AN ANALYSIS OF STUDENTS' MOTIVATION IN E-LEARNING

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Abstract : This research aimed to describe the students' motivation toward E-learning and conducted at English Education Department of Universitas Negeri Manado with the used of quantitative descriptive research design. The instrument to collect the data was a questionnaire that consist of 20 statements with 4 different scales to measure the respondents' answers. The sample was taken using the simple random sampling from the total 169 population of the 7th semester students who spent most of their learning activity in college through online class. The total number of students who responded to the questionnaire via Google Form that had been given was 25 students. After all the data has been collected, it was analyzed using the percentage formula and the results were described in every number using diagram. The final result of this study showed that most of the students had positive reaction or responses about using E-learning, but there were also several important things that could affect and decrease the students' motivation. Based on the findings, it could be concluded that the students had good motivation in learning English using E-learning, but some things need to be considered and overcome when conducting this method of learning.

INTRODUCTION

The use of technology is something that is very common in education (Lengkoan & Rombepajung, 2022). Internet, smartphone, and computer has become an equipment that must be owned by every students (Rorimpandey, 2023). With the use of technology, teachers can develop the theories and methods of learning while the students will also get many interactive materials that is full with multimedia which can improve the significant effect on the process of learning (Wales, Pelenkahu & Kumayas, 2022).

Many countries including Indonesia uses e-learning as an alternative in teaching process, especially during the covid-19 pandemic (Maru, Nur & Lengkoan, 2020). This type of learning also has online learning resources, kinds of assessment and interaction between students. However, e-learning is about learning through, and being supported by technology or IT, Clarke (2004). Most of the students are familiar with online classes since online learning has grown in significance as an educational tool like the technology has developed over the years. E-learning can also be called as an innovation of technology, communication, and information that can be used as a teaching and learning medium (Warokka, 2022). During the pandemic, where e-learning is the most used method in teaching, government and teachers do variety of ways to enhance the approaches.

In conducting online classes, there will be students who feel motivated and those who are not. Students varies in many aspects, therefore teachers should not blame students who feel uncomfortable during the online class. However teachers have the responsibility to create a conducive situation among every student (Kumayas & Lengkoan, 2023). The use of technology in the learning process does not guarantee the students to become motivated. In fact, online instruction made the relationship or interaction between students and lecturer less personal. It can be said that teachers also have influence in students' motivation. When conducting E-learning, there are some major problems like the unstable internet network in some area, lack of knowledge in operating technology, the ability to control the online class and also about the less of interaction between students and lecturer. These problems surely can affect the motivation of students to learn and the learning process will not go well. Apart from all the problems or difficulties, E-learning also offers some benefits for the lecturers and students.

In doing E-learning, teachers have to pay attention to the approach and method because it is totally different than learning face to face. Some teachers are not familiar with teaching online which cause the online class less interesting. However, there are many benefits that can be gain from E-learning if the class goes well. One of the benefits is, students and also teacher will be able to access more information and knowledge from the internet through the technology. That is why method or way of learning is really important to increase the motivation of students

to make a productive class (Lengkoan & Olii, 2020).

Motivation is an important aspect in conducting online classes (Lumentut & Lengkoan, 2021). When some students feel unmotivated they tend to ignore the material or even the class. Carl Rogers' person-centered theory (1965) stated that motivation essentially comes from within a person. However, there are several things that affect the students in feeling unmotivated, for example not all the areas in Indonesia have a good internet connection (Liando et al., 2022). Unfortunately, those who live in that area will have difficulties in joining the class and it can affect their enthusiasm in learning.

Besides all of the factors that can affect the motivation of students in E-learning, when students feel motivated, the class will be going well as the materials are well accepted and the enthusiasm will make the students attend the class even more. It is well known that motivated students tend to be more diligent in learning about the subject, especially finding new information from the available resources.

From all the explanation above, it can be concluded that in implementing E-learning method, there will always be students who feel motivated and unmotivated which caused by certain aspect and situation. Therefore, the researcher was interested to study about students' motivation in E-learning.

Based on the researcher's observation to several 7th semester students of English Education Department, it was found that some students liked and were willing to always join the online class or E-learning, but on the other hand there were also some students who felt unmotivated and did not like this type of method in learning. Between all of the reasons, the most common issue is the internet network and the implementation itself. Some similar previous research also stated that students were feeling less motivated in doing E-learning, but there were also some advantages of this method that gave positive impact and affect their motivation. Build upon the reasons above and some previous findings, the researcher did this research to know more, describe, and analyze the students' motivation in E-learning.

This research is also expected to give some advantage or additional information for teacher, another researcher and students. From all of the known issues, the teachers/lecturers could overcome the problems of this type of learning

with the variety of techniques or even improve the method. This study could also be a reference for further research and to encourage the students to take good advantage of E-learning, especially in a matter of teaching and learning activity and for the students to make an adequate learning activity using this method through working together with the lecturers/teachers.

RESEARCH METHOD

In this study, the researcher used quantitative descriptive research design. Creswell (2014) also stated that quantitative research is a process of collecting data, analyzing, interpreting and writing the result of the study. According to Fitrah and Luthfiyah (2017), descriptive research is research that aims to describe existing phenomena which occur now and in the past. This research used questionnaire to collect the data and uses quantitative design to process the data. The final step used descriptive design to describe the data in detail.

