CHAPTER IV

FINDING AND DISCUSSION

A. Finding

In this chapter, the researcher will present the finding of students' perception and motivation from interview and questionnaire.

A.1 Students' Perception

1. Interview

In conducting interviews, the questions given to participants are 5 questions. As many as 20 students gave answers to this questions of interview by used whatsapp application. The researcher presents interview data used the respondent code as follows:

Q: Code for a "Question" interview

A: Code for an "Answer" interview

The first question the researcher asked the process of learning English is easier through E-Learning.

Q1: *Apakah proses belajar bahasa Inggris menjadi lebih mudah dengan menggunakan E-Learning*? (Do you think

the process of learning English is easier through E-Learning?)

A1:

TN : *"mudah mudah susah sih ka, kalo misalya diberi materi lewat ppt atau video gitu, kalo ada yang ingin ditanyakan kadang gurunya lagi off atau sibuk gitu jadi menghambat gitu kak. Tapi justru lebih seru kak kalo materinya mudah dicerna".* (It's easy, easy, hard, for example, if given material via PPT or video, then I have something to ask, sometimes the teacher is off or busy, so it can hinder. But it's even more fun if the material is easy to understand)

MFM : *"menurut saya sih lumayan mudah kak, walaupun gak semudah belajar secara langsung. Karena kita gak bisa menyimak penjelasan guru secara langsung".* (I think it's pretty easy sis, although it's not as easy to learn directly. Because we can't listen to the teacher's explanation directly)

WKP : *"sebenernya mudah sih kak, tapi tergantung sinyal juga kak, kadang ngeleg saat mengirim tugas dan semacamnya".* (It's actually easy sis, but it also depends on the signal, sometimes it sucks when sending assignments and etc)

GDM : *"menurut saya lebih mudah, karena bisa dipahami sendiri dan dan lebih mudah dipahami".* (I think it's easier, because I can understand myself and it's easier to understand)

RRR : "*mudah ka, hanya saja ada kendala pas mau masuk ke dalam e- learningnya ka".* (It's easy, it's just that there are obstacles when you want to enter the e-learning).

SKF : "*menurut saya belajar bahasa Inggris secara e-learning ada mudah dan tidak mudahnya. Mudahnya: cukup membantu disaat pandemi seperti ini agar pembelajaran tetap berjalan. Kekurangannya: keterbatasan akses internet, kuota dan sinyal serta*

berkurangnya interaksi antara pengajar dan siswa sehingga terkadang sulit untuk memahami materi". (I think learning English by e-learning is easy and not easy. It's easy: it's enough to help during a pandemic like this so the learning activity still continues. Weaknesses: limited internet access, quotas and signals as well as reduced interaction between teachers and students so that sometimes it is difficult to understand the material).

ARF : *"mudah kak, selain penjelasaanya bisa diulang-ulang dan juga bisa cari referensi lainnya di google".* (Its' easy sis, besides the explanation can be repeated and I also can find another references on Google).

SFZ : *"mudah ga mudah sih kak, kadang kurang ngerti kalo cuma dikasih materi, kalo ada video pembelajarannya lumayan mudah".* (It's easy, not easy sis, sometimes I don't

understand if the teacher only give material, if there is a learning video, it's pretty easy).

PHNA : *"mudah, kalo penjelasannya lengkap"*. (Easy, if the explanation is complete).

SK : *"mudah, karena fitur-fitur yang gampang dimengerti jadi mudah untuk KBM"*. (Easy, because the features that are easy to understand, make it easy for KBM).

TMR : *"menurut saya belajar bahasa Inggris menggunakan e-learning itu mudah, tapi akan lebih mudah lagi kalau dijelaskan secara langsung seperti melalui goggle meet atau zoom"*. (I think learning English using e-learning is easy, but it will be even easier if it is explained directly such as through goggle meet or zoom).

TVA : *"mudah sih ka, karena ada video materi buat dijelasin juga"*. (It's easy sis, because there is a video material to explain too).

AK : *"susah ga susah sih ka, susahnya kadang mau masuk e-learning kita harus ada jaringan*

internet, belum lagi kalo kita belum paham sama materinya, tapi enaknya kita masih bisa dikasih materi buat belajar walaupun secaea daring". (It's difficult, not difficult sis, sometimes it's difficult to enter e-learning, we must have an internet network, not to mention if we don't understand the material, but the good thing is that we can still be given material to learn even though it's online).

ZD   : "*menurut saya mudah digunakan sih kak, selain dapat mempermudah komunikasi, mempermudah juga medapatkan materi atau mencari materi tambahan lainnya".* (I think it's easy to use sis, besides being able to facilitate communication, it's also easier to get material or search for other additional material).

AFS   : "*menurut saya belajar bahasa Inggris menggunakan e-learning mudah kaka tau ga ada masalah, jika dibandingkan dengan pelajaran lain misalnya Qur'an hadis dll".* (I

think learning English using e-learning is easy sis, there is no problem, when compared to other lessons, such as the Qur'an Hadith, etc.).

FN : *"menurut aku pribadi sih cukup mudah karena belajar di e-learning itu tidak begitu sulit yang dibayangkannya".* (Personally, I think it's quite easy because learning on e-learning is not as difficult as I imagined).

RNS : *"menurut saya sih agak mudah kak, walaupun terkadang saya agak kurang faham atau kurang menguasai".* (I think it's a bit easy sis, although sometimes I don't quite understand or don't master it).

DD : *"ga kak, karena terkadang ada materi yang ga paham".* (Not sis, because sometimes there is a material that I don't understand).

APA : *"ga mudah kak, karena kita jarang praktek secara langsung jadi sering kurang dimengerti".* (It's not easy sis, because we rarely practice directly, so it's often not understood).

ARM   : *"kalo menurut saya mudah dilakukan kak, apalagi kalo pake google classroom lebih mudah mengirim tugas".* (I think it's easy to do sis, especially if the learning use Google Classroom, it's easier to send assignments).

The second question the researcher asked the English material is explaining through E-Learning by the teacher is easier to understand or not.

Q2: *Menurut kamu materi bahasa Inggris yang dijelaskan oleh guru melalui E-Learning mudah dipahami?* (Do you think the English material that delivered by the teacher through E-Learning easy to understand?)

