CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter is divided into two sections. The first section discussess about the table contain the data about students' perception toward english e-learning, students' advantages and disadvantages of e-learning, and students' motivation toward english e-learning. Then, the last section focus on the discussion on the findings obtained.

4.1 Findings

The findings of this study were presented through the reporting result of the questionnaire. For the purpose of interpreting the data, the following scale based on the data mean score was suggested by the researcher.

Table 4.1. Interpretation of the Mean Score

Interpretation	Mean Score
Very Low	1.00 – 1.80
Low	1.81 – 2.60
Moderate	2.61 – 3.40
High	3.41 – 4.20
Very High	4.21 – 5.00

Source: Hadiyanto (2012)

The table above shows the criterion of the mean scores that have been categorized in five criteria namely ―very low category mean score‖ is 1.0 to 1.80, for score 1.81 to 2.60 is categorized as ―low category mean score‖ for score 2.61 to 3.40 is categorized as ―medium category mean score‖ 3.41 to 4.20 is categorized as high and for 4.21 to 5.00 is categorized as very high. If the mean score in high level, it means that positive perception, but if the mean score is low, it means that negative perception.

There are 15 statements in the questionnaire about students' perception and motivation toward English e-learning during COVID-19 pandemic. It is divided into three groups in this finding. First is about students' perception toward English e-learning, second is about the advantages and disadvantages of English e-learning, and the last is about students' motivation toward English e-learning. Here the researcher will discuss the item group by group started from the first to the last questionnaire:

4.1.1 Students Perception of English E-Learning

The following table contains the data of the first categories of the questionnaire. In this table, the responses of the students related to their perception of English e-learning can be seen. The scale of the response are 1 for strongly disagree (SD), 2 for disagree (D), 3 agree (A) and 4 for strongly agree (SA).

Item	Respond				N	Me-ans	SD	Interp-retation
	1	2	3	4				
I feel comfort with english e-learning.	0 0%	13 12.6%	88 85.4%	2 1.9%	103	2.98	0,368	Moderate
I do prefer learning english online rather than oflline.	0 0%	57 55.3%	42 40.8%	4 3.9%	103	2.49	0,575	Low
I feel not confident with english e-learning.	1 1.0%	35 34.0%	62 60.2%	5 4.9%	103	2.69	0,578	Moderate
I am satisfied with the materials that the teachers provide.	0 0%	19 18.4%	73 70.9%	11 10.7%	103	2.92	0,537	Moderate
Learning english online is quite effective for me.	2 1.9%	18 17.5%	73 70.9%	10 9,7%	103	2.88	0,582	Moderate

From the table above, it can be seen that four of the five items in this category received moderate interpretations with a mean score ranging from 2.88 to 2.98, and one item received a low interpretation. The first item got the highest mean score (2.98) which implies that most students feel comfortable learning English with e-learning. Even though there were also 12.6% students who did not agree with this statement. In addition, most students are satisfied with the material delivered by the teacher online and feel that learning activities with this system are quite effective for them. However, looking at items number two and three which implies that almost

half of students who are not confident in learning English online and some of those who prefer to learn English offline.

4.1.2 Advantages and Disadvantages of English E-Learning

The second categories of the questionnaire is about the advantages and disadvantages of english e-learning. The students were asked to response to five items related to their opinion of advantages and disadvantages of english e-learnng during COVID-19 pandemic. This questionnaire required the students' to give responses in four levels of agreements; 1 for strongly disagree (SD), 2 for disagree (D), 3 agree (A) and 4 for strongly agree (SA).

Item	Respond				N	Means	SD	Interp-retation
	1	2	3	4				
learning english online is more flexible in choosing a place and tim eeven though while in a trip	0 0%	4 3.9%	79 76.7%	20 19.4%	103	3.16	0,459	High
Learning english online can save on transportation costs.	0 0%	11 10.7%	55 63.1%	27 26.2%	103	3.16	0,590	High
I feel uncomfort learning english online because of the internet access is inadequate.	3 2.9%	34 33.0%	54 52.4%	12 11.7%	103	2,73	0,703	Moderate

It is hard to learn english online because of the technology access is inadequate.	2 1.9%	27 26.2%	67 65.0%	7 6.8%	103	2,77	0,597	Moderate
Less interaction with the teachers and friends.	7 6.8%	50 48.5%	38 36.9%	8 7.8%	103	2,46	0,738	Low

Based on the table above, it can be seen that the mean scores in this category is almost as same as the first category. Question items in this category received two high interpretations, two moderate interpretations, and one low interpretation. Therefore, it can be concluded that learning English with e-learning during the COVID-19 pandemic is more flexible in choosing the time and place to study even though you are traveling far and can also save on transportation costs. This is evidenced by items one and two questions that got a high mean. On the other question items stated that most of students did not agree that learning English with e-learning that they did could be hampered due to the lack of technology and internet networks. However, almost all students agree that learning English with e-learning during this COVID-19 pandemic makes students feel less engaging with other friends and with teachers.