The population of this research were the 7th semester students in English Education Department at UNIMA. The total population was 169 students. With the used of simple random sampling, the researcher get 25 students to be the respondents. The instrument of this study was questionnaire with close-ended questions to limit the answer of the participants. Furthermore, the researcher adapted 12 statements from Cheng (2006) to evaluate or assess the students' motivation in E-learning and also added 8 statements in the questionnaire based on the advantages and disadvantages of E-learning according to Munir (2009) in order to complete the assessment from the previous statements and get more data that will be useful. The questionnaire consisted of 20 statements with four different scales to measure the respondents' answers, those were: Strongly disagree (1), Disagree (2), Agree (3), and Strongly agree (4).

Table 1. Likert Scale

Strongly disagree	Disagree	Agree	Strongly agree
(1)	(2)	(3)	(4)

Table 2. Data collecting instrument: Questionnaire

No.	Statement	SD	D	A	SA
1.	I like using E-learning in studying English.				
2.	I hope the lecturers continue to use E-learning in their teaching.				
3.	Using E-learning for studying English is more interesting than the traditional method.				
4.	E-learning makes me more interested in learning English.				
5.	Using E-learning in studying English encourages me to continue learning on the internet by myself.				
6.	I am unwilling in learning English using E-learning.				
7.	I find studying English using E-learning is more flexible.				
8.	I always attend the English online learning class.				
9.	I like the freedom and the independence when making the assignments and collecting the information from the internet during E-learning.				
10.	I think studying English using E-learning is confusing.				
11.	I think the lecturers' application of E-learning in teaching English helps me to improve my skills in English.				
12.	I think the lecturers' application of E-learning in learning English is not useful.				
13.	I think my grades will improve by using E-learning in studying English.				
14.	I find learning English is easier when the lecturers uses E-learning in teaching.				
15.	By using E-learning for studying English, the opportunity of interaction with lecturers is enhanced.				

16. By using E-learning for studying English, the opportunity of interaction with my classmates is enhanced.

17. Using E-learning can give me access to the new information and knowledge on the internet.

18. I feel distracted when studying English using E-learning.

19. I think the lecturers' explanation of the material through E-learning is not really clear.

20. I always have a good internet connection during E-learning or online class.

The questionnaire was made in Google form and the researcher distributed it personally to the 7th semester students in English Education Department through WhatsApp. Every item of the questionnaire have 4 scales, which are; Strongly Disagree, Disagree, Agree and Strongly agree. Every participants were free to express and answer the questions according to what they felt. After the students completed the question in Google form, the results were sent to the researcher. When the researcher received the data, every number were calculated in form of percent with diagram. After that, the researcher described the answer of every statement of the questionnaire and put a conclusion as a result. The percentage formula to analyze the data is as follows:

$$P = \frac{F}{N} \times 100$$

(Surachmand, 1987:15)

Where:
P   : Percentage
F   : Total number of respondents' answers
N   : Total number of respondents

FINDINGS AND DISCUSSION

Table 3. Table of the raw data

Statements	Strongly Disagree (SD)	Disagree (D)	Agree (A)	Strongly Agree (SA)
1	1	3	19	2
2	1	9	13	2
3	1	9	13	2
4	1	9	14	1
5	0	5	18	2
6	2	15	8	0
7	0	4	17	4
8	0	5	15	5
9	0	2	18	5
10	2	11	11	1
11	0	7	17	1
12	1	16	8	0
13	1	6	16	2
14	1	6	16	2
15	1	11	12	1
16	3	12	9	1
17	0	0	18	7
18	1	12	10	2
19	1	8	15	1
20	6	11	8	0

The data presented above was made into a more detailed descriptive explanation of every number in percentage form.

Diagram 1. I like using E-learning in studying English
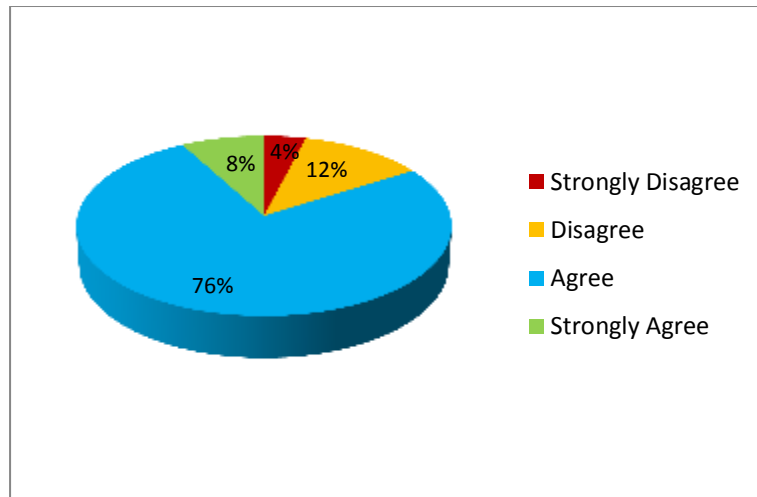
The diagram above showed that the 76% of the students agreed with the statements, 12% disagreed, 8% strongly agreed and the rest of the students or 4% chose to strongly disagreed with the statements. From this result, it can be said that most of the students liked to use E-learning in studying English.