A2:

TN   : *"tergantung sih kak, menurut saya kalo hanya ppt yang diberikan perlu waktu sedikit lebih banyak biar bisa mengerti materinya kak".* (It depends, in my opinion if only the ppt is given, it will take a little more time to understand the material sis)

MFM : *"kalo materi dari guru secara keseluruhan mudah dipahami"*. (If the material from the teacher as a whole is easy to understand)

WKP : *"mudah dipahami kak, tapi kadang bahasanya kurang bisa dipahami juga kak"*. (It's easy to understand sis, but sometimes the language can't be understood)

GDM : *"tergantung kak, kalo materinya berbentuk video itu lebih mudah dipahami karena langsung dijelaskan divideonya langsung tanpa harus membaca, tapi kalo berbentuk ppt itu menurut saya agak sulit, saya lebih enak mendengar materi daripada membaca materi kak"*. (It depends Sis, if the material is in video form, it's easier to understand because the video is explained directly without having to read it, but if it's in PPT form, I think it's a bit difficult, I prefer listening to the material than reading the material.)

RRR : *"Alhamdulillah untuk materi mudah dipahami kak, tidak ada kendala"*.

(Alhamdulillah the material is easy to understand sis, nothing problem).

SKF   : "*tergantung dari bagaimana guru tersebut menjelaskan. Jika penjelasannya cukup jelas (biasanya dengan video) lebih mudah dimengerti daripada hanya memberi materi lewat file saja".* (it's depending on how the teacher explains. If the explanation is clear enough (usually with a video) it's easier to understand than just giving the material via file).

ARF   : "*mudah dipahami kak, selain penjelasaanya bisa diulang-ulang dan juga bisa cari referensi lainnya di google".* (It's easy to understand sis, besides the explanation can be repeated and I also can search for other references on google).

SFZ   : "*mudah ga mudah sih kak, kadang kurang ngerti kalo cuma dikasih materi, kalo ada video pembelajarannya lumayan mudah".* (It's easy, not easy sis, sometimes I don't

understand if I'm only given material, if there is a learning video, it's pretty easy).

PHNA : "*menurut saya mudah dipahami kak, selain bisa mendapatkan materi dengan mudah ditambah juga dapat diulang-ulang materinya".* (I think it's easy to understand, Sis, besides being able to get the material easily, I can also repeat the material).

SK : "*mudah, biasanya guru bahasa Inggris menyiapkan PPT gitu kak jadi enak dibacanya".* (It's easy, usually the English teacher prepares PPT, sis, so it's easy to read).

TMR : "*menurut saya mudah kak, apalagi jika dijelaskan secara langsung seperti melalui goggle meet atau zoom".* (I think it's easy, sis, especially if it's explained directly such as through goggle meet or zoom).

TVA : "*kalo untuk dipahami kurang sih, karena terbatas kalo materi online".* (If it's to be understood, it's not enough, because it's limited if the material is online).

AK : *"menurut saya mudah ka, walaupun terkadang ada beberapa materi yang saya belum paham karena susahnya pembelajaran daring dan kurangnya komunikasi dengan guru karena tidak melalui tatap muka".* (I think it's easy, even though sometimes there are some materials that I don't understand because of the difficulty of online learning and the lack of communication with the teacher because it's not face-to-face).

ZD : *"menurut saya mudah dipahami sih kak, ditambah lagi mudah mencari materi tambahan lainnya".* (I think it's easy to understand, sis, plus it's easy to find other additional material).

AFS : *"untuk materinya sejauh ini mudah dipahami kak".* (for the material, so far is easy to understand sis).

FN : *"menurut aku pribadi sih mudah dipahami, cuma terkadang memang materi yang diupload kurang bisa dimengerti, karena rata-*

rata tidak ada penjelasan dan hanya sebatas tulisan jadi kadang sedikit sulit dimengerti". (Personally, I think it's easy to understand, it's just sometimes the uploaded material is not understandable, because on average there is no explanation and only writing so sometimes it's a little difficult to understand).

RNS   :*"mudah dipahami kak, jadi gak ada kendala".* (It's easy sis, so nothing problem).

DD   :*"kalo untuk materi-materi, menurut aku sih mudah dipahami".* (for the material, I think it is easy to understand).

APA   : *"kalo saya sih kurang kak, karena ada beberapa materi yang sulit dipahami".* (For me it is not good enough, because there are some materials that are difficult to understand).

ARM   :*"sesuai materi sih, ada yang gampang dimengerti dan ada yang susah dimengerti".* (According to the material, some are easy to understand and some are hard to understand).

The third question the researcher asked the teacher's role in the question and answer activity during learning through E-Learning.

Q3: *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?)

A3:

TN : *"iya kak, kalo tanya jawab sering ada diakhir penjelasan".* (Yes sis, if if questions and answer, it's often at the end of the explanation)

MFM : *"iya kak, biasanya diakhir gitu".* (Yes sis, usually in the end).

WKP : *"ada sih biasanya kak".* (Usually there is sis).

GDM : *"Emm kadang. Kalo tanya jawab kayaknya belum pernah".* (Sometimes, if question and answer, it's like never before).

RRR : *"ada kakak, diakhir materi"*. (There is sis, in the end of the material).

SKF : *"Ya, tapi kalo tanya engga deh miss. Cuma disuruh mengerjakan gitu. Jadi ya kadang mudeng tapi kadang engga."* (Yes, but if I ask it's not like that, miss. Just being told to do it. So, sometimes, it's understood, but sometimes it's not.)*"*.

ARF : *"beberapa kali, tapi ada juga yang kasih materinya saja atau inisiatif bertanya sendiri".* (Several times, but there are also those who just give the material or take the initiative to ask).

SFZ : *"jarang, kalau menggunakan zoom pasti ada Tanya jawab saja".* (Rarely, if the learning use zoom there must be a question and answer).

PHNA : *"kadang-kadang doang kak."* (Sometimes sis).

SK : *"kadang-kadang sih kalo itu".* (If it's sometimes).

TMR : "*ga kak, sebenarnya ada potensi untuk tanya jawab, apalagi kalau zoom kan kita bisa Tanya langsung gitu"*. (No sis, actually there is potential for questions and answers, especially if we zoom in, we can ask directly).

TVA : *"Tanya jawab ga kak, paling langsung dikasih tugas"*. (Question and answer no sis, usually just given an assignment).

AK : *"Engga, ga pernah ada tanya jawab di grup. Kalo ada yang mau tanya boleh tapi japri."* (No, there were never questions and answers in the group. If anyone wants to ask, it can be personal chat.)*".*

ZD : "*jarang, paling ngasih tugas buat penilaian aja"*. (Rarely, just give an assignment).

AFS : *"kalo Tanya jawab enggak kayaknya kak, jadi paling ngasih materi sama tugas doang"*. (If question and answer it doesn't seem like it sis, so only give the material and the assignment).

