carliner (1999), online learning is the use of computer to present the educational material. Anderson & Elloumi (2004) point out that online learning is distance learning carried out by the teachers and students with the help of internet to interact with each other, access the learning materials, gain knowledge, and provide support during the learning process. Therefore, students can access the material provided by the teachers anytime and from everywhere through electronic learning (Suartama, 2014). In the distance learning as today, it is very helpful for both teachers and students that conduct teaching and learning from home. Furthermore, Ghirardini (2011) adds that through electronic learning, effective teaching method

such as practicing with related feedback, customizing learning ways based on students' needs, incorporating collaborative activities with independent study, and utilizing simulation and game can be applicable.

However, the online learning system before 2020 was still not as massive as it is today. The peak use of the online learning system began in 2020 when the Corona virus attacked the entire world and forced people to do activities in their respective homes, including teaching and learning activities. In November 2019, the Corona Virus Disease 2019 (COVID-19) was firstly detected in Wuhan, South China. This virus is known as contagious virus that spreads out around the world rapidly. Roxby (2020) states that a disease affected various countries around the world at the same period is called pandemic. Indonesia is one of the countries affected by this virus in early March 2020. According to Directorate General of Disease Prevention and Control (2020), Corona Virus Disease 2019 (COVID-19) is a virus that has never been identified in humans, and it is classified as a new virus. Regarding to this kind of situation, the Indonesian government took significant steps to address this new situation to protect the society. On March 15, 2020, President Joko Widodo issued some policies for the Indonesian society to implement public distancing. He entreated the society to work, study, and perform religious practice from home.

This situation has influenced multiple sectors, including education. The Indonesian Minister of Education and Culture, Nadiem Anwar Makarim, released a Circular Note for educational institutions such as schools and higher education to stop conventional teaching and learning activities and conduct online learning from

home through e-learning platforms. Various e-learning platforms such as Zoom, Google Meet, Google Classroom, Ruang Guru, Rumah Belajar and so on are the platforms that are recommended by him to use by teachers to conduct the teaching and learning process. In Indonesia, those e-learning platforms become popular issues since they are commonly used and installed to help teachers and students in online learning process.

However, not all Indonesian students have experiences in online learning system, so this thing becomes a new experience that needs adaptation. There will be various views of the students about this learning system. It means that the students will have different perceptions about online learning since it is a new thing in Indonesian education. Furthermore, the motivation of the students in online learning will also differ among them. Therefore, this study aims to investigate how students' perception and motivation of online learning are applied in their education. In other word, the researcher wanted to know that the students still learn well or not through online learning amidst the Covid-19 outbreak.

By considering this kind of situation, the researcher was interested in investigating students' perception and motivation after experiencing online learning activities. According to Walgito (2010), perception is a process of receiving a stimulus by individuals through sensory means (sensory process), then the stimulus is organized and interpreted so that the individuals realize and understand the stimulus in the senses (process of perception). Stone and Nielsen (1982) add that perception is a cognitive structure of sensory stimuli related to a particular person, object, or event. While, motivation is a stimulant within people to achieve a specific

target (Johnstone, 1999). Prihartanta (2015) points out that motivation is a psychological phenomenon that arises in a person in the form of an urge to act with a specific purpose. It is very valuable for the teachers to know the perception of the students so that they can understand the students better. Furthermore, this study also will observe the motivation of the students so that the teachers can know the students' motivation to study during a pandemic situation.

There are some researchers who have conducted studies related with this study "perception and motivation of the students about online learning". The first researchers are Agung, Surtikanti, and Quinones (2020) with the study entitled "*Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talimo*". This study is collective case study which is carried out to know the students' perception of online learning during the pandemic.

The second researcher is Harandi (2015) with a study entitled "*Effects of E-learning on Students' Motivation*". This study was conducted to investigate students' motivation with the use of electronic learning in their education. This study took place in Tehran Alzahra University.

The two studies above talked about perception and motivation of students in online learning. However, the first study only investigated students' perception aspect, and the second study only investigated students' motivation aspect. Therefore, the researcher conducted a study to investigate both perception and motivation of students about online learning entitled "The Perception and

Motivation of the Second Year Students of English Education Department of University of Islam Malang in Taking Online Learning Activities”.

1.2 Research Problems

Based on the background of the study stated above, the research problems in this study were formulated as follows:

1. What are the perceptions of the fourth semester students of English Education Department of University of Islam Malang in taking online learning activities?
2. How are the motivations of the fourth semester students of English Education Department of University of Islam Malang in taking online learning activities?

1.3 Objectives of the Study

Based on the research problem stated above, the objectives of the study aim at finding out:

1. The perceptions of the fourth semester students of English Education Department of University of Islam Malang in taking online learning activities.
2. The motivations of the fourth semester students of English Education Department of University of Islam Malang in taking online learning activities.

1.4 Significance of the Study

This study is expected to provide some benefits for many circles especially for lecturers, students, and the next researchers and can be used theoretically and practically.

