

CHAPTER IV

DATA PRESENTATION AND RESEARCH FINDINGS

This chapter presents the data presentation and findings of the study. In line with the formulation of research problem, the research was conducted to investigate two research problems regarding students' perception towards English electronic learning (E-Learning) during the Covid-19 pandemic in SMPN 1 Karangan.

A. Data Presentation

As presented in previous chapter, the data of the study were collected from the result of interviews and questionnaires.

1. Interview Result Presentation

In presenting the data, the researcher used codes as follow:

- Q means the question in interview.
- A means the answer of interview.
- S means the student who answer the question in interview

In conducting interviews, the questions given to participants are the same as the questionnaire questions. So the points used are the same, namely to discuss two research problems related to students' perceptions and motivations. Interview results are used by the researcher to convince and strengthen student responses in the questionnaire. The researcher presents interview data consisting of 10 basic questions that are slightly developed, as follows:

a. Students' perceptions

- 1) In the first question, the researcher asked the teacher's role in explaining English material through E-Learning is good or not.

Q.1 : *Apakah guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning?*

(Does the teacher explain English material well through E-Learning?)

A.1 S1 : *"Gurunya tidak pernah menjelaskan, Cuma ngasih tugas lalu disuruh megumpulkan."* (The teacher never explained the material, just giving task and asked us to submit it.)

S4 : *"Kurang menjelaskan dengan baik gurunya, jadinya saya kurang paham."* (the Teacher doesn't explain well so I don't understand.)

S5 : *"Kadang saya ga mudeng og bu, gajelas. Engga dijelasin. Karena Cuma disuruh baca di LKS."*
(Sometimes I don't understand the material miss, it's obvious. Not explained. Because just asked us to read in LKS.)

S7 : *"Ya guru cukup menjelaskan dengan baik dan mudah dipahami, tapi ya tugas-tugas lumayan banyak, kadang kalo bareng-bareng pelajaran lain sangat berat."* (Yes, the teacher is quite clear and

easy to understand, but there are many tasks, sometimes it feels heavy if there are another task from another subject.)

S10: *“Kurang kalo menurut saya sih, soalnya jarang dikasih penjelasan, cuman tugas-tugas aja gitu.”* (I think it's not enough, because the problem is rarely given an explanation, just just tasks like that.)

S11: *“Iya karena semenjak mengerjakan atau membimbing lewat E-Learning ini lumayan sangat memudahkan dan bisa mengerjakan sewaktu-waktu.”* (Yes because since working or guiding through E-Learning is pretty easy and can do it at any time.)

S21: *“Emm, kalau menurut saya gurunya tidak pernah menjelaskan materi selama E-Learning dirumah. Selama ini cuman ngasih tugas di LKS itu saja tidak pernah dikasih materi, video atau apapun.”* (Emm, in my opinion my teacher has never explained the material during E-Learning at home. At the moment, he has only given assignments in the worksheets, never given material, videos or anything.)

S23 : *“Hanya memberi tugas aja. Ga dijekaskan cuma dishare ini nanti dikerjakan terus dikirim ke gurunya. Pengumpulannya secepatnya, dikasih waktu luang buat ngerjain kalo ga ada paketan ditunggu.”* (No, just giving assignments. Not explained, only sent, and then later worked on and sent to the teacher. The collection as soon as possible, given free time to work on if there is no package awaited.)

S24 : *“Lumayan baik. Saya ada yang tidak paham.”* (It is good enough. I have something that doesn't understand.)

S27 : *“Tidak. Karena tidak langsung dijelaskan jadi kurang paham”* (No. Because it is not immediately explained so it is not understood)

S30 : *“Emm, iya. Emm, ya saya mengerti, tapi ada yang paham ada yang engga.”* (Emm, yes. Emm, I understand, but there are those who understand there are those who don't)

S31 : *“Ya dengan baik, eh gimana ya miss, eh alasannya saya dapat menerima dengan jelas dan lebih mudah. Tapi kalo sama gurunya cuman ngasih soal-soal gitu bu.”* (Yes, well, eh how about miss,

eh the reason is that I can accept it clearly and more easily. But if the teacher only gives questions, miss)

- 2) In the second question, the researcher asked the teacher's role in delivering English material through E-Learning according to the syllabus or not.