FN   : *"kalo Tanya jawab sering kak".* (If question and answer often sis).

RNS :*"engga kak, paling ngerjain soal gitu".* (No sis, just give an assignment).

DD   : *"Engga cuman ngasih tugas udah gitu aja".* (No, it's just giving me an assignment).

APA : *"jarang kak".* (Rarely sis).

ARM :*"suka mengadakan Tanya jawab".* (Often there is question and answer).

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

Q4: *Apakah kemampuan bahasa Inggris anda meningkat selama pembelajaran melalui E-Learning?* (Did your English skills improve while learning through E-Learning?)

A4:

TN   : *"ya lumayan lah di sandingi dengan belajar sendiri gitu jadi ya lumayan meningkat".* (Yeah, it's quite comparable with self-study, so it's quite improved.)

MFM : *"kalo saya sih lumayan ada yang meningkat kak".* (If it's me, there's something that has improved sis).

WKP : *"ya Alhamdulillah meningkat, walaupun ga banyak. Karena pas pandemic ini godaan buat belajar banyak banget".* (Yes, Alhamdulillah, it has increased, although not by much. Because during this pandemic the temptation to learn a lot).

GDM : *"ya meningkat sedikit karna lebih luas wawasan karna bisa membuka internet".* (It's increased a little because of wider insight because it can open the internet).

RRR : *"kalo saya kurang meningkat kakak, karena kan beda yah belajar luring dan daring, kalo luring kaya langsung paham gitu, kalo daring harus dipahami bener-bener serius".* (I don't improve sis, because it's different offline and online. If it's offline, it's easy to understand. If it's online, it must be understood really seriously).

SKF   : *"lumayan meningkat karena lebih sering membaca bacaan bahasa Inggris".* (Quite an increase because I read English books more often).

ARF   : *"Ya meningkat sedikit".* (Yes, it increased a little bit)

SFZ   : *"meningkat kak hahaha, alhamdulillah".* (It is increased sis hahaha, Alhamdulillah)

PHNA   : *"menurutku sih biasa aja".* (I think it's normal).

SK   : *"lumayan meningkat kak".* (Quite increased sis).

TMR   : *"meningkat kak".* (It is increased sis).

TVA   : *"ga meningkat kak".* (It is not increased sis).

AK   : *"lumayan meningkat karena pelajaran materinya."* (Quite improved because of the material lesson).

ZD   : *"meningkat soalnya lebih banyak waktu buat belajar sama nonton video-video bahasa Inggris".* (It's increasing because more time to study and watch English videos).

AFS   : *"lumayan meningkat kak".* (It's quite increased).

FN   : *"cukup ada peningkatan seperti yang tadinya aku tidak mengerti grammar dan sekarang menjadi mengerti".* (There is quite an improvement, as before I didn't understand grammar and now I understand).

RNS   :*"lumayan kak, meningkat".* (Quite increased sis).

DD   : *"tidak, Karena sulit untuk diketahui dan ga langsung"*. (No, because it's hard to know and not direct).

APA   : *"sedikit kak, karena selama covid ini jarang praktek".* (A little bit, because during this covid rarely practiced).

ARM   : *"ga sih, meningkat cuman ga sampe jago bahasa Inggris".* (No, it's improve, but not good at English).

The fifth question, the researcher asked the effectiveness of using E-Learning for learning during the Covid-19 pandemic.

Q5: *Apakah pembelajaran bahasa Inggris melalui E-Learning efektif selama pandemi Covid-19?* (Is learning English through E-Learning effective during the Covid-19 pandemic?)

A5:

TN   : *"menurut saya lumayan efektif sih kak, apalagi jika materi yang disampaikan menggunakan video karena mudah dipahami".* (I think it's quite effective Sis, especially if the material is delivered using video because it is easy to understand).

MFM   : *"tidak, karena walaupun sangat membantu di keadaan seperti ini, namun menurut saya belajar bahasa inggris secara langsung dengan guru jauh lebih efektif".* (No, because although it is very helpful in this situation, in my opinion learning English directly with the teacher is much more effective).

WKP   : *"kalau menurut saya sih efektif saja sih kak, tergantung murid-murid menanggapi E-Learning ini bagaimana, dan tergantung*

kendala-kendala yang dialami murid-murid saat menggunakan E-Learning sebagai media belajar mereka". (In my opinion, it's really effective sis, it depends on how the students respond to this E-Learning, and depending on the obstacles that students experience when using E-Learning as their learning medium).

GDM   : *"menurut saya efektif kak, karena kalo menurut saya E-Learning itu seperti guru memberi les privat ke kita".* (I think it is effective Sis, because in my opinion E-Learning is like a teacher giving us private lessons)

RRR   : *"ga kak, alasan saya masih sama seperti yang diatas, suasana belajar secara luring dan daring jauh berbeda".* (No, my reason is still the same as above, the atmosphere of offline and online learning is much different).

SKF   : *"kurang efektif, karena keterbatasan kuota internet dan sinyal serta berkurangnya kamunikasi dan interaksi antara pengajar dan*

murid". (Less effective, because due to limited internet and signal quotas as well as reduced communication and interaction between teachers and students).

ARF   : *"cukup efektif, sama saja seperti di sekolah, alasannya materinya simple dan sudah diringkas"*. (Quite effective, the same as in school, the reason is the material is simple and has been summarized).

SFZ   : *"lumayan kak, walaupun suka eror aja sih jadi mengganggu banget"*. (It's pretty good, even though sometimes it's an error, so it's really annoying).

PHNA   : *"kurang efektif ka, karena kalo daring ini penjelasannya agak kurang"*. (It's not very effective, because if it's online, the explanation is a bit lacking).

SK   : *"efektif sih kak, karena kalau dak ada e-learning jadi ga efektif dong"*. (It's really effective sis, because if there's no e-learning, it won't be effective).

TMR : *"efektif, karena yang biasanya ketika belajar offline kita mendengarkan 1 guru dengan puluhan teman di dalam 1 kelas, kalau sekarang sebaliknya jadi guru seperti menjelaskan kepada siswa satu persatu, jadi lebih fokus".* (Effective, because normally when studying offline we listen to 1 teacher with dozens of friends in 1 class, now it's the other way around to be a teacher like explaining to students one by one, so it's more focused).

TVA : *"sebenernya kalo kaya gini sesuai orangnya aja bisa mengikuti atau ngga, karena keterbatasan waktu sama internet aja sih ka, menurut aku efektif-efektif aja".* (Actually, if it's like this according to the person, you can follow it or not, because of the limited time and the internet, I think it's effective).

