STUDENTS' PERCEPTION AND MOTIVATION TOWARDS ENGLISH E-LEARNING DURING COVID-19 PANDEMIC OF 8TH GRADE STUDENT'S SMP N 1 NGARIBOYO

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Abstract— *The Covid-19 pandemic forced schools worldwide to shift from traditional face-to-face instruction to online learning, including English language teaching. This study aims to investigate students' perception and motivation toward English e-learning among eighth-grade students of SMP N 1 Ngariboyo during the Covid-19 pandemic. The research was conducted in September 2021 using a descriptive quantitative design. A questionnaire was distributed to 30 students to measure their perception and motivation toward online English learning. The data were analyzed using descriptive statistical techniques, including frequency, percentage, and mean score. The findings indicate that students hold a generally positive perception of English e-learning. Although they experienced several challenges such as unstable internet access and limited interaction, most students agreed that online learning was accessible, flexible, and helpful in continuing education during the pandemic. Furthermore, the results reveal that students' motivation toward English e-learning is categorized as moderate. While students showed willingness to participate in online classes and complete assignments, their enthusiasm tended to decrease due to reduced engagement, lack of face-to-face interaction, and prolonged screen exposure. The study concludes that students' perception and motivation are closely related, where positive perception contributes to higher motivation. Despite the effectiveness of online learning as an emergency solution, improvements in student engagement, learning interaction, and technological support remain necessary for future implementation. This research is expected to provide valuable insight for teachers, schools, and future researchers in developing more effective e-learning strategies.*

Keywords— *students' perception, motivation, English e-learning, Covid-19 pandemic, online learning.*

I. INTRODUCTION

The rapid development of Information and Communication Technology (ICT) has influenced various sectors, including education. The integration of online learning or e-learning became increasingly important during the global Covid-19 pandemic when face-to-face learning was restricted and schools were forced to conduct teaching and learning activities remotely. According to Dhawan (2020), the sudden shift from traditional classrooms to online learning created significant pedagogical, technological, and psychological challenges for both teachers and students. This situation required schools to quickly adapt and reorganize instructional methods to ensure that learning could continue effectively despite the crisis.

In the context of English language learning, e-learning offers various opportunities such as flexibility, accessibility, and exposure to multimodal learning resources. E-learning platforms enable teachers to provide materials, videos, exercises, and feedback digitally, while students can learn at their own pace (Adedoyin & Soykan, 2020). However, the effectiveness of e-learning is strongly influenced by students' perception and learning motivation. Learners who

perceive e-learning positively tend to demonstrate higher engagement and performance, while negative perceptions often lead to decreased participation and learning outcomes (Nartiningrum & Nugroho, 2020).

Motivation plays a central role in the success of language learning. Based on the Self-Determination Theory, motivation is closely related to students' psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2020). During online learning, these motivational aspects may be strengthened or weakened depending on instructional design, learning environment, and students' readiness to learn through digital platforms. Previous studies show that students often experience fluctuating motivation during online learning due to limited interaction, technical obstacles, and a lack of direct support from teachers (Ariyanti, 2020; Putri et al., 2020).

In Indonesia, various studies conducted during the pandemic found that many junior high school students faced challenges such as poor internet connectivity, limited device availability, and reduced concentration during online classes (Rachmah, 2020). These barriers significantly shaped students' perceptions of e-learning. Some students reported positive experiences, such as convenience and flexible schedules, while others expressed frustration due to unfamiliarity with technology and decreased teacher-student interaction (Simanjuntak, 2020).

The learning environment of SMP N 1 Ngariboyo during September 2021 was characterized by full implementation of online learning using platforms such as Google Classroom, WhatsApp groups, and video conferencing applications. As eighth-grade students were still developing their academic independence and digital literacy, their perceptions and motivation toward English e-learning became an essential factor in evaluating the success of the learning process. Understanding how they responded to the online learning system is crucial for improving future instructional strategies and designing more student-centered digital learning environments.

Given the lack of localized research focusing specifically on junior high school students in rural or semi-rural Indonesian contexts, this study aims to investigate the students' perception and motivation toward English e-learning at SMP N 1 Ngariboyo during the Covid-19 pandemic. The findings are expected to provide valuable insights into how students experienced online English instruction and what factors influenced their motivation and engagement during the crisis period.

II. RESEARCH METHODOLOGY

This study employed a descriptive qualitative research design. A descriptive qualitative approach was chosen because the aim of the study is to describe students' perception and

motivation toward English e-learning during the Covid-19 pandemic without manipulating any variables. The subjects of this research were the eighth-grade students of SMP N 1 Ngariboyo during the academic year 2021/2022. At the time of data collection in September 2021, the school conducted full e-learning due to Covid-19 restrictions. The total population of eighth-grade students consisted of several classes, but the researcher selected students who actively participated in online English classes using digital platforms such as Google Classroom and WhatsApp. These students were chosen because they experienced English e-learning directly and were therefore capable of providing relevant information regarding their perceptions and motivation.

III. RESULT AND DISCUSSION

This chapter presents the findings of the research conducted in September 2021 at SMP N 1 Ngariboyo. Data were collected through online questionnaires and semi-structured interviews with eighth-grade students who participated in English e-learning during the Covid-19 pandemic. The findings describe students' perception and motivation in the context of emergency remote teaching using platforms such as Google Classroom, WhatsApp, and occasional video conferencing.