Q.2 : *Apakah materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus?* (Is the English material delivered by the teacher through E-Learning in accordance with the syllabus?)

A2 S1 : *“Tidak, karna menurut saya materinya gak urut dan tidak mudah diapahami tidak mudah dimengerti jadi tidak begitu sesuai silabus.”* (No, because aaccording to me, it is not in sequence and difiicult to be understood so it does not really fit with the syllabus.)

S4 : *“Biasanya disuruh mengerjakan LKS.”*

(It is usually told us to do LKS)

S5 : *“Sesuai dengan materi yang diajarkan, tapi kadang iya kadang engga gitu, kadang jelaskannya sesuai kadang engga.”* (it is match with the material taught, but sometimes match sometimes

no, sometimes the explanation is accordance with material sometimes no.)

S7 : *“Sesuai dengan materi yang diajarkan. Biasanya menggunakan soal di LKS. Soalnya diberikan lewat grup Whatsapp.”* (In accordance with the material. Usually, use task in LKS and spread it in Whatsapp group.

S10 : *“Ya. Biasanya soalnya dari LKS atau internet, dan kebanyakan bisa kita cari di brainly.”* (Yes. Usually the questions are from LKS or the internet, mostly, we can search it in brainly.)

S11 : *“Ya sesuai tapi gapernah ngasih penjelasan, jadi harus ikut les tambahan kalo gak bisa memahami sendiri.”* (Yes, it is appropriate with the material, but never give us the explanation, so we have to join the additional lesson (course) if we can not understand it by ourself.)

S21 : *“Alhamdulillah sesuai, kalo sama gurunya selalu di LKS.”* (Alhamdulillah it is accordance with syllabus, if at the same time Mr. H is always at LKS.)

S23 : *“Saya gak terlalu paham silabus bu, Iya mungkin, sama kayak yang di LKS sih jadi mungkin sesuai.”*

(I don't really understand with syllabus, yes maybe, same with the LKS, so it might be appropriate with the syllabus.)

S24 : *"Sesuai. Kayanya sesuai kayaknya."* (Appropriate. It seems appropriate.)

S27 : *"Oh, iya. Sama kayak yang di LKS sih bu, jadi ya itu-itu aja materinya."* (Oh, yes. It's the same as the one in LKS miss, so that's all the material.)

S30 : *"Ya, benar. Materinya sama yang di LKS."* (Yes, the material is same as in the LKS.)

S31 : *"Sesuai. Kayak yang di LKS"* (Match, like the one in LKS)

3) In the third question, the researcher asks the effectiveness of using E-Learning for learning during the Covid-19 pandemic.

Q.3 : *Apakah pembelajaran bahasa Inggris melalui E- Learning efektif selama pandemi Covid-19?* (Is learning English through E-Learning effective during the Covid-19 pandemic?)

A.3 S1 : *"Kalau bahasa Inggris menurut saya kurang efektif. Karena kalo gak tatap muka sulit kan bukan Bahasa kita, jangankan untuk mengerjakan soal, tau artinya soalnya aja enggak."* (According to me, non-face-to-face meeting in english is less

effective. Because if there is no face-to-face meeting it is difficult, because English is not our mother tongue, so we have many difficulties to do the question because we don't know the question meaning.)

S4 : *“Ya, tapi lebih efektif yang di kelas.”* (Yes, but more effective in class.)

S7 : *“Lumayan efektif. Lebih simpel gaharus ke sekolah. Belajar dirumah bisa sewaktu-waktu.”* (It is quite effective. It's more simple, we have not to go to school. Study can be done at home anytime.)

S10 : *“Tidak, karena pembagian jadwal E-Learning tidak sesuai biasanya. Harinya sesuai jadwal tapi jamnya enggak sesuai.”* (No, because the distribution of E-Learning schedules is not as usual. The day is according to the schedule but the time is not appropriate.)