AK : *"buat saya efektif, karena menambah ilmu wawasan pelajaran bahasa Inggris walaupun daring lewat e-learning."* (Effective for me,

because it adds insight into English lessons even though online via e-learning).

ZD : *"kurang efektif, karena buat ngembangin speakingnya susah dipraktekin lewat percakapan ke temen-temen".* (Less effective, because to develop speaking it is difficult to practice through conversation with friends).

AFS : *"menurut saya efektif kak, tergantung materi yang diberikan guru, karena covid-19 juga saya lebih banyak waktu di rumah sehingga lebih banyak waktu belajar".* (I think it's effective, sis, depending on the material the teacher gives, because of covid-19 I also spend more time at home so I have more time to study).

FN : *"menurutku efektif, karena sekarang sedang masa pandemi jadi pembelajaran bahasa Inggris melalui e-learning bisa membuat aku lebih hemat waktu dan menjadi tetap sehat karena tidak perlu keluar rumah untuk belajar. Dan aku juga memiliki waktu lebih banyak*

untuk memahami materi pembelajaran dan mengulang kembali materi yang sudah dijelaskan". (I think it's effective, because now it's a pandemic, so learning English through e-learning can save me more time and stay healthy because I don't have to leave the house to study. And I also have more time to understand the learning material and repeat the material that has been explained).

RNS   :*"tidak, alasannya sulit bertanya kepada guru karena lagi pandemi".* (No, because it's hard to ask the teacher because of the pandemic).

DD   : *"Engga, karena susahnya komunikasi dengan guru kalau ada apa-apa dan juga bikin diri kita jadi kaya ngegampangin untuk mengerjakan tugas-tugas gitu kak".* (No, because it's difficult to communicate with the teacher if something goes wrong and it also makes it easier for us to do assignments like that sis).

APA   : *"kurang kak, karena banyaknya gannguan seperti rebahan dan amin hp".* (Not enough sis, because of the many disturbances such as lying down and playing cellphones).

ARM   : *"iya, menurut saya sih efektif".* (Yes, I think it's effective).

2. Questionnaire

In this questionnaire there are 5 statements about students' perception toward learning English through E-Learning during the Covid-19 pandemic. As many as 20 students gave responses to this questionnaire.

Table 4.1

Questionnaire about students' perceptions

No	Questionnaire Statements	Scale	Frequency	Percentage
1	*Proses belajar bahasa Inggris lebih mudah dengan menggunakan E-Learning* (The process of learning English is	Strongly Agree	5	25 %
		Agree	8	40 %
		Disagree	7	35 %
		Strongly disagree	0	0 %

	easier with E-Learning)			
2	*Materi bahasa Inggris yang disampaikan guru melalui E-Learning mudah dipahami* (The English material delivered by the teacher through E-Learning easy to understand)	Strongly Agree	6	30 %
		Agree	10	50 %
		Disagree	4	20 %
		Strongly disagree	0	0 %
3	*Guru melakukan kegiatan Tanya jawab tentang materi bahasa Inggris selama kegiatan pembelajaran E-Learning* (The teacher conduct question and	Strongly Agree	2	10 %
		Agree	9	45 %
		Disagree	9	45 %
		Strongly disagree	0	0 %

	answer activities about English material in learning through E-Learning)			
4	*Kemampuan bahasa Inggris saya meningkat selama pembelajaran melalui E-Learning* (My English skills improve while learning through E-Learning)	Strongly Agree	4	20 %
		Agree	14	70 %
		Disagree	2	10 %
		Strongly disagree	0	0 %
5	*Belajar bahasa Inggris secara E-Learning membuat proses belajar menjadi lebih efektif* (Learning	Strongly Agree	6	30 %
		Agree	7	35 %
		Disagree	7	35 %
		Strongly disagr	0	0 %

	English through E-Learning makes the learning process more effective)	ee		

A.2 Students' Motivation

1. Interview

In conducting interviews, the questions given to participants are 5 questions. As many as 20 students gave answers to this questions of interview by used whatsapp application. The researcher presents interview data used the respondent code as follows:

Q: Code for a "Question" interview

A: Code for an "Answer" interview

The first question, the researcher asks about the difficulties faced by students in learning English through E-Learning whether or not asked.

Q1: *Apakah anda bertanya kepada guru ketika mengalami kesulitan dalam belajar bahasa Inggris melalui E-*

Learning? (Do you ask the teacher when you have difficulty learning English through E-Learning?)

A1:

TN : *"iya kak, kalo saya kurang paham tentang materi yang dijelaskan saya selalu bertanya, walaupun terkadang gurunya lagi off".* (Yes Sis, if I don't understand the material being explained, I always ask, even though sometimes the teacher is off).

MFM : *"kalo saya sih setiap ada yang gak paham diskusi dulu dengan teman, kalo memang gak ketemu jawabannya baru tanya ke guru".* (For me, every time there is material that I don't understand, discuss it with friends, if I don't find the answer, then ask the teacher).

WKP : *"bertanya kok kak, jadi kalo ada yang gak paham nanya ke gurunya".* (I'm asking sis, so if there is that I don't understand, I ask the teacher).

GDM : *"tidak kak, saya bertanya kepada ibu saya atau browsing di youtube atau google tentang*

materi tersebut". (No sis, I asked my mother or browsed on youtube or google about the material)

RRR : *"suka nanya kok kak"*. (Always ask sis).

SKF : *"biasanya jika ada materi yang kurang paham saya pahami, saya akan mencari penjelasan lain (seperti youtube/google) dahulu, jika masih belum paham baru saya akan bertanya kepada guru"*. (Usually if there is material that I don't understand, I will look for other explanations (such as youtube/google) first, if I still don't understand then I will ask the teacher).

ARF : *"saya pernah bertanya tapi jawabannya suruh liat lagi dmateri"*. (I once asked but the answer was told me to look again at the material).

SFZ : *"bertanya kak, japri guru atau wa grup"*. (Ask sis, directly WA to the teacher or WA group).

PHNA : *"kadang-kadang kak"*. (Sometimes sis).

SK : *"kadang-kadang, aku lebih suka nanya temen".* (Sometimes, I prefer asks to friends).

TMR : *"ga sih, cuma untungnya ada alternative lain yang bisa bikin paham siswa yaitu materi melalui video. Jadi kalo melalui video seharusnya siswa lebih paham".* (No, but fortunately there is another alternative that can make students understand, namely material through videos. So, through video, students should understand better).