**Diagram 2. I hope the lecturers continue to use E-learning in their teaching**
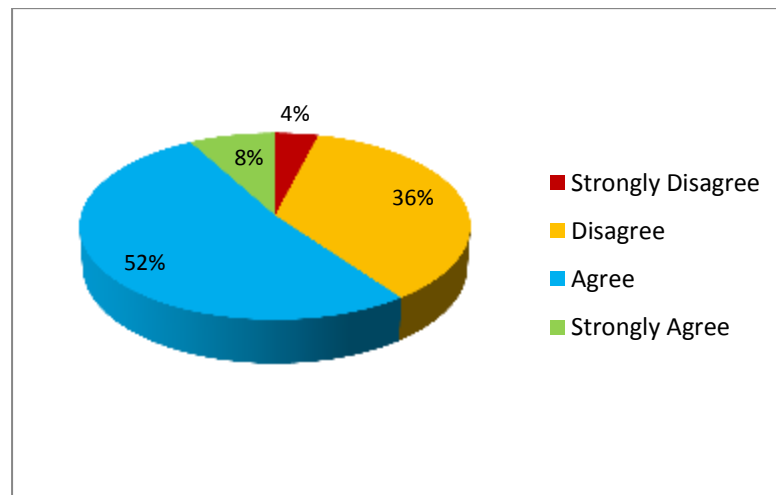
The result of the second statement from the students' responses showed that 52% of them agreed and 8% of the students strongly agreed with the statement. The rest of the students, which 36% of them disagreed and 4% chose to disagree. This result indicated that more than 50% of the students wanted the lecturer to continue using E-learning in their teaching.

**Diagram 3. Using E-learning for studying English is more interesting than the traditional method.**
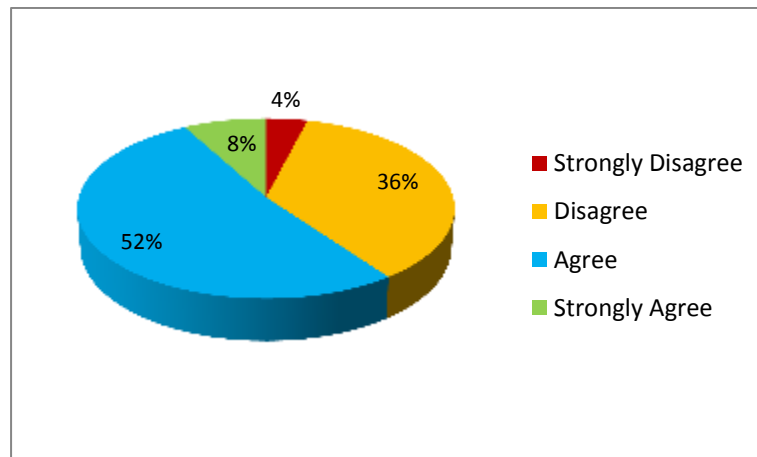
Based on the diagram above, it was clear that 52% of the students agreed with the statement. Followed by the 36% of the students who disagreed. The rest were 8% strongly agree and 4% chose to answer strongly disagree. From this result, it can be said that most of the students thought studying English using E-learning is more interesting than the traditional method.

Diagram 4. E-learning makes me more interested in learning English.
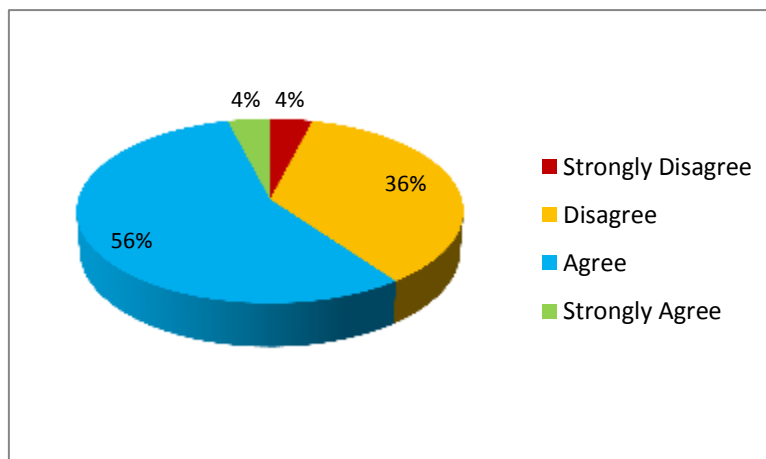
From the result of the responses above, it showed that 4% of the students strongly agreed and also 4% of the students strongly disagreed with the statement. 56% responded with agree, while 36% responded with disagree. It meant that more than half of the students thought E-learning made them more interested in English.

Diagram 5. Using E-learning in studying English encourages me to continue learning on the internet by myself.
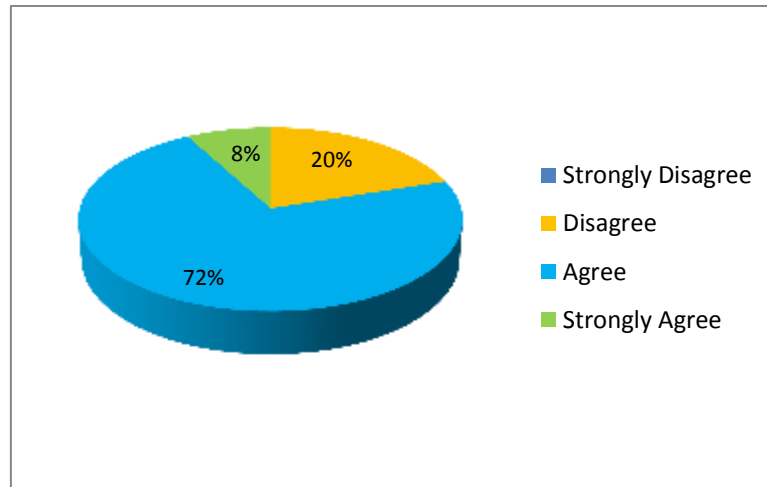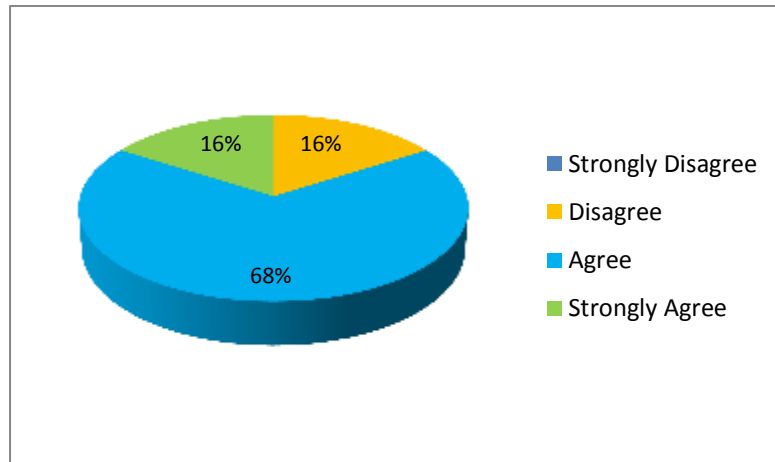