S11 : *“Ya efektif ya ga efektif bu. Gimana ya, efektifnya itu satu-satunya jalan diwaktu pandemic daripada gak belajar sama sekali, gak efektifnya ya dibanding sekolah biasa enakan sekolah biasa.”*
(It's effective, it's not effective, miss. Emm, it is

effective because it is the only way in pandemic, then we do not study at all, it is not effective if we compare it with the normal school.)

S21: *“Tidak. Ya kurang jelas gitu, terus ya kurang diterangkannya ga sampe ke tujuan pembelajarannya kurang paham bahasanya.”* (No. It is not clear, less explanation, it does not reach the learning objectives, and less understand the language.)

S21: *“Engga, menurut saya engga bu. Kalo ada kesulitan bingung tanyanya.”* (No, if I have any difficulties, it is difficult to ask the question.)

S23: *“Bagi saya tidak efektif karena kurang paham.”* (According to me, less effective because I don't understand.)

S24: *“Alhamdulillah efektif bu.”* (Alhamdulillah effective, miss.)

S27: *“Iya, menurut saya sangat aktif selama pandemi dan tidak menunda-nunda mengerjakan tugas selama pandemi.”* (Yes, in my opinion very effective during the pandemic and not delaying doing work during the pandemic.)

S30: *“Engga, kurang efektif bu, lebih efektif kalo kita ketemu langsung di sekolah, kalo gini kadang males ga ada temen. Apa- apa sendiri. Kalo Tanya orang tua kada mereka sibuk juga kadang gak ngerti juga”* (No, it's not effective miss, it's more effective if we meet directly at the school, if like this, sometimes it's lazy because there are no friends. Everything we have to it alone. If we ask to parent, sometimes they are busy, or maybe they don't understand too)

- 4) In the fourth question, the researcher asked an improvement in their English ability while learning English through E-Learning.

Q.4 : *Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning?* (Did your English skills improve while learning through E-Learning?)

A.4 S1 : *“Sedikit, karena malas.”* (A little because it's lazy.)

S4 : *“Sedikit, banyak enggakya.”* (a little but mostly no.)

S5 : *“Tidak. Karena kalo ga ada gurunya males mengerjakan tugas.”* (No. Because if there is no the teacher, I am lazy to do the task.)

S7 : *“Bagi saya tidak, karena engga dijelaskan secara langsung jadi pahamnya gabisa efektif, gatau salah benarnya.”* (For me, no, because it does not explain directly so it cannot be effective, we don't know if it is right or wrong.)

S10 : *“Tidak bu, menurut saya tidak. Saya lebih mengerti kalo belajar langsung daripada online”*
(No, miss, according to me no. I will more understand study directly/conventional than online learning.)

S11 : *“Engga. Yakan kalo ada yang ga mudeng gitu mau tanya kan susah miss.”* (No. If I don't understand, difficult to ask.)

S21 : *“Emm, sedikit.”* (Emm, a little.)

S23 : *“Tidak. Karena sulit untuk diketahui dan ga langsung.”* (No. Because it's hard to know and it is no directly.)

S24 : *“Ya meningkat sedikit karna lebih luas wawasan karna bisa membuka internet.”* (Yes, it is litte increased because by opening internet, the insight will be wider)

S27 : *“Gatau bu, gatau cara ngukurnya, tapi kayaknya biasa aja sih bu, kalopun nambah*

sedikit paling.” (I don't know, miss, I don't know how to measure it, but I think it's normal, even if it is increase, may be a little.)

S30: “*Mungkin enggak*” (Maybe no.)

S31 : “*Ya meningkat sedikit tapi masih ada yang belum paham gitu.*” (Yes, it increased a little but there are still don't understand yet.)

5) In the fifth question, the researcher asked the teacher's role in the question-and-answer activity during learning through E-Learning.

QI.5 : *Apakah guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning?* (Does the teacher conduct question and answer activities about English material in learning through E-Learning?)

A.5 S1 : “*Kadang. Kalo tanya jawab kayaknya belum pernah.*” (Sometimes. Questions and answers online seem to have never been.)