TVA : *"paling nanya ke temen kak".* (Usually ask to the friend sis).

AK : *"paling nanya ke temen sih kak."* (Usually ask to the friend sis).

ZD : *"suka nanya sih kak".* (Like to ask sis).

AFS : *"saya kalo ada materi yang kurang dipahami biasanya nanya ke temen dulu kak, kalo gak ada yang paham baru saya Tanya guru".* (If I have material that I don't understand, I usually ask my friends first, if no one understands, I'll just ask the teacher).

FN : *"kalau aku pribadi kadang menanyakan pada gurunya namun kadang juga tidak. Tergantung materi itu sendiri kalau menurutku materinya tidak terlalu sulit untuk dipelajari maka aku akan bertanya kepada orang rumah seperti kakakku atau mamah papah. Tapi jika memang sulit untuk dimengerti maka akan bertanya ke gurunya".* (I personally sometimes ask the teacher but sometimes I don't. Depending on the material itself, if I think the material is not too difficult to learn then I will ask people from the house like my sister or mother father. But if it's hard to understand then I'll ask the teacher).

RNS : *"kalo aku sih suka kak".* (I usually ask sis).

DD : *"engga, karena biasanya materi yang dikasih gurunya dari youtube mudah dimengerti".* (No, because usually the material given by the teacher from youtube is easy to understand).

APA : *"suka nanya kak".* (Usually ask sis).

ARM : *"kalo materi yang saya kurang pahami biasanya nanya ke temen. Ya gimana temennya sih, kalo ngerti ya udah. Kalo ga ngerti ya mau gak mau nanya ke guru".* (If I don't understand the material, I usually ask my friends. Yes, how's my friend, if they know, that's fine. If they don't understand, I want to ask the teacher).

The second question, the researcher asks whether students' habits continued to study even though there were no assignments during the Covid-19 pandemic.

Q2: *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?)

A2:

TN : *"Ya saya selalu latih-latih soal gitu kalau tidak ada tugas".* (Yes, I always do exercises like that if there are no assignments).

MFM : *"kadang. Ya paling baca-baca materi apa di LKS kadang buka internet."* (Sometimes. Yes,

the most widely read material on LKS sometimes opens the internet).

WKP : *"masih belajar sih kak, walaupun ga belajar kaya sama guru di sekolah".* (I'm still learning, sis, even though I'm not studying with the teacher at school).

GDM : *"kadang-kadang masih suka belajar kak".* (Sometimes still study sis).

RRR : *"jarang kak, biasa ngerjain tugas lain".* (Rarely sis, usually do other tasks).

SKF : *"jika tidak ada tugas biasanya saya akan menghapal beberapa kosa kata".* (If there is no task, usually I will memorize some vocabulary).

ARF : *"kalo hari itu ada pelajarannya iya kak, kalo tidak ada saya mengerjakan tugas lain biar cepet selesai".* (If that day there is a lesson, yes Sis. If not, I will do other tasks so that it can be finished quickly).

SFZ : *"belajar kak dikit, lebih sering baca buku cerita bahasa Inggris".* (Study a little bit, read more English story books).

PHNA : *"suka belajar, karena bahasa inggris agak lumayan susah buat dipelajari jadi kalo kurangdidalami susah kalo sedang ujian".* (I like to study, because English is a bit difficult to learn, so if I don't understand it, it's difficult when I am on an exam).

SK : *"aku ketika ada materi sama tugas aja kak, biar waktunya kebagi".* (Me, when I have materials and assignments sis, so the time is divided).

TMR : *"ngga, karena kadang ada tugas lain yang harus dikerjain juga".* (No, because sometimes there are other tasks that must be done too).

TVA : *"kadang baca kamus aja kak, buat hafal kata-kata intiya aja".* (Sometimes just read the dictionary sis, just memorize the main words).

AK : *"ngga sih kak, paling keknya sekalian buat pelafalan suka nonton film yang sub inggris*

aja" (No sis, at least for the pronunciation, I like watching movies with English subtitles).

ZD : *"masih, karena dari SD udah suka sama bahasa Inggris, terus ada rencana pengen sekolah di luar negeri".* (Still, because since elementary school I have liked English, so there is plans to study abroad).

AFS : *"masih suka belajar, biar materi sebelum-sebelumnya ga lupa".* (I still like to learn, so I don't forget the previous material).

FN : *"hmm kebetulan aku suka bahasa Inggris dan sering kali mencoba belajar untuk dapat berbicara bahasa Inggris dengan lancar. Jadi jika tidak ada tugaspun saya masih belajar bahasa Inggris, tapi tidak belajar yang benar-benar mengikuti matei yang diajarkan gurunya. Hanya mungkin memahami makna dari kata basa Inggris dan belajar mengucapkannya dengan benar".* (Hmm I happen to like English and often try to learn to be able to speak English fluently. So if I don't

have any assignments, I'm still learning English, but I don't really follow the material taught by the teacher. It is only possible to understand the meaning of English words and learn to pronounce them correctly).

RNS : *"kalo aku sih suka kak".* (If I am like to study sis).

DD : *"sesuai mood. Kalau untuk tugas pasti ngerjain, tapi kalau ga ada tugas kadang kalau emang pengen belajar saya belajar kak".* (According to mood. For assignments, I will definitely do it, but if I don't have assignments, sometimes if I really want to study, I will study sis).

APA : *"masih kak, biasanya mengulang materi minggu lalu atau mencai materi di internet kak".* (Still sis, usually repeat last week's material or look for material on the internet sis).

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

The third question, the researcher asks the English assignment given to students is done immediately or postponed first.

Q3: "*jika ada tugas yang diberikan guru, apakah langsung anda kerjakan atau ditunda-tunda dahulu?*" (If there is an assignment given by the teacher, is it done immediately or postponed first?)."

A3:

TN : *"kalo saya kadang ditunda dulu kak".* (If i sometimes delay sis).

MFM : *"langsung dikerjain biasanya".* (Usually directly to do).

WKP : *"bahasa Inggris mah biasanya lebih cepet dikerjain dari tugas-tugas yang lain".* (I usually do Englishs' task faster than other tasks).

GDM   : *"langsung kak, biar ga numpuk".* (Directly sis, so that it doesn't pile up).

RRR   : *"langsung kaka".* (Directly sis).

SKF   : *"saya akan mengerjakan tugas yang deadlinenya paling cepat terlebih dahulu. Jika ada tugas lain yang harus segera dikerjakan, maka saya akan menunda tugas bahasa Inggris".* (I will do the task with the fastest deadline first. If there are other tasks that must be done immediately, then I will postpone the English assignment).