Based on the result above, it could be seen that most of the students with 72% responses chose to agree with the statement, while 20% disagreed and the rest 8% answered strongly agree. From this result, it could be concluded that 80% of the students agreed with the statement number 5.

Diagram 6. I am unwilling in learning English using E-learning.
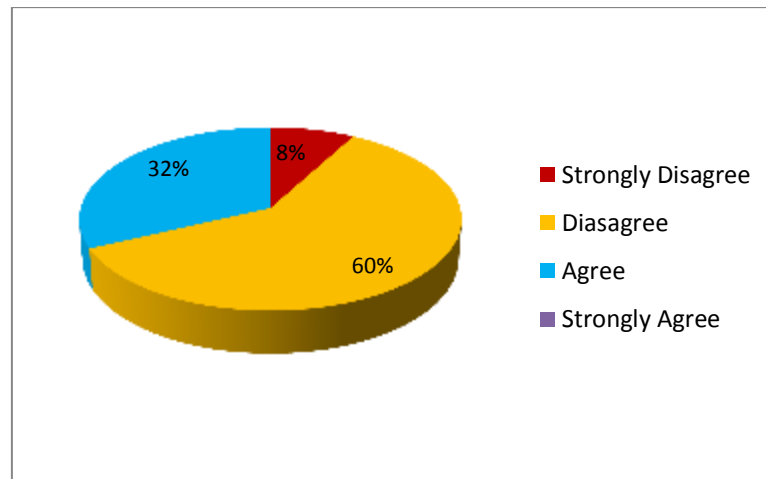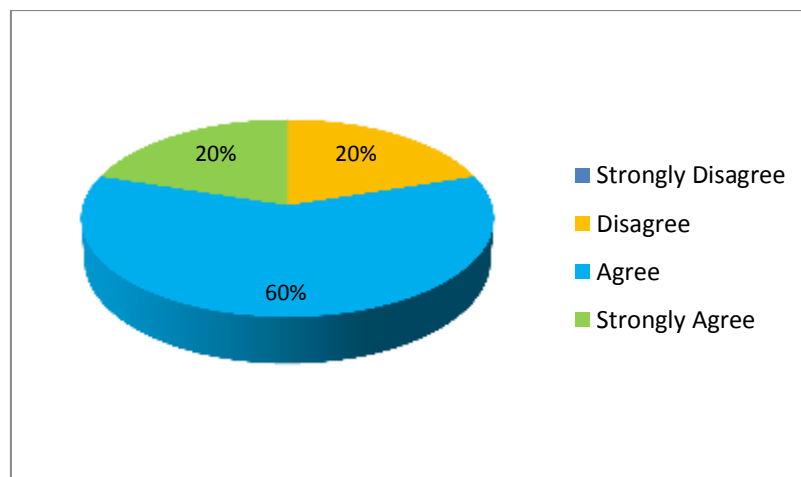

The diagram above showed 60% of the students disagreed, 32% of them chose to agree and the rest 8% responded with strongly disagree. None of the students answered strongly agree. The result of this statement was clear that around 68% of the students were willing to learn English using E-learning.

**Diagram 7. I find studying English using E-learning is more flexible.**

Through this result, it could be seen that 16% of the students picked disagree as their answer and the other 16% picked strongly agree. The rest 68% of the students agreed with the statement number 7. From this percentage, it could be said that most of the students found studying English using E-learning is more flexible.

Diagram 8. I always attend the English online learning class.
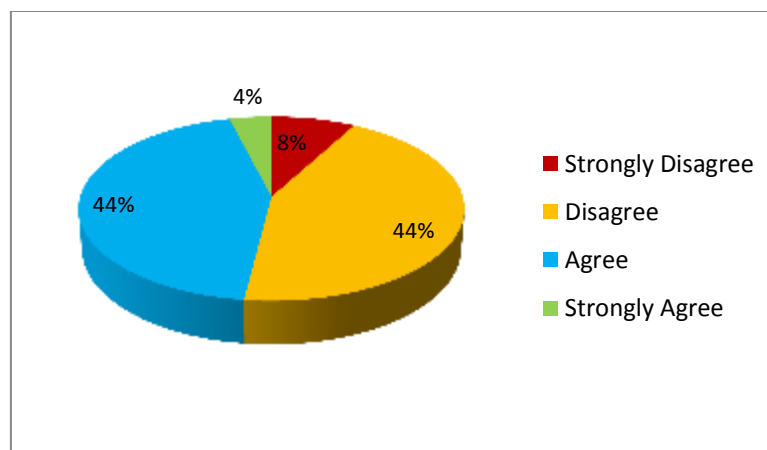

The diagram above showed that 60% of the students agreed with the statement number 8. The other 20% chose to disagree, the rest 20% picked strongly agree as their answer and no one chose to strongly disagree. From this explanation, the result was; 80% or most of the students always attend the English online learning class.