S4 : “*Tidak pernah kayaknya.*” (I think never.)

S5 : “*Kayaknya belum pernah to bu, cuma tugas.*” (I think never, just task.)

S7 : “*Engga ngasih tugas trus suruh ngumpulkan.*” (No, just giving a task to be submitted.)

S10: *“Engga, ga pernah ada tanya jawab di grup. Kalo ada yang mau tanya boleh.”* (No, there were never questions and answers in the group. If anyone wants to ask, it is possible.)

S11: *“Tidak. Guru hanya memberi tugas tok gak pernah tanya jawab.”* (No. The teacher just gives assignments so questions and answers are never.)

S21: *“Gak tau bu. Gak terlalu nyimak group, saya scroll aja kalo ada tugas.”* (I don't know miss. I don't pay much more attention to the group; I just scroll if there is a task.)

S23: *“Ya, tapi kalok tanya engga kayaknya bu. Cuma disuruh mengerjakan gitu. Jadi ya kadang mudeng tapi kadang engga.”* (Yes, but if I question and answer, I think there is no. Just being told to do the task. So, sometimes, it's understood, but sometimes no.)

S24: *“Tidak, tidak pernah”* (No, never.)

S27: *“Tidak. Ga ada pertanyaan.”* (No. There are no questions.)

S30: *“Ya, biasanya digrup.”* (Yes, usually in WA group.)

S31: *“Tidak.”* (No.)

b. Students' Motivation

- 1) In the sixth question, the researcher asked about the willingness of students to learn the media used during learning through E-Learning.

Q.6 : *Apakah anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19? (Do you want to learn the instructional media used by teachers during the Covid-19 pandemic?)*

A.6 S1 : *"Jarang. Saya buka buku kalo ada tugas."* (Rarely, I just open the book if there was a task)

S4 : *"Jarang, ga nentu kak. Kalo ada media baru ya mau."* (Rarely, I don't know, Sis. If there are new media, I want to.)

S5 : *"Ya sangat ingin karna itu sangat membantu dalam belajar dirumah."* (Yes, I really want it because it really helps in studying at home.)

S7 : *"Mau."* (Yes I Want.)

S10 : *"Tergantung."* (Depend on.)

S11 : *"Media yang gimana o bu."* (What kinds of media miss.)

S21 : *"Ya, mau. Pakenya buku, LKS, internet."* (Yes, want to by using the books, LKS, and internet.)

S23 : *“Tergantung meterinya bu.”* (depend on the material miss.)

S24 : *“Kadang bu, kalo gurunya pake apa gitu ya menyesuaikan, tapi kalo susah ya gimana ya bu, terus kayaknya gurunya juga lebih sering gak pake apa-apa lebih ke grup WA aja.”* (Sometimes, miss, if the teacher uses something, we adjusts it, but if it is difficult what have we do miss, and the teacher mostly do not use media anymore just WA group.)

S27 : *“Mau. Tapi gurunya cuman pake LKS.”* (I want it. But the teacher just using LKS.)

S30 : *“Ya mau, tapi gurunya cuma pake wa saja.”* (Yes, but the teacher just using handphone.)

S31 : *“Seringnya enggak.”* (Mostly no.)

2) In the seventh question, the researcher asked about the difficulties faced by students in learning English through E-Learning whether or not asked.

Q.7 : *Apakah anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning?* (Do you ask the teacher when you have difficulty in learning English through E-Learning?)

- A.7 S1 : “*Ya, saya tanya bu, lewat HP lewat WA.*” (Yes, I ask to the teacher, using handphone via whatapp.)
- S4 : “*Kadang, kebanyakan enggak, karena saya gak bisa bicara Bahasa Inggris, kalo pake Bahasa Indonesia malu.*” (Sometimes, but mostly no, because I can speak English and shy if I used Indonesian.)
- S5 : “*Iya, biasanya tanyanya lewat chattingan WA.*” (Yes, usually chat with WA.)
- S7 : “*Ya selalu bertanya kalau ada kesulitan supaya tidak sulit dalam belajar. Biasanya personal chatting kalau di grup kadang ga dibales.*” (Yes, always ask if there are difficulties. Usually, personal chat when in a group sometimes is not done.)
- S10: “*Endak, malu bu.*” (No, I shy, miss.)
- S11: “*Enggak, saya lebih suka tanya teman, kalo tanya guru malu.*” (No, I just asked to friend, because I shy if I asked to the teacher.)
- S21: “*Kebanyakan enggak bu, kan malu.*” (Mostly no miss, because I shy.)
- S23 : “*Engga pernah tanya.*” (Never asked.)