1. Students' Perception Toward English E-Learning

    Based on questionnaire results, most students demonstrated a moderately positive perception toward English e-learning, although some challenges influenced their experiences. Several aspects contributed to this perception:

    a. Accessibility and Use of Technology

        Many students stated that accessing English materials through Google Classroom was relatively easy. They appreciated the flexibility of learning at home, as they could revisit materials and complete tasks at their own pace. However, some students reported unstable internet connectivity, causing delays in submitting assignments and difficulty downloading files. Interviews revealed that students with limited internet data often found e-learning stressful, which affected their overall perception.

    b. Teacher's Instructions and Materials

        Students generally perceived the teacher's instructions as clear and easy to follow. They appreciated the use of worksheets, short videos, and voice notes to explain lessons. However, a number of students expressed that they preferred

face-to-face explanation because online materials sometimes felt less detailed. This aligns with their comments that communicating questions during e-learning was more difficult than in physical classrooms.

c. Interaction and Engagement

The majority of students reported less interaction during e-learning. Although teachers provided feedback on assignments, real-time discussion rarely occurred. Many students mentioned that they missed classroom discussions and peer interaction. As a result, some perceived e-learning as "lonely," "less enjoyable," or "boring" compared to offline classes. Nevertheless, a few students enjoyed the independent style of learning and found it motivating.

2. Students' Motivation Toward English E-Learning

The findings also revealed variations in students' motivation levels during online English learning.

a. Intrinsic Motivation

Some students expressed interest in English as a subject, which encouraged them to complete online assignments despite challenges. They felt motivated when the teacher provided engaging materials, such as videos or voice explanations. Students with strong intrinsic motivation described e-learning as manageable and beneficial.

b. Extrinsic Motivation

Most students' motivation was influenced by external factors such as grades, parental reminders, and teacher expectations. They completed assignments mainly to avoid penalties or maintain academic performance. Interview data showed that students often felt obligated to finish tasks rather than genuinely interested in the learning process.

c. Motivation Challenges

Many students reported decreased motivation due to lack of interaction, difficulty concentrating at home, and monotonous learning activities. Learning from mobile phones for long periods caused fatigue and boredom. Some students struggled to stay disciplined without direct supervision and mentioned procrastinating on assignments.

From the analysis, two major conclusions were drawn regarding students' perception and motivation toward English e-learning.

1. Conclusion on Students' Perception

Students' perception toward English e-learning was generally moderate, combining both positive and negative responses. Students valued the flexibility and accessibility of online materials but struggled with internet issues, limited interaction, and reduced clarity in explanations. The lack of real-time communication with teachers and peers significantly influenced their perception, making e-learning less engaging.

2. Conclusion on Students' Motivation

Students' motivation tended to be moderate to low. Intrinsic motivation existed among a small number of students who enjoyed English, while extrinsic motivation dominated the majority. Motivation declined due to environmental distractions at home, limited interaction, and difficulties understanding materials independently. As a result, engagement levels during e-learning were lower compared to face-to-face learning.

The findings of this study align with previous research emphasizing the challenges of e-learning during the Covid-19 pandemic. Students' perception was shaped by technological readiness, teacher communication, and the ability to adapt to digital platforms. Consistent with Nartiningrum and Nugroho (2020), students encountered problems related to internet stability and reduced interaction, which negatively affected their perception. This study also supports Dhawan (2020), who argues that emergency remote teaching creates unequal learning experiences depending on students' access to resources. In terms of motivation, the results are similar to Adnan and Anwar (2020), who reported that many students experienced decreased motivation during online learning due to limited engagement and difficulties understanding lessons independently. The lack of peer and teacher interaction reduced students' sense of relatedness, an essential component of motivation according to Self-Determination Theory (Ryan & Deci, 2020).

Despite these challenges, some students showed positive attitudes and maintained motivation by relying on their interest in English or by appreciating the flexibility of e-learning. This indicates that online learning can still be effective when

supported by clear instructions, engaging materials, and sufficient teacher feedback. Overall, the discussion highlights that students' perception and motivation are influenced by both technological and pedagogical factors. Improving communication, interaction, and material design may enhance students' experience with e-learning, especially during emergency situations like the Covid-19 pandemic.

IV. CONCLUTION

Based on the findings and discussion presented in the previous chapter, several conclusions can be drawn regarding students' perception and motivation toward English e-learning during the Covid-19 pandemic among 8th grade students at SMP N 1 Ngariboyo. First, students generally demonstrated a positive perception of English e-learning. Most students agreed that online learning was helpful and accessible, although several challenges such as unstable internet connection and limited interaction with teachers remained. Students perceived the flexibility and multimedia learning resources as beneficial, while acknowledging that the learning experience was not as engaging as face-to-face instruction.

Second, the study revealed that students' motivation toward English e-learning was categorized as moderate. Students were willing to participate in learning activities and complete assignments; however, they reported a decrease in enthusiasm due to prolonged screen time, limited teacher–student interaction, and the monotonous nature of online activities. Intrinsic motivation—such as interest in English—remained present, but extrinsic aspects such as teacher feedback, peer support, and learning environment constraints significantly affected their overall engagement.

Lastly, the study confirms that students' perception and motivation are interconnected. Positive perception toward online learning tools, teacher instruction, and learning accessibility contributed to higher motivation. Conversely, technical limitations and reduced social interaction lowered students' willingness to fully engage in online English learning. These findings are consistent with previous studies indicating that learning environments shape students' motivational behavior during emergency remote learning. Overall, English e-learning during the Covid-19 pandemic was perceived as acceptable and moderately motivating, although improvements in interaction quality, student engagement, and technological support are necessary to enhance future online learning implementation.

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