Diagram 9. I like the freedom and the independence when making the assignments and collecting the information from the internet during E-learning.
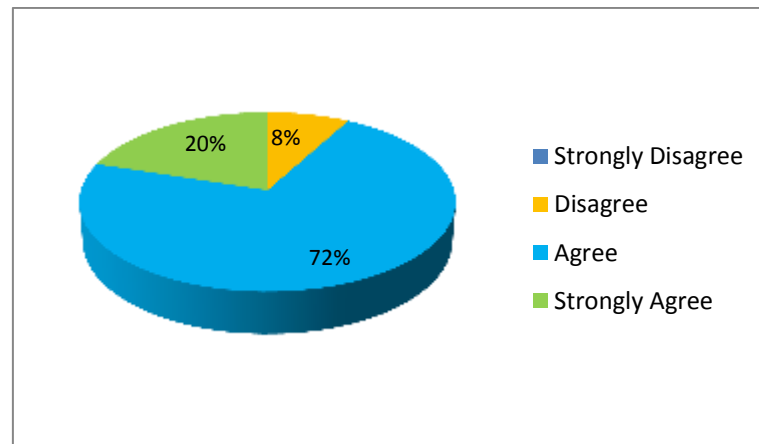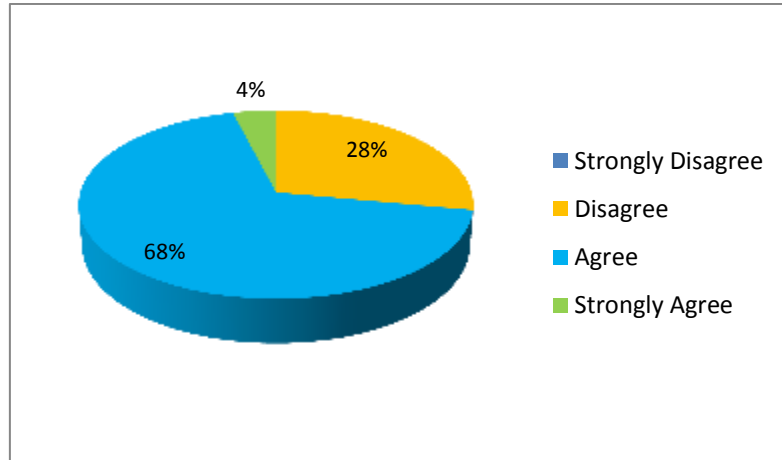

The result of this statement from the students' responses showed that 72% of the students agreed, 20% picked strongly agree as their answer, and the rest 8 percent chose to disagree. This number of percentage conveyed the result that the students liked the freedom when making assignments and collecting information from the internet during E-learning.

**Diagram 10. I think studying English using E-learning is confusing.**

Based on the diagram above, it was clear that 44% of the students agreed with the statements, while the other 44% picked disagree as their answer. The rest 8% strongly disagreed and 4% of the students strongly agree. From the result, it could be said that more than half of the students disagreed with the statement.

Diagram 11. I think the lecturers' application of E-learning in teaching English helps me to improve my skills in English.
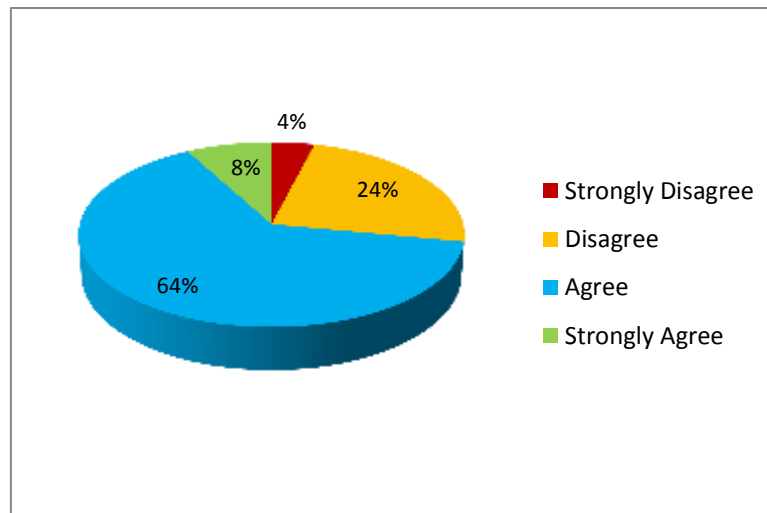

From the result of the responses above, it could be seen that 68% of the students agreed, 28% disagreed, and the rest 4% chose to strongly agree with the statement. No one picked strongly disagree. These responses indicated that around 72% agreed to think the lecturers' application of E-learning in teaching English really helped to improve English skills.