S24: *“Iya, biasanya tanyanya lewat WA personal chatting.”* (Yes, usually asks WA via personal chat.)

S27: *“Tidak. Kadang tanya teman kadang liat google gitu.”* (No. Sometimes asked to friends sometimes searched in Google.)

S30: *“Saya gak pernah tanya, malu, kalo bisa sayakerjakan sendiri saya kerjakan sendiri, kalo gak bisa ya Tanya ke guru les.”* (I never asked to teacher, I will do it my self if I can, if I cannot do it my self I will asked to my additional teacher/course teacher.)

S31: *“Kadang tanya miss kalo kepepet tapi, biasanya nanya teman dulu yang les, karena di lesan biasanya dicocokkan.”* (Sometimes I ask if I'm trapped, but I usually ask my friends who join the course first, usually the task discussed in the course.)

- 3) In the eighth question, the researcher asked the English assignment given to students through E-Learning during the Covid-19 pandemic whether it was done diligently or not.

Q.8 : Apakah anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-

Learning selama pandemi Covid-19? (Do you diligently work on English assignments given by the teacher through E-Learning during the Covid-19 pandemic?)

A.8 S1 : “Kebanyakan mengerjakan o bu.” (Mostly, I do it miss.)

S4 : “*Saya selalu mengerjakan bu.*” (I always do it miss.)

S5 : “*Mengerjakan.*” (Yes, I do it.)

S7 : “*Ya rajin walau kadang telat, hehe.*” (Yes diligent even though sometimes late, hehe.)

S10: “*Selalu mengerjakan bu, tapi sering telat.*” (I always do it miss, but often late.)

S11: “*Saya selalu mengerjakan bu.*” (I always do it miss.)

S21: “*Kalo dibilang rajin, ya endak bu, tapi selalu saya usahakan untuk mengerjakan.*” (If it s said diligent no, but I always try to do it well.)

S23: “*Tidak. Karena saking banyaknya tugas, yang Bahasa inggris saya kerjakan belakangan karena sulit.*” (No. Because there are many task, I will have left behind the English, because English is diiffiult.)

S24 : *"Biasa aja bu."* (Just so so miss.)

S27: *"Kadang rajin kadang enggak."* (Sometimes yes, sometimes no.)

S30: *"Lumayan."* (Diligent enough.)

S31 : *"Biasa saja."* (Just so so.)

- 4) In the ninth question, the researcher asked whether students' habits continued to study even though there were no assignments during the Covid-19 pandemic.

Q.9 : Apakah anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19? (Do you keep learning English even though you don't have assignments during the Covid-19 pandemic?)

A.9 S1 : *"Tidak hehe. Kalo ga ada tugas ya ga belajar."* (No haha. If there is no assignment, I do not study.)

S4: *Ya, kadang saya mengerjakan latihan soal di LKS."* (Yes, sometimes I do assignment in LKS.)

S5 : *"Kadang-kadang."* (Sometimes.)

S7 : *"Emm, kadang. Ya paling baca-baca materi apa di LKS kadang buka internet."* (Emm, sometimes. Yes, just read the material in LKS or open internet.)

S10: *"Engga miss."* (No, miss.)

S11 : *“Tidak. Kan gabisa bahasa Inggris gimana mau belajarnya.”* (Not. Because I can speak English so can I learn English.)

S21 : *“Engga. Belajarnya kalo ada tugas saja.”* (No. I just learn if there is task)

S23 : *“Kadang iya.”* (Sometimes yes.)