ARF   : *"kalo tugasnya kebanyakan atau kepala sudah pusing saya undur kak".* (If I have too much work or my head is already dizzy, I'll back off sis).

SFZ   : *"langsung dikerjakan kak".* (Directly to do sis).

PHNA   : *"kerjakan, kalo ditunda-tunda takut lupa".* (Do it, if I procrastinate, I am afraid to forget).

SK : *"langsung dikerjakan agar tidak numpuk dan cepet istirahat".* (Do it right away, so I don't pile up and take a break).

TMR : *"kalau sebisa mungkin langsung dikerjakan biasanya saya cari yang lebih mudah supaya lebih cepat".* (If I can do it right away, I usually look for an easier one so it's faster).

TVA : *"biasanya langsung dikerjain kak".* (Usually do it right away).

AK : *"saya sih karena kadang udah liat tugasnya dulu tapi kalo di rumah suka mageran kan yh, jadi tunda-tunda dulu".* (It's me because sometimes I've seen the assignment first, but when I'm at home I'm lazy, so procrastinate first).

ZD : *"langsung kerjain".* (Directly do it).

AFS : *"langsung dikerjain kak".* (Directly do it sis).

FN : *"kalo aku sih sekarang lagi mencoba untuk lebih rajin dan tepat waktu, jadi untuk sekarang sih tiapkali ada tugas pasti langsung dikerjakan dan dikumpulkan".* (I'm still trying

to be more diligent and punctual, so for now, whenever there's an assignment, it's definitely done and collected).

RNS   :*"langsung dikerjakan kak".* (Directly do it sis).

DD   : *"tergantung situasi, jika tugas lain banyak, saya tunda dulu".* (Depending on the situation, if there are many other tasks, I will postpone it first).

APA   : *"langsung kak".* (Directly sis).

ARM   : *"tergantung kondisi sih kak, tapi kalo tugas tetep dikerjain mau mood atau enggaknya".* (It depends on my condition, but if the task is still being done, do I in the mood or not).

The fourth question, the researcher asks whether students feel lost if they don't take English learning through E-learning.

Q4: "*apakah kamu merasa rugi jia tidak mengikuti kegiatan belajar bahasa Inggris melalui E-Learning?*" (Do you feel lost out if you don't take English learning through-Learning?).

A4:

TN : *"rugi kak, apalai udah kelas Sembilan".* (It's a loss sis, especially since I am already in the ninth grade).

MFM : *"rugi, karena bahasa Inggris perlu".* (Loss, because English is necessary).

WKD : *"menurutku sih rugi banget kak".* (I think it's a big loss).

GDM : *"pasti ngerasa rugi kak, karena bakalan ketinggalan materi".* (I definitely feel like I'm losing, because I'm going to miss the material).

RRR : *"wahh rugi kaka pake banget, soalnya ketinggalan materi".* (Wow, what a loss, because missed the material).

SKF : *"sangat rugi, Karena bahasa Inggris merupakan bahasa Internasional yang digunakan untuk berkomunikasi di seluruh dunia".* (Very loss, because English is an international language used to communicate around the world).

ARF : *"rugi kak nanti gak bisa bahasa Inggris"*. (It's a loss, won't be able to speak English later).

SFZ : *"rugi kak kalo gak ikut"*. (It's a loss if don't go).

PHNA : *"rugi sih kak, kalo bahasa Inggris agak susah dipelajari dan bahasa Inggris bahasa dunia"*. (It's a loss sis, if English is a bit difficult to learn and English is the world's language).

SK : *"rugi banget, soalnya bisa tertinggal dan biasanya kelupaan deh materinya apa, kan sayang udah kelas Sembilan"*. (It's really a loss, because I can be left behind and usually forget what the material is, it's a shame I'm already in the ninth grade).

TMR : *"rugi banget, apalagi bahasa Inggris salah satu bahasa yang setidaknya pasti bergua buat kedepannya"*. (It's really a loss, especially since English is one of the languages, which at least will be useful for the future).

TVA : *"ngga merugikan sama sekali sih ka menurut aku, karena masih bisa dipelajari tapi sayangnya kurang bisa dipahami aja".* (In my opinion, it doesn't loss at all, because I can still learn it but unfortunately it's not easy to understand).

AK : *"rugi soalnya nanti ga ngerti apa-apa"* (it's a loss because later don't know anything).

ZD : *"rugi, karena suatu saat bahasa Inggris bakal kepake banget".* (It's a loss, because one day English will be very useful).

AFS : *"rugi banget kak".* (Its' very loss sis).

FN : *"menurutku sih rugi, karena bahasa Ingris adalah bahasa internasional, jadi bisa digunakan keika nanti keluar negeri atau mungkin berbicara dengan turis yang berlibur ke Indonesia. Jadi walaupun hanya belajar secara online atau lewat e-learning atau GCR menurutku sebaiknya ikuti saja pembelajarannya karena nantinya tu akan sangat berguna menurutku".* (I think it's a loss,

because English is an international language, so it can be used when going abroad or maybe talking to tourists who are on vacation in Indonesia. So even if you only study online or through e-learning or GCR, I think you should just follow the learning because later it will be very useful in my opinion).

RNS : *"rugi kak".* (Its' a loss sis).

DD : *"rugi, karena pasti banyak materi yang ga kita pahami".* (Loss, because there must be a lot of material that we don't understand).

APA : *"rugi kak, karena nanti ketinggalan materinya dan pas SMA belajar bahasa Inggrisnya kebingungan karena ga tau dasar materinya".* (It's a loss sis, because later will miss the material and when you are in high school will be confused because don't know the basic of the material).

ARM : *"rugi, ya gak bakal bisa bahasa Inggris, jadi kedepannya bakal susah kalo ada materi bahasa Inggris".* (It's a loss, won't be able to

speak English, so in the future it will be difficult if there is English material).

The fifth question, the researcher asks whether students were motivated and enthusiastic when learning English through E-learning during the Covid-19 pandemic.

Q5: *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?)

A5:

TN   : *"iya kak, soalnya saya ingin ikut program pertukaran pelajar ke luar negeri gitu kak, pertukaran pelajar ke luar negeri kan membutuhkan nilai toefl yang cukup".* (Yes Sis, because I want to join a student exchange program abroad Sis, and student exchange abroad requires a sufficient TOEFL score).