*Diagram 12. I think the lecturers' application of E-learning in learning English is not useful.*
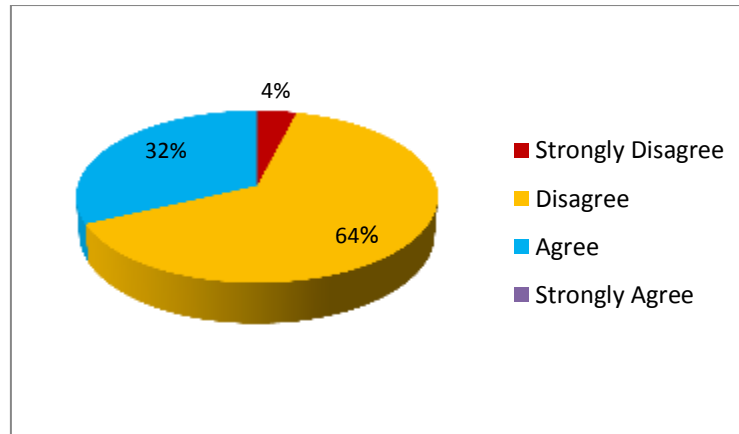
Based on the result above, it showed that most of the students with 64% of responses chose to disagree, 4% chose to strongly agree, and the rest 32% picked agree as their answer, while none of the students answered strongly agree. From this diagram, it can be said that around 68% of the students thought the lecturers' application of E-learning is useful.

Diagram 13. I think my grades will improve by using E-learning in studying English.
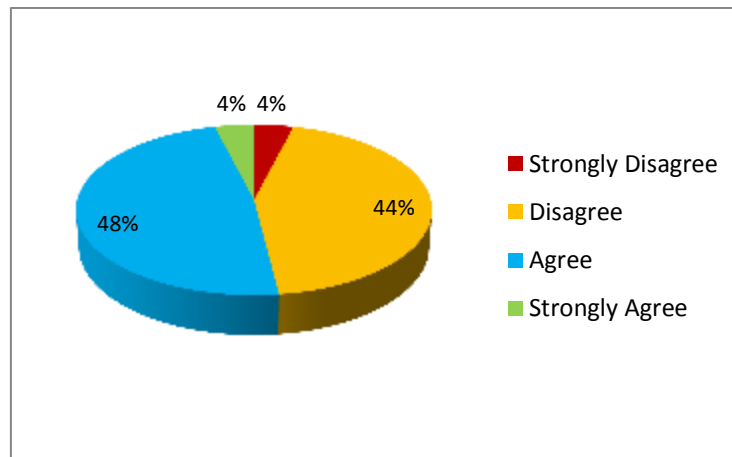

The diagram above showed 64% of the students agreed with the statement, 24% disagreed, 8% picked strongly agree as their answer, and the rest 4% of the students chose to strongly disagree. The result of this statement was clear that most of the students agreed with the statement number 13.

Diagram 14. I find learning English is easier when the lecturers uses E-learning in teaching.
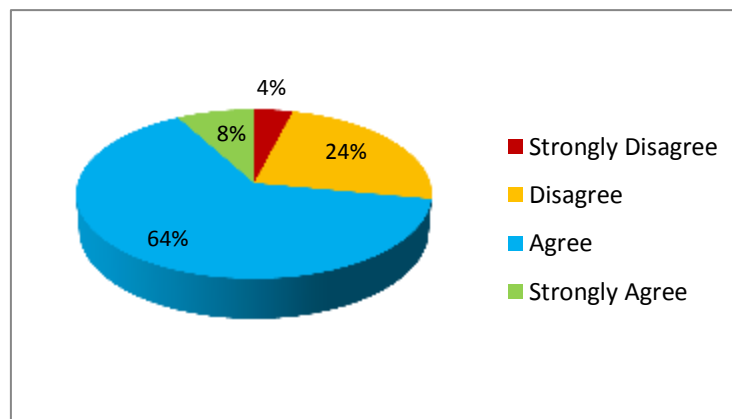

Through this result, it could be seen that most of the students or 64% agreed with the statement, 24% disagreed, 8% answered with strongly agree, while the rest 4% of the students chose to strongly disagree. From this percentage, it could be said that most of the students found learning English was easier when the lecturer used E-learning in teaching.

Diagram 15. By using E-learning for studying English, the opportunity of interaction with lecturers is enhanced.
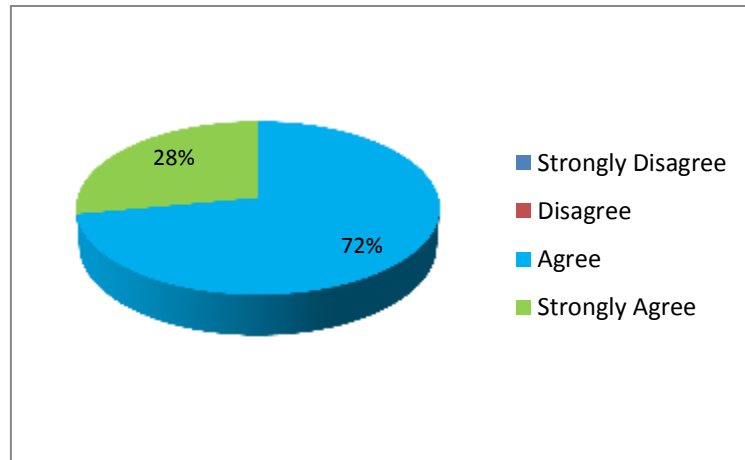

The diagram above showed that 48% of the students agreed with the statement, while 44% of them chose to disagree. 4% picked strongly agree as their answer and the rest 4% answered strongly disagree. From this explanation, the result was; around 52% of the students agreed that using E-learning in studying English could enhance the opportunity of interactions with the lecturers.