4.1.3 Students' Motivation toward English E-Learning

Aside from the advantages and disadvantages of English e-learning, this research also tries to look into students' motivaton. The last categories of the questionnaire is about students' motivation of english e-learning. The students were asked to response to five items related to their motivation while learning english e-learnng during COVID-19 pandemic. This questionnaire required the students' to give responses in four levels of agreements; 1 for strongly disagree (SD), 2 for disagree (D), 3 agree (A) and 4 for strongly agree (SA). The table below presents the finding data through online questionnaire.

Item	Respond				N	Me-ans	SD	Interp-retation
	1	2	3	4				
I feel motivated to learn English with E-Learning.	0 0%	19 18.4%	65 63.1%	19 18.4%	103	3,00	0,610	Moderate
I always study English at home even though the learning process conducted online.	0 0%	15 14.6%	67 65.0%	21 20.4%	103	3,06	0,591	Moderate
I always try to do my homework even though the learning course are conducted online.	0 0%	13 12.6%	72 69.9%	18 17.5%	103	3,05	0,549	Moderate

I get motivation from my family to always learn with E-Learning.	3 2.9%	14 13.6%	71 68.9%	15 14.6%	103	2,95	0,632	Moderate
I always try to study at home even though there is no homework given by the teacher.	1 1.0%	10 9.7%	64 62.1%	28 27.2%	103	3,16	0,622	Moderate

Based on the table above, it could be seen that all of the items in this category received moderate with mean score ranged from 2.95 to 3.16. The last question item in this category got the highest mean score of 3.26. There are 27.2% respondents chose strongly agree about that statement, it means that they always motivated to study at home even though there is no homework given by the teacher, there are also 62.1% respondents chose agree, only 9.7% respondents chose disagree and 1.0% respondent chose strongly disagree. While the lowest mean score (2.95), is found in question number four about i am motivated from the family environment to always learn English using e-learning even from home. It can be concluded that all question items in this category received a positive response from the respondents.

4.2 Discussions

All the findings of this research explain that most of the students' perceptions and motivations about English e-learning are positive. This can be seen from the results of questionnaires that have been filled out by

students. According to Indrakusuma and Putri (2016:6) e-learning gives flexibility in choosing the time and place to be able to access the trip. In this study, the researcher found that students agreed that learning English with e-learning during the COVID-19 pandemic was quite effective for them and could be done anywhere, even though they were traveling long distances.

In this research, the researcher make the discussion into three parts, the first is about students' perception toward English e-learning, the second is about the advantages and disadvantages of English e-learning, and the last is about students' motivation toward English e-learning.

4.2.1 Students' Perception toward English E-Learning

E-Learning is useful for students in providing various tools to learn languages in the form of videos, audios, textbooks, or animations. With E-Learning students can study anywhere and anytime. E-Learning can also help students to learn English. Students can easily find various kinds of learning resources by using E-Learning. Students can also study independently outside of class hours. E-Learning helps students in the process of working on assignments and collecting assignments. However, each student has a different perception of E-Learning as an additional school that is beneficial for them.

In this research, the items in the first category relate to students' perception toward English e-learning. Four of the five items received moderate interpretation while one of them received low interpretation. The first question that asked about the convenience of students learning English

with e-learning during the COVID-19 pandemic showed a moderate score with 2.95 mean score. From the data that has been collected there were 85.4% respondens agreed with that statement, 1.9% respondens chooses strongly agree, and while 12.6% respondens choose disagree. So, it can be concluded that the first question item received a positive response from the respondents because almost all of the respondents chose to agree.