MFM   : *"iya, karena menurut saya bahasa inggris itu pelajaran yang lumayan penting, terlebih jika*

ingin mengajukan sekolah ke luar negeri, atau kelak di masa kerja nanti akan ada hubungan dengan dunia internasional". (Yes, because I think English is a pretty important lesson, especially if want to apply for a study abroad, or later in working period there will be relations with the international community).

WKD   : *"kalo pendapat saya ya kak, termotivasi".* (If it's my opinion sis, I'm motivated).

GDM   : *"iya kak, karena lebih asik. Jadi saya lebih suka dan sering dengerin lagu barat".* (Yes, because it's more fun. So I prefer and often listen to western songs).

RRR   : *"menurut saya kurang kakak, menurut saya pribadi lebih nyaman belajar secara luring, karea suasana saat luring dan daring beda banget kakak".* (In my opinion less sis, I personally think it's more comfortable to study offline, because the atmosphere when offline and online is very different bro).

SKF : *"iya, karena dengan belajar daring membuat saya semakin termotivasi dengan melihat konten-konten edukasi dari internet".* (Yes, because learning online makes me more motivated by viewing educational content from the internet).

ARF : *"menurut saya pribadi belajar secara e-learning bisa menambah minat, karena penjelasan yang bisa diulang-ulang dan bisa bertanya kepada orang tua jika tidak mengerti".* (I personally think that e-learning can increase interest, because the explanations can be repeated and can ask parents if they don't understand).

SFZ : *"kalo menurut saya kurang".* (If I think less).

PHNA : *"minat, harus tetap punya motivasi untuk belajar karena daring ini kan darurat masa pandemi".* (Interested, must still have the motivation to learn because online is an emergency during the pandemic).

SK   : *"aku minat-minat aja sih ka belajar bahasa Inggris, supaya mengerti untuk kedepanya pasti bahasa Inggris jadi bahasa yang penting nanti buat masa depan gitu".* (I'm just interested in learning English, so that in the future, English will definitely be an important language for the future).

TMR   : *"menambah kak, karena yang biasanya kita belajar Cuma lewat sekolah offline, ternyata kita sekarang tahu bahwa jika ada waktu luang kita bisa belajar bahasa Inggrismelalui video youtube".* (Add sis, because what we usually learn is only through offline schools, it turns out that we now know, if we have free time we can learn English through youtube videos).

TVA   : *"menurut saya sih kurang kak".* (I think it's less sis).

AK   : *"kalo menurut saya bisa menambah minat dan motivasi belajar kak"* (I think it can

increase an interest and motivation to learn, sis).

ZD : *"kalo saya sih menambah minat dan motivasi juga kak"*. (If i add interest and motivation too bro).

AFS : *"menurut saya bisa menambah minat dan motivasi kak"*. (I think it can increase an interest and motivation).

FN : *"kalau aku sendiri karena seperti yang aku bilang, aku menyukai bahasa Inggris dan ingin bisa berbahasa Inggris dengan lancar juga mengerti bahasa Inggris. Maka aku sendiri berminat belajar bahasa inggris walaupun hanya melalui e-learning"*. (In my opinion, because as I said, I like English and want to be able to speak English fluently and understand English. So I'm interested in learning English even though it's only through e-learning).

RNS : *"tidak tapi kalo memahami iya"*. (No but if understand yes).

DD : *"engga, karena susahnya komunikasi dengan guru kalau ada apa-apa dan juga bikin diri kita kaya ngegampangin untuk mengerjakan tugas-tugas gitu kak".* (No, because it's difficult to communicate with the teacher if something goes wrong and it also makes us feel like it's easier for us to do tasks like that sis.).

APA : *"menambah kak, dan saya berminat".* (Add sis, and I'm interested).

ARM : *"dulu sempat minat bahasa Inggris tapi sekarang ga minat, jadi lebih ke motivasi".* (I used to be interested in English but now I'm not interested, so it's more of a motivation).

2. Questionnaire

In this questionnaire there are 5 statements about students' motivation toward learning English through E-Learning during the Covid-19 pandemic. As many as 20 students gave responses to this questionnaire.

Table 4.2

Questionnaire data about students' motivation

No	Questionnaire Statements	Scale	Frequency	Percentage
1	*Saya bertanya kepada guru keyika mengalami kesulitan dalam belajar bahasa Inggris melalui E-Learning* (I ask the teacher when I have difficulty in learning English through E-Learning)	Strongly Agree	7	35 %
		Agree	7	35 %
		Disagree	6	30 %
		Strongly disagree	0	0 %
2	*Saya tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemic covid-19*	Strongly Agree	4	20 %
		Agree	15	75 %
		Disagree	1	5 %
		Strongly disagree	0	0 %

	(I keep learning English even though I don't have assignments during E-Learning)			
3	*Saya tidak pernah menunda mengerjakan tugas bahasa Inggris selama E-learning* (I never delay doing English assignments during E-learning)	Strongly Agree	6	30 %
		Agree	11	55 %
		Disagree	3	15 %
		Strongly disagree	0	0 %
4	*Saya merasa rugi jika tidak mengikuti pemeblajaran bahasa Inggris selama E-Learning* (I feel lost out	Strongly Agree	13	65 %
		Agree	6	30 %
		Disagree	1	5 %
		Strongly disagree	0	0 %

	if I don't take English learning through E-Learning)			
5	*Saya termotivasi dan minat untuk belajar bahasa Inggris melalui E-Learning selama covid-19* (I feel motivated and interest on learning English through E-Learning during Covid-19 pandemic)	Strongly Agree	3	15 %
		Agree	12	60 %
		Disagree	5	25 %
		Strongly disagree	0	0 %

B. Discussion

After the questionnaire and interview data are completed, there are some discussion that can be described:

B. 1   Students' Perception

1. Interview

Based on the interview data above, the first question is "Do you think the process of learning English is easier through E-Learning?". The result of this interview indicate that most of students answer that learning English through E-learning is easy to use for the student learning process, because the features that are easy to understand and being able to facilite communication between students and teacher. In addition its' easier to get the material or search other additional material and also easy to collect or send assigments. Although sometimes there are some obstacles such as internet signal, limited internet access and quotas, but so far the students stated that learning English through E-learning is easy to do for the learning process.

The second question is "Do you think the English material that delivered by the teacher through E-Learning easy to understand?". The result of this question indicate that most of students answer the English material that delivered by the teacher through E-learning is easy to

understand, because the material previously explained can be repeated anytime and anywhere and also students can search for other references on google. Although sometimes there is material that is easier to understand if the explanation accompanied by a video, but so far students feel the English material that delivered by the teacher through E-learning is easy to understand.