Diagram 16. By using E-learning for studying English, the opportunity of interaction with my classmates is enhanced.
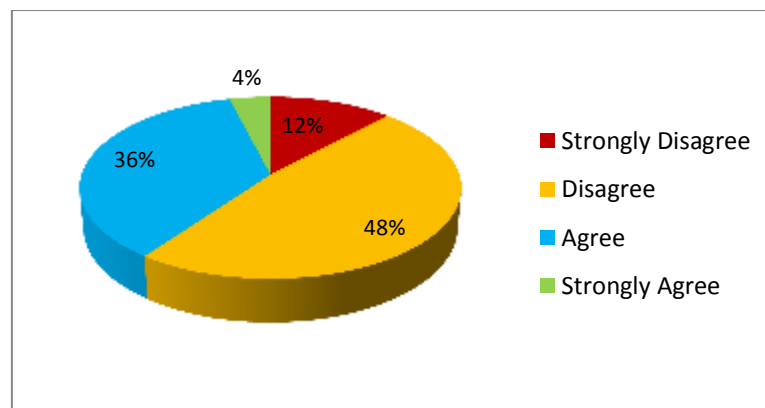
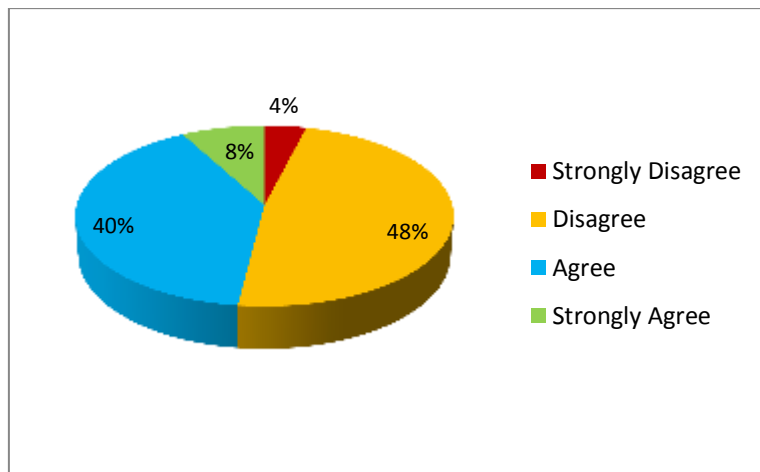The result of this statement from the students' responses above showed 48% of the students disagreed, 12% chose to strongly disagree, while 36% answered agree and the rest 4% picked strongly agree as their answer. This number of percentage conveyed the result that most of the students did not agree about using E-learning in studying English could enhance the opportunity of interaction with their classmates.

Diagram 17. Using E-learning can give me access to the new information and knowledge on the internet.

Based on the result data above, it was clear that most of the students with 72% responses chose to agree and the rest 28% picked strongly agree as their answer. From this explanation, it could be conclude that 100% of the students agreed with the statement number 17.

Diagram 18. I feel distracted when studying English using E-learning.

The diagram above showed that 48% of the students disagreed, 4% chose to strongly disagree, while 40% answered with agree, and the rest 8% of the students strongly agreed with the statement number 18. From this result, it can be said that more than half of the students did not feel distracted when studying English using E-learning.

Diagram 19. I think the lecturers' explanation of the material through E-learning is not really clear.
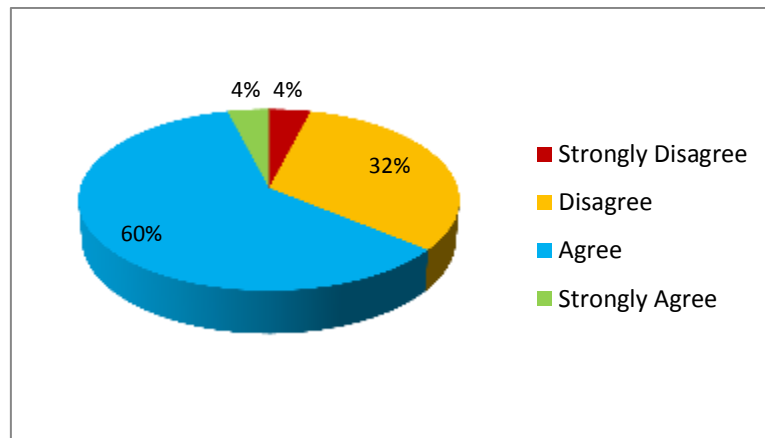
The result of this statement showed that 60% of the students agreed, 32% chose to disagree, 4% picked strongly agree, while the rest 4% of the students strongly disagreed with the statement. From this diagram, it could be said that around 64% of the students thought the lecturers' explanation of the material through E-learning was not really clear.

Diagram 20. I always have a good internet connection during E-learning or online class.
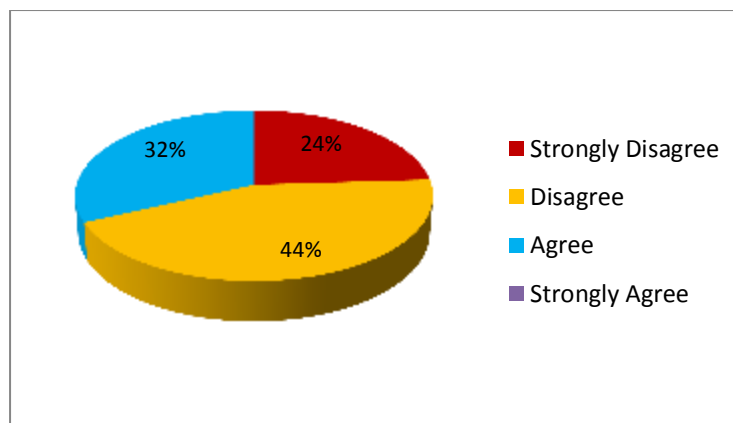
From the result of the responses above, it could be seen that 44% of the students disagreed, 24% strongly agreed, while the rest 32% chose to agree with the statement. None of the students picked strongly agree as their answer. This data indicated that most of the students did not always have a good internet connection during E-learning or online classes.