The second item is about do the students prefer learning English online or offline. This item got a low interpretation with a mean score of 2.49. All respondents have two different opinions, some prefer to learn English online and some prefer to learn English offline. This is evidenced by the number of responses from the questionnaire that the researcher has added up. There were 40.8% respondents choose agree, only 3.9% respondents choose strongly agree, and 55.3% respondents choose disagree. However, although half of the respondents prefer to learn English online, from the questionnaire number three stated that most students feel confident when learning English with e-learning even though it was carried out at home. This item in the first category received a positive response with 2.69 mean score. In addition, there were 60.2% respondents who chose to agree, 4.9% respondents chose strongly agree, 34.0% respondents chose disagree, and only 1.0% respondent chose to strongly disagree.

The fourth item questionnaire about student satisfaction with the material that the teacher provides when learning with e-learning received 2.92 mean score and moderate interpretation. From the data that has been

collected, there were 70.9% respondents from 103 total respondents agree that they are satisfied with the material that the teacher provided in e-learning, 10.7% respondents choose strongly agree, and 18.4% respondents choose disagree. So it can be concluded that most of the students are satisfied with the English material that the teacher provided through e-learning during the COVID-19 pandemic.

The last question in this category is about learning English online is quite effective for me. This item received 2.88 mean score and moderate interpretation. This is in accordance with the research conducted by Indrakusuma and Putri (2016:7) that e-learning gives flexibility in choosing the time and place to be able to access the trip, so they find learning at home more enjoyable. Although there were more positive responses, there were also 17.5% respondents who did not agree that learning English online is quite effective for them, and supported by 1.9% respondents who chose strongly disagree. But, most all of the students give positive response. This is an accordance with the data that showed 70.9% chose to agree and 9.7% respondents chose to strongly agree.

4.2.2 Advantages and Disadvantages of English E-Learning during COVID-19 Pandemic

This part will discusses about E-Learning that has its advantages and disadvantages. So, in this research the researcher asked some questions about the advantages and disadvantages of E-Learning that students use when learning English during the COVID-19 pandemic. Based on the

results of the questionnaire, students agreed that they found E-Learning weaknesses when using it as a complementary tool. The weaknesses of E-Learning described by Nursalam (2008: 140) are as follows: (1) Lack of interaction between students and students or also between students themselves. (2) Not all internet facilities are available in all places. There are five questions that related to this category.

The first questionnire is about learning english online with e-learning is more flexible in choosing place and time even though while in a trip. This statement received positive response from the respondens with high interpretation and 3.16 mean score. Only 3.9% respondents chose disagree, 76.7% respondents chose agree and 19.4% respondents chose strongly agree. It means that almost all of the respondents agree that learning english online with e-learning is more flexible in choosing place and time even though while in a trip. The evidence above in line with the findings from the previous research conducted by L. Tjokro (2009:187) who said that learning e-learning from home is much more cost-effective and with the advantages of E-Learning it makes students much more concise where there are not many class formalities, subjects that suit their needs and students can also submit assignments online without having to come to the office school.

The second is about learning english online can save on transportation costs. This item received the mean score (3.16) and interpretation as same as the first item. From the data that has been analyzed, there were 63.1% respondents chose agree, and strengthened by 26.2% respondents chose

strongly agree. Beside that, there were also 10.7% respondents chose disagree. According to L. Tjokro (2009) as quoted in Indrakusuma and Putri (2016:7) one of four advantages of using e-learning is much more cost-effective, it means that in learning with using E-Learning does not need an instructor, there is also no need for a minimum audience because it can do anywhere. So, the second questionnaire item in this category received many positive responses.

The third is the statement about I feel uncomfortable learning English online with e-learning because of the internet access is inadequate. This question received 2.73 mean score and moderate interpretation. Based on the data obtained from this statement, it showed that 52.4% resspondents choose disagree and 11.7% respondents chose strongly disagree, 33.0% are agree, 2.9% are chose strongly agree. As what Mohammadi, N, Ghorbani V, Hamidi F, (2011) said that e-learning usually refers to the intentional use of information technology and network communication in teaching and learning. E-learning can be defined in this way as well: the application of electronic systems such as the internet, computers, multimedia CDs whose purpose is to reduce the amount of expenses and expenses. Then relate to the fourth question about it is hard to learn english online because of the technology access is inadequate. This item of the questionnaire received 2.77 mean score and low interpretation which means that more students disagree that they have difficulty learning English online because technology access is

inadequate. But besides that, there were 26.2% respondents chose agree and 1.9% respondents chose strongly agree.