S24 : *“Jarang belajar bahasa Inggris.”* (Rarely learns English.)

S27 : *“Engga kalo ada tugas doang.”* (No, only if there is an assignment.)

S30 : *“Kalo tidak ada tugas tidak pernah belajar, jarang-jarang.”* (If there is no assignment, never study, rarely.)

S31 : *“Endak.”* (No.)

5) In the tenth question, the researcher asked whether students were motivated and enthusiastic when learning English through E-learning during the Covid-19 pandemic.

Q.10 : *Apakah anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19?* (Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?)

A.10 S1 : *“Malah malas bu.”* (It is drawn me lazy.)

S4 : *“Ya lebih semangat dan lebih ingin mengetahui bahasa Inggris, ya karena ya kan jarang dijelaskan jadi harus memahami sendiri cari tahu sendiri.”*

(Yes, I am more enthusiastic and to know English, because it's rarely explained, so I have to understand myself, find out for myself.)

S5 : *“Sedikit.”* (A little.)

S7 : *“Iya, sedikit tapi. Semangatnya gimana ya kadang buka buku gitu bu.”* (Yes, but a little. How do I get excited sometimes I open books like that, miss.)

S10 : *“Engga begitu, karena ketika ada kesulitan tidak langsung tanya.”* (Just so so, because if there are any difficulties we can ask directly.)

S11 : *“Ya semangat, lumayan sih. Ya tapi lebih milih disekolah.”* (Yes, enthusiasm. But I prefer study at school.)

S21 : *“Iya.”* (Yes.)

S23 : *“Biasa aja.”* (Just so so.)

S24 : *“Kurang ada motivasi, karena susah. Tapi kalo ada yang mau ngajarin langsung mau.”* (Lack of motivation, because it's hard. But if anyone wants to teach me, I want to.)

S27: “*Gimana ya bu. Malah gak semangat kayaknya.*”

(What should I do. I feel I am not motivated.)

S30: “*Tidak. Karena ya liburan gini mau belajar ya*

malas.” (No. Because yes, if in holiday like this, I am lazy to study.)

S31: “*Tergantung soalnya. Kalo saya bisa saya kerjakan*

kalo gak bisa ya ndak.” (It depends on the task. If I can do the task I will do it, but if I can not do it, I do not do it.)

2. Questionnaire Result Presentation

The questionnaire consists of ten questions about learning English through E-Learning during the Covid-19 pandemic. As many as 31 in the VIII C class just 29 students who response the questionnaire. In this research, the students only give a checklist beside the choices in the questionnaire. In this research, the questionnaire is given in Bahasa Indonesia so that in presenting this data, the researcher translates the questions into English.

The questions given in the questionnaire will answer two research problems about students' perceptions and motivations. For the questionnaire question points, 1 to 5 discuss students' perceptions of English through E-Learning while points 6 to 10 discuss students' motivation towards learning English through E-Learning during the

Covid-19 pandemic. In this research, the researcher used 4 levels scale, they are:

- 4 : Strongly agree
- 3 : Agree
- 2 : Disagree
- 1 : Strongly disagree

a. Students' perceptions

For answering the first research problem about students' perception in learning English through E-Learning during the Covid-19, the researcher used 5 questions in the questionnaire, that is number 1 up to number 5 to get the data. Additionally, it is classified into four scales namely strongly agree, agree, disagree, and strongly disagree. The following table showed the results of data about students' perceptions.

Table 4.1
Questionnaire Data About Students' Perceptions

No. Statements	Questionnaire Statements	Scale	Frequency	Percentage
1.	<i>Guru menjelaskan materi bahasa Inggris dengan baik melalui E-Learning</i> (The teacher explains English material well through E-Learning)	4	6	20.69
		3	8	27.59
		2	12	41.38
		1	3	10.34
2.	<i>Materi bahasa Inggris yang disampaikan oleh guru melalui E-Learning sesuai dengan silabus</i> (The English material delivered by the teacher through E-Learning is in accordance with the syllabus)	4	4	13.79
		3	13	44.83
		2	10	34.48
		1	2	6.90
3.	<i>Pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19</i> (The English material delivered by the teacher through E-Learning is in accordance with	4	6	20.69
		3	13	44.83
		2	7	24.14
		1	3	10.34
4.	<i>Kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-</i>	4	3	10.34
		3	10	34.48
		2	15	51.72