Theoretically

The finding of this study is expected to give clear information about the perceptions and motivations of the students in taking online learning in the midst of Covid-19 outbreak as their new experiences. Besides, it also can complement previous theories related to the online learning activities for teaching and learning English.

Practically

It is also expected that the finding of this study can give useful contribution for:

- For the lecturers

It is expected that this study can give valuable information for the lecturers in teaching English through online learning platforms. Amidst Covid-19 outbreak, the lecturers can use online learning platforms in the teaching and learning process since they cannot meet the students face to face directly in the classroom. Afterwards from the perceptions of the students, the lecturers can observe the level of students understanding when they study English through online learning platforms.

- For the students

It is also expected that this study can give valuable information for the students in taking online learning activities in order that the students can learn English effectively although from home without face to face directly in the classroom. It is very useful for them since they are still able to develop their knowledge.

1.5 Scope and Limitation of the Study

In this study, the subjects were the fourth semester students of English Education Department, Faculty of Teacher Training and Education, University of Islam Malang. Furthermore, the researcher limited the problem mainly to explore the perception and motivation of the students in taking online learning activities amidst the Covid-19 pandemic. Due to Covid-19 pandemic, the researcher conducted the study online, so the researcher provided online questionnaire and online interview as a research instruments for collecting the data which are adopted from previous study by the expert.

1.6 Definition of Key Terms

Perception

Perception is the students' process of understanding and responding the events around them. In this study, the term perception refers to the students' point of view about the online learning activities that they have experienced in today's learning system.

Motivation

Motivation is an impulse that is so great in students to achieve certain desires, ideals, and goals. It means that the existence of motivation will make the students try their best to achieve something they want. Students who have high motivation will have a good impact in their education. High motivation will change their behavior to be positive to reach their goals. Therefore, every student needs motivation for themselves so that they will not give up easily and can rise quickly when they experience failures. In online learning activities, students' motivation is very important since it affects students to study.

Online Learning

The term online learning in this study refers to the teaching and learning activities which are conducted online with the use of internet and online learning platforms. In the distance learning as today, it is very helpful for both teachers and students that conduct teaching and learning from home because of Covid-19 pandemic.

Covid-19 Pandemic

Corona Virus Disease 2019 (COVID-19) is known as contagious virus that spread out around the world rapidly. This virus was firstly detected in Wuhan, South China in November 2019. According to Directorate General of Disease Prevention and Control (2020), Corona Virus Disease 2019 (COVID-19) is a virus that has never been identified in humans, and it is classified as a new virus.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions of the research. The conclusions were composed from research findings and discussions, while suggestions came up with some ideas addressed to English lecturers, English students, and future researchers who take interest in the field of students' perception and motivation experiencing online learning activities.

5.1. Conclusion

Based on the research findings and discussions from the previous chapter, the researcher then drew conclusions in this subchapter as follows:

5.1.1 Students' Perception in Taking Online Learning Activities

The perceptions of the students in taking online learning activities were positive in some aspects, for example, the role of the lecturers in explaining learning materials during online learning. The students thought that most of the lecturers tried their best to explain the learning materials well, and the materials delivered by the lecturers were in accordance with the syllabus or course outline given in the first meeting. Most of the lecturers also conduct question-and-answer activities during online learning so that the students can ask the materials they didn't understand. Unfortunately, the perceptions of the students in taking online learning activities were negative related to the effectiveness of online learning and their English skills. They thought that learning English through online learning is not effective because of so many difficulties they found such as unstable network and less interaction.

They felt that in online learning they cannot focus to study and didn't find partner to study not as like face-to-face learning. In addition, the majority of the students also felt that their English skills were stuck and even decreased because of less practice. Only some of them felt their English skills especially speaking skill improved since they have much times to learn English with their ways such as watching English YouTube videos, western movies, listening music, etc.

5.1.2 Students' Motivation in Taking Online Learning Activities

The motivations of the fourth semester students in taking online learning amidst the Covid-19 pandemic differed from each other. Firstly, the students were motivated; they always motivate their selves to study even though the situation was uncomfortable. Then, the willingness of most of the students to learn the instructional media given by the lecturers was positive, so it was good for their learning activities. They also asked their difficulties in learning to their lecturers and also their friends who had a better understanding about the materials. Additionally, most of the students were diligent to work on assignments given by the lecturers during online learning, and they always work on their assignment as good as possible. They also kept learning English even though they didn't have any assignments, and they did it by various ways based on their preference. Secondly, the students were less motivated since they have less motivation and enthusiasm to study English during online learning so that they didn't study if they didn't have any assignments. In addition, since this online learning system has never been felt before, and also this pandemic has been running for a long time; the students felt bored with this situation and even lost their motivations.

5.2. Suggestion

Finally, the suggestions of this research came up with some ideas addressed to English lecturers, English students, and future researchers as follows:

5.2.1 English Lecturers

The lecturers have to give and explain the materials to the students as good as possible, not only sharing materials without explanation and giving assignments, in order that the students can understand the materials well. The lecturers should also motivate and remind the students to study hard even though the situation was not comfortable because of Covid-19 pandemic.