The third question is "Does the teacher conduct question and answer activities about English material in learning through E-Learning?". The result of this question indicate that the teacher conduct question and answer activities about English material in learning through E-Learning in the end of the material. Although the teacher do not hold question and answer activities very often, but if the learning process uses zoom or google meet, the teacher will definitely do it. So far the teacher conduct question and answer activities about English material.

The fourth question is "Did your English skills improve while learning through E-Learning?". The result of of this interview showed that most of the students answer their English skills improve while learning

through E-learning, because learng English through E-learning can be done by self-study, which students can gain insight into English material by searching the internet or watching English videos. Although students have difficulty learning because the learning systems used during the pandemic have never been felt before, students' abilities do not decrease.

The fifth question is "Is learning English through E-Learning effective during the Covid-19 pandemic?". The result of this interview is learning English through E-learning is quite effective, because with E-learning can adds insight into English lesson. In addition, students have more time to understand the learning material and repeat the material that has been explained. Although with E-learning sometimes there are problems such as limited internet quotas and signal, and the atmosphere of offline and learning online is much different, but this is the only way out to keep learning online as long as the Covid-19 pandemic is still taking place, so students can still learn even if not directly in the school.

2. Questionnaire

Based on the questionnaire data above, the first statement in the process of learning English is easier with E-Learning. The result of this statement indicate that as many as 25% of students choose strongly agree, which means 5 out of 20 students choose strongly agree with the statement. 40% of students choose agree, which means 8 out of 20 students choose agree. 35% of students choose disagree, which means 7 out of 20 students choose disagree with the statements, and 0% of students choose strongly disagree. It can be conclude that most of the students feels the process of learning English through E-learning is easier.

The second statement is the English material delivered by the teacher through E-Learning easy to understand for students. The result of this statement indicate that as many as 30% of students choose strongly agree, which means 6 out of 20 students choose strongly agree with the statement. 50% students choose agree, which means 10 out of 20 students choose agree. 20% students choose disagree, which means 4 out of 20 choose disagree with the

statement, and 0% of students choose strongly disagree with the statement. It can be conclude that most of the students choose agree and stronglys agree with the statement that the English material delivered by the teacher through E-Learning easy to understand.

The third statement is the teacher conduct question and answer activities about English material in learning through E-Learning. The result of this statement indicate that as many as 10% of students choose strongly agree, which means 2 out of 20 students choose strongly agree with the statement. 45% of students choose agree, which means 9 out of 20 students choose agree. 45% of students choose disagree, which means 9 out of 20 students disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude that most of the students choose agree and disagree with the statement that the teacher conduct question and answer activities about English material in learning through E-Learning.

The fourth statement is students' English skills improve while learning through E-Learning. The result of

this statement indicate that as many as 20% of students choose strongly agree, which means 4 out of 20 students choose strongly agree with the statement. 70% of students choose agree, which means 14 out of 20 students choose agree. 10% of students choose disagree, which means 2 out of 20 students disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude that most of the students choose agree with the statement that students' English skills improve while learning through E-Learning.

The fifth statement is the learning English through E-Learning makes the learning process effective. The result of this statement indicate that as many as 30% of students choose strongly agree, which means 6 out of 20 students choose strongly agree with the statement. 35% of students choose agree, which means 7 out of 20 students choose agree. 35% of students choose disagree, which means 7 out of 20 students choose disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude that in the fifth statement of 20 students,

most of the students choose the answer agree and disagree with the effective learning English through E-learning.

B. 2   Students' Motivation

1. Interview

From on the interview data above, the first question is "Do you ask the teacher when you have difficulty learning English through E-Learning?". The result of this question indicate that some students want to ask questions to the teacher when it's difficult and some don't. Students ask when the difficulty of the homeroom teacher recommends asking questions directly with the teacher concerned via Whatsapp personal chat. However, there are some students who actually rely on Google to get answers to their questions and discuss material that is not understood with friends or asks people at home, such as brother/sister, father and mother. It can be concluded that, there are some students who are quite indifferent to learning English during E-Learning because of various factors such as fear of asking questions.

The second question is "Do you keep learning English even though you don't have assignments during the

Covid-19 pandemic?". The result of this question indicate that most of students still learn English eventhough they don't have assignment, usually they learn by practicing answering questions, reading the material in the LKS, memorizing some difficult words, or repeating previously explained material. There are some of students still learn because before from elementary school they already like English. There are some who learn only if there are assignments, this is because other assignments accumulate so that the available time is used to complete the assignments of other subjects. It can be concluded that students' motivation in learning English if there are no assignments during the pandemic is very good.

The third question is "if there is an assignment given by the teacher, is it done immediately or postponed?". The result of this question showed that most of students answer they immediately do the assignment given by the teacher. Majority of students doing their assignments immediately because they thought that delaying doing the assignments would add to the burden because there would be more assignments coming in, they also afraid to

forget the assignment. Some students also did not do assignments immediately, because depending on the situation, if there are many task and they will do the task with the fastes deadline. It can be conclude that students' motivation in doing their assignments diligently is very good.

The fourth question is "Do you feel lost out if you don't take English learning through E-Learning?". The result of this question showed that most of students feel lost out if they don't take English learning through E-Learning. They feel a loss because if they don't take English lessons, they will be left behind in the subject matter and of course there will be a lot of material that is not well understood. Moreover, they are already in the ninth grade, which in the future will be difficult if the material is left behind, in addition English is a bit difficult to learn and English is one of the most usefull languages. It can be conclude, Students' motivation in participating doing learning English through E-learning is very good.

In the fifth question is "Do you motivated and enthusiastic about learning English through E-Learning during the Covid-19 pandemic?". The result of this interview showed that most of the students were motivated and enthusiastic about learning English during the Covid-19 pandemic. Students thought learning English through E-learning more fun, because the explanation can be repeated and they can viewing educational content from the internet such as learn English through youtube videos, etc. Moreover, there are some students were motivated and interested to learn English because they already like English and they want to be able speak English fluently and understand English, in addition they want to join a students exchange program abroad. There were some students which is not motivated and not interested in learning English through E-learning because they feel study offline is more comfortable, and the atmosphere when study offline and online is different. It can be concluded that the motivation of students in learning English through E-learning during covid-19 pandemic is quite good.

2. Questionnaire

Based on the questionnaire data above, the first statement, students asks the teacher when they have difficulty in learning English through E-Learning. The result of this statement indicate that as many as 35% of students choose strongly agree, which means 7 out of 20 students choose strongly agree with the statement. 35% of students choose agree, which means 7 out of 20 students choose agree. 30% of students