	<i>Learning</i> (Your English skills improve during learning through E-Learning)	1	1	3.45
5.	<i>Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran melalui E-Learning</i> (The teacher conducts question and answer activities about English material in learning through E-Learning)	4	5	17.24
		3	5	17.24
		2	13	44.83
		1	4	13.79

b. Students' motivation

While the second research problem is about the students' motivation. To solve this second research problem, the researcher used 5 questions in the questionnaire to get the data. The data is also classified into four scales namely strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' motivation.

Table 4.2
Questionnaire Data About Students' Motivations

No. Statements	Questionnaire Statements	Scale	Frequency	Percentage
6.	<i>Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19</i> (Anda mau mempelajari media pembelajaran yang digunakan oleh guru selama pandemi Covid-19)	4	4	13.79
		3	15	51.72
		2	5	17.24
		1	5	17.24
7.	<i>Anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning</i> (You ask the teacher when you have difficulty learning English through E-Learning)	4	1	3.45
		3	1	3.45
		2	15	51.72
		1	11	37.93
8.	<i>Anda rajin mengerjakan tugas bahasa Inggris yang diberikan oleh guru melalui E-Learning selama pandemi Covid-19</i> (You are diligently working on English assignments given by the teacher through E-Learning)	4	4	13.79
		3	14	48.28
		2	7	24.14
		1	4	13.79

	during the Covid-19 pandemic)			
9	<i>Anda tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi Covid-19</i>	4	5	17.24
		3	3	10.34
		2	11	37.93
	(You continue to learn English even though there are no assignments during the Covid-19 pandemic)	1	10	34.48
10.	<i>Anda termotivasi dan semangat untuk belajar bahasa Inggris melalui E-Learning selama pandemi Covid-19</i>	4	3	10.34
		3	5	17.24
		2	13	44.83
	(You are motivated and passionate about learning English through E-Learning during the Covid-19 pandemic)	1	8	27.59

B. Data Analysis

1. Students' perception

In this research, the researcher distributed 31 questionnaire to class VIIIC of SMPN 1 Karangan, but just 29 students who response the questionnaire.

In order to answer the first research problem that is the students' perceptions related to learning English through Electronic learning (e-Learning) during the Covid-19 pandemic, the researcher give the students five questions. Moreover, the researcher also holding interview with some students, that is twelve students of SMPN 1 Karangan. The interview is conducted to strengthen the result of the research. As a theoretical basis related to students' perceptions of E-Learning, there is previous study from Mihhailova (2005) which conducted a study to investigate how the use of E- Learning as an internationalization strategy in higher education by exploring the perceptions of lecturers and students and the results that the use of E-Learning is not suitable for various subjects, this is due to low student knowledge about the use of E-Learning. Good learning is direct face-to-face learning that can provide faster responses. After the questionnaire and interview data are completed, there is some data that can be described:

- a. The first is about students' perceptions related to the teacher's role in explaining English material through E-Learning is good or not, in this case, the data obtained in the questionnaire showed the highest

frequency with a percentage of 41.38% disagree with the question, it is accordance with the interview that have been done by the researcher, most students did not agree with the electronic learning or e-learning, based on the result of interview most of the students said the teacher seldom to give material, the teacher mostly give task from LKS or internet. It is inline with chapter 2 about the disadvantages of E-Learning in point (c), namely the teaching and learning process tends towards training rather than education itself. So it is more dominant given the task that explained about the material. From the first data, it can be concluded that according to students' perceptions, the delivery of material by teachers in learning English through E-Learning during the Covid-19 pandemic was less than optimal. This is because teachers often give task than deliver the material.