After the researcher gained the result from the questionnaire, all the data from the research of An Analysis of Students' Motivation on E-learning to the 7th semester students of English Education Department in UNIMA were discussed to get a more detailed final result or finding of the study.

Table 4. The result of the analysis

No	Statement	Responses A	D
1.	I like using E-learning in studying English.	84%	16%
2.	I hope the lecturers continue to use E-learning in their teaching.	60%	40%
3.	Using E-learning for studying English is more interesting than the traditional method.	60%	40%
4.	E-learning makes me more interested in learning English.	60%	40%
5.	Using E-learning in studying English encourages me to continue learning on the internet by myself.	80%	20%
6.	I am unwilling in learning English using E-learning.	32%	68%
7.	I find studying English using E-learning is more flexible.	84%	16%
8.	I always attend the English online learning class.	80%	20%
9.	I like the freedom and the independence when making the assignments and collecting the information from the internet during E-learning.	92%	8%
10.	I think studying English using E-learning is confusing.	48%	52%
11.	I think the lecturers' application of E-learning in teaching English helps me to improve my skills in English.	72%	28%
12.	I think the lecturers' application of E-learning in learning English is not useful.	32%	68%
13.	I think my grades will improve by using E-learning in studying English.	72%	28%

		A	D
14.	I find learning English is easier when the lecturers uses E-learning in teaching.	72%	28%
15.	By using E-learning for studying English, the opportunity of interaction with lecturers is enhanced.	52%	48%
16.	By using E-learning for studying English, the opportunity of interaction with my classmates is enhanced.	40%	60%
17.	Using E-learning can give me access to the new information and knowledge on the internet.	100%	0%
18.	I feel distracted when studying English using E-learning.	48%	52%
19.	I think the lecturers' explanation of the material through E-learning is not really clear.	64%	36%
20.	I always have a good internet connection during E-learning or online class.	32%	68%

A= Agree

D= Disagree

The data on the table above consisted of many important things from the research study that had to be discussed.

From the 20 statements in the questionnaire, the researcher gave 15 positive statements and 5 negative statements about students' motivation on E-learning. Most of the students agreed with the 13 positive statements, but disagreed with the rest 2 of the statement. The students disagreed about E-learning could enhance the opportunity of interaction with their classmates. It is widely known that learning activity which relies heavily on technology especially like online class has less interaction between others or classmates than the traditional method which the learning activity was carried out face to face. The other positive statement that gained more disagreed responses was about the good internet connection during E-learning. From the result of this statement, most of the students did not have a good internet connection while conducting online classes. This problem is usually caused by the quality of the provider and the location of the user or the range of the network.

The 13 positive statements that get more agree responses also gave many points to be noticed. The result showed that the students liked learning English using E-learning and they found it interesting to keep on going using this method, because it was a flexible way of learning that could give the students more freedom in making the assignment and also collecting information from the internet. In addition, E-learning could give more access to get new knowledge and information on the internet which caused many students to like this kind of learning or the lecturers' application of E-learning to improve their English skill. All of these conclusions were derived from the data above.

The researcher provided 5 negative statements among all of the positive statements that were important for the data. The students chose to disagree with 4 of the statements and agreed with one of it. From the result, it could be conclude that most of the students were willing to learn English using E-learning and they also thought that it was not confusing or even distracting. In fact, most of the students found it really useful. In contrary from all of the positive responses above, it was found that the lecturers' explanation of the material was not clear for most of the students. It was common when conducting online class and the explanation is not too clear, because of the internet quality, internet coverage is not evenly distributed in every area, lack of knowledge in using technology or even because the lecturers were not familiar with this method.

From all of the explanation and conclusion above, it could be said that E-learning had more positive impact for the students' motivation in learning English rather than the negative, but there were also a lot of things that need to be considered. E-learning is a different method than the traditional one or the face to face method. It could be harder for the lecturer to manage the class, because all the respondents were not in the same place or in one classroom. In most cases, the students tend to not paying attention to the lecturer which caused by the lack of interaction and connection between them. Also, even when most of the students thought that this type of learning was not confusing or distracting, the fact is there were also many students who found it confusing and distracting, because the percentage of who agreed and disagreed with these two statements were not much different.

Another important point is how to use the technology as the media of learning and the range of a good internet connection. Most of the students and lecturer may already know how to operate the media of learning, but there were also some people who did not know how to operate this media properly. Lastly, the range of the internet connection was not evenly distributed in every area. This problem could cause serious negative effect for the students and lecturer, because good internet connection is one of the most important key in conducting E-learning. All of these advantages and disadvantages of E-learning could affect the students' motivation in learning English.

CONCLUSION

The researcher took some conclusions from all of the explanation in the previous section. Using E-learning could improve the students' motivation in learning English, because most of the students gave positive responses to the statements and agreed that they liked the implementation of this method. The respondents also agreed that E-learning is flexible and gave them access to new knowledge which could also increase their motivation to learn English more.

Besides of the positive responses, there were also the negatives about the interaction between students and even the lecturer. Another negative responses were about the internet connection and the explanation of the lecturer that is not too clear. In conclusion, the students had good enough motivation in learning English using E-learning, but there were several aspects that sometimes could reduce or affect their motivation, because these aspects had big impact in the learning process.

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