The last item questionnaire of this category is about the lack of interaction between teachers and students and students and friends. This is a negative statement. Based on the data obtained from, this statement received low interpretation (2.46) which mean more of students agree with that statement rather than disagree. There were 48.5% respondents choose agree, 6.8% respondents choose strongly agree, 36.9% respondents choose disagree, and 7.8% respondents choose strongly disagree. The evidence above in line with the previous research from Indrakusuma (2016) that the lack of an interaction between teacher and student or even between students friends is one of the 12 disadvantages of using e-learning.

4.2.3 Sudents Motivation

The last category of the questionnaire in this research is about students' motivation. Motivation is an internal process that makes a person move toward a goal. Motivation is very important factor which determine the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, willpower of learning, goal setting and achievement in learning (Li & Pan, 2009). Motivation will be an important things that makes students fall or success in their learning.

The first item of the questionnaire in this category is about the willingness of students to study english with e-learning. Based on the data

obtained, it shows that most of students willingly to study english with e-learning. Here, the researcher also assigns values 1-4 to the different level of agreement. It showed that a highest frequency from the agreement agree that 63.1% agree, 18.4% respondents choose strongly agree, and 18.4% respondents choose. This item also received moderate interpretation, 3.00 mean score. The evidence above in line with the findings from the previous research conducted by Mulyani (2020) that majority of the students want to learn the learning media used by the teacher. Therefore, it can be concluded that the students are willing to study English using the media chosen by their teacher, as long as it is easy to use.

Based on the data obtained, the second item about I always study English at home even though the learning process conducted online received moderate interpretation and 3.06 mean score. From the values 1-4 to the different levels of agreement, it showed that a highest frequency was found in the agree agreement, 65.0% respondents chose to agree, 20.4% respondents chose strongly agree, and 14.6% are disagree. According to Harmer (2007: 98), intrinsic motivation comes from within the individual. It means that person might be motivated by enjoyment of the learning process or desire to make themselves to be better. Motivation comes inside a person rather than from any outside or external rewards, such as money or grades. Students who have this motivation will feel happy to learn anywhere even though there is no directly interaction between students and teachers.

The third questionnaire in this category is about I always do my homework even though the learning process are conducted online. Based on the data obtained, most of the students are motivated to do their homework even though the learning process are conducted at home. The information comes from the learners answer to the questionnaire statement that showed a highest frequency in the agreement agreed, 69.9% respondents chose agree, 17.5% chose strongly agree, 12.6% are disagree. And this item received moderate interpretation, 3.05 mean score. The evidences above in line with the findings from previous research conducted by Mulyani (2020) that students' motivation in doing their assignments is quite high, although there are some who are not.

The fourth is about I get motivation from my family to always learn english with e-learning. According to Dailey (2009) in the research of Fatiha, M., Sliman, B., Mustapha, B., & Yahia, M. (2014), teachers and parents are the main factors whether students are motivated to learn English or not. For example, parents have the power to help their children have a positive attitude, and teachers must provide a comfortable learning environment and encourage students to enjoy learning English. In this fourth questionnaire item received moderate interpretation and 2.95 mean score. There were 68.9% respondents agree, 14.6% respondents strongly agree, 13.6% are disagree, and 2.9% respondents chose strongly disagree. According to the results of these data, it can be seen that there are still some students who feel they do not get motivation from their parents when

studying at home. This is a problem because during the current pandemic, the role of parents as motivation for students to always be enthusiastic about learning is very important.

The last questionnaire in this category is about I always try to study at home even though there is no homework given by the teacher. Based on the data obtained, most of the students are motivated to study at home even though there is no homework given by the teacher. The information comes from the learners answer to the questionnaire statement that showed the highest frequency in the agreed agreement which received 62.1% agree, 27.2% respondents chose strongly agree. But besides that there are also 9.7% respondents who do not agree with the statement. The evidence above in line with the findings from previous research conducted by Mulyani (2020) that students' motivation in learning English through online learning based on their awareness of the of learning during the pandemic.

From the analysis of the data above, the researchers found that the use of online learning with e-learning during the COVID-19 outbreak has its own advantages and disadvantages. The researcher found that the effect felt by each student was also different. In addition, the obstacles faced by online learners because the learning system used during the pandemic has never been felt before. Based on student responses to questionnaires and interview questions, it is undeniable that online learning is very helpful in learning during the COVID-19 outbreak, although it cannot be denied that there are also obstacles that students feel when learning online.