- b. The second is about student perceptions related to the teacher's role in delivering English material through E-Learning according to the syllabus or not. In this question, the researcher found that the highest frequency with a percentage of 44.83% agree with the question given. It is also inline with the result of interview, most of the students agree if the English material given in electronic learning (e-learning) during COVID-19 pandemic is appropriate with the syllabus, they thought that it is appropriate with syllabus because almost all material given by the teacher is from LKS.

- c. The third is about student perception related to the effectiveness of using E-Learning for learning during the Covid-19 pandemic. Based on data of questionnaire, the percentage of 44.83% agree with the question. Same with the result of interview, almost all of the students thought agree using electronic learning (e-learning), because they thought that it is the only way to learn in pandemic age.
- d. The fourth is about student perceptions related to an improvement in their English ability while learning English through E-Learning. On this fourth point, the data obtained in the questionnaire showed that percentage 51.72% disagree, it means that most of the students disagree with the electronic learning (e-learning) in Covid-19 pandemic, they thought that conventional learning is better than e-learning, most of the students feel lazy to learn English if there are no tasks from the teacher, it is because English become the main subject in junior high school, while in elementary school, English is taught as additional subject, not all elementary school make English as its subject. But based on the result of interview, there were some of the students agree with the e-learning way, they feel their English improve with implementation of e-learning in Covid-19 pandemic, they feel forced to be more active and independent to do the English task given by the teacher, they have to be more active to study independently, search in internet, ask friend or may be join the course.

e. The fifth is about student perceptions related to the teacher's role in the question and answer activity during learning through E-Learning. At this fifth point, the data obtained in the questionnaire the highest frequency with a percentage of 51.72% disagree with the questions presented. It is accordance with the result of interview, some of the students said that the teacher almost never conducted the question and answer session in the English electronic learning (e-learning) in Covid-19 pandemic. But there were some students said that there were question and answer session in whatsapp group, some other said that if the students wanted to ask a question they have to have a private chat with the teacher not in a whatsapp group.

2. Students' motivation

To investigate the students motivation toward the learning English to learning English through electronic learning (e-learning) during the Covid-29 pandemic, the researcher spread 5 question in form of questionnaire number 6 up to number 10. The basic theory related to student motivation about e-learning, there is previous study from El-Seoud et al. (2014) who conducted research to investigate student motivation for the effects of E-Learning. Then the results showed that many students lacked confidence and lacked experience using technology that was a barrier. E-Learning makes students difficult because they have to work independently and face to face with the instructor or teacher. Than the result of questionnaire showed that:

- a. The first is students' motivation related to students' willingness to learn the media used during learning through E-Learning. The results of the questionnaire showed the highest frequency with a percentage of 51.72% agree with the questions given. Based on result of interviews, most of the students want to learn the learning media used by the teacher. The media used by the teacher is whatsapp, the teacher gave the task whatsapp group.
- b. The second is students' motivation related to the difficulties faced by students in learning English through E-Learning whether or not asked. In this second point, the data obtained from the results of the questionnaire showed the highest frequency with a percentage of 51.72% disagree with the point given. Based on the interview result, most of the students do not ask their teacher because they shy, because some of the students said that they had make a private chat with the teacher if they had a question. At the end, they prefer to ask another friend who understand the material or join the course.
- c. The third is students' motivation related to English assignments given to students through E-Learning during the Covid-19 pandemic whether it is done diligently or not. In this third question, based on the questionnaire result showed that percentage of 48.28% agree with the question given. While from the interview, the researcher found that almost of the students diligent to do the assignment. Most of the students always do the task give by the teacher.

- d. The fourth is students' motivation related to whether students' habits continued to study even though there were no assignments during the Covid-19 pandemic. Based on the result of the questionnaire, it showed that percentage of 37.93% disagree with the point given. In line with the result of interview, most of the students said conducted they do not study English if there were no tasks from the teacher. But there were still some of the students who still learn English if there were no task from the teacher.
- e. The last question is whether students are motivated and enthusiastic when learning English through E-learning during the Covid-19 pandemic. At this last question, the result of the questionnaire showed that percentage of 44.83% disagree with the questions given. It is related with the result of interview, most of the students had low motivation and spirit to study English by using electronic learning of e-learning during the Covid-19 pandemic.