5.2.2 English Students

The students must always motivate their selves to study hard even though the situation was not comfortable for them. They can study by various ways depend on their preferences as done by some of their friends so that they can enrich their knowledge and improve their English skill as well as possible.

5.2.3 Future Researchers

This research is expected to be useful for other researchers and also can be a reference or inspiration for future researchers who take interest in the field of students' perceptions and motivations experiencing online learning activities. In the next research, to verify the results clearer and more detailed, the future researchers can use more instruments and participants in data collection.

REFERENCES

- Agung, A. S. S. N., Surtikanti, M. W., & Quinones, C. A. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talimo. *Journal of Social Sciences and Humanities*, 10(2), 2580-5622.
- A. M. Sardiman. (2006). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Anderson, T., & Elloumi, F. (2004). *Theory and Practice of Online Learning*. Athabasca: Athabasca University Press.
- Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Arkorful, V., & Abaidoo, N. (2015). The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), 29-43.
- Bali, S., & Liu, M. C. (2018). Students' perception toward online learning and face-to-face learning course. *Journal of Physics*, 1-7. doi:10.1088/1742-6596/1108/1/012094
- Beck, R. C. (1978). *Motivation: Theories and Principles*. NJ: Prentice Hall, Inc.
- Carliner, S. (1999). *Overview of Online Learning*. Amherst, MA: Human Resource Development Press.
- Chen, Y., & Hoshower, L. B. (2003). Student Evaluation of Teaching Effectiveness: An Assessment of Student Perception and Motivation. *Assessment and Evaluation in Higher Education*, 28(1), 71-88.
- Dhull, I., & Sakshi, MS. (2017). Online Learning. *International Education & Research Journal*, 3(8), 32-34.

- Direktorat Jenderal Pencegahan dan Pengendalian Penyakit (P2P). (2020). *Pedoman Kesiapsiagaan Menghadapi Coronavirus Disease (COVID-19)*. Jakarta Selatan: Kementerian Kesehatan RI.
- El-Seoud, M. S. A., El-Khouly, M., & Taj-Eddin, I. A. T. F. (2015). Strategies to Enhance Learner's Motivation in E-learning Environment. *Proceedings of 2015 International Conference on Interactive Collaborative Learning (ICL)*, 944-949.
- Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. (2014). Attitudes and Motivations in Learning English as a Foreign Language. *International Journal of Arts & Sciences*, 7(3), 122-123.
- Ghirardini, B. (2011). *E-learning Methodologies: A Guide for Designing and Developing E-learning Courses*. Rome: FAO.
- Harandi, S. R. (2015). Effects of e-learning on students' motivation. *Social and Behavioral Sciences*, 181, 423-430.
- Indrakusuma, A. H., & Putri, A. R. (2016). *E-Learning: Teori dan Desain*. Tulungagung: STKIP PGRI Tulungagung.
- Johnstone, K. (1999). Research on language learning and teaching: 1997-1998. *Language Learning*. London: Routledge.
- Kumar, R. (2011). *Research Methodology: a step-by-step for beginners, 3rd Ed.* London: SAGE Publications Ltd.
- Leathers, D. G. (1992). *Successful Nonverbal Communication: Principles and Applications*. Massachusetts: Addison Wesley Publishing Company.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis, 2nd Ed.* London: SAGE Publications Ltd.
- Mulyani, S. (2020). *Students' Perception and Motivation Toward English E-Learning during Covid-19 Pandemic. (A case study at the Tenth Graders at*

SMAN 1 Suruh in the Academic Year of 2019/2020). A Graduating Paper.
Salatiga: State Institute for Islamic Studies (IAIN) Salatiga.

Narbuko, C., & Achmadi, A. (2009). *Metode Penelitian*. Jakarta: PT. Bumi Aksara.

Prihartanta, W. (2015). Teori-Teori Motivasi. *Jurnal Adabiya*, 1(83), 1-11.

Qiong, O. (2017). A Brief Introduction to Perception. *Studies in Literature and Language*, 15(4), 18-28.

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

Roxy, P. (2020). *Coronavirus Confirmed as Pandemic by World Health Organization*. BBC News. [United Kingdom]. Retrieved from <https://www.bbc.com/news/world-51839944>.

Ryan, R. M., & Deci, E. L. (2000). "Intrinsic and extrinsic motivations: Classic definitions and new directions". *Contemporary Educational Psychology*, 25, 54-67.

Stone, D. R., & Nielsen, E. C. (1982). *Educational Psychology: The Development of Teaching Skills*. New York: Harper and Row Publishing.

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

Sudaryono. (2016). *Metode Penelitian Pendidikan*. Jakarta: PT. Kharisma Putra Utama.

Sugiyono. (2015). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit Alfabeta.

Susilana, R., & Riyana, C. (2007). *Media Pembelajaran*. Bandung: CV. Wacana Prima.

Walgito, B. (2010). *Pengantar Psikologi Umum*. Yogyakarta: C.V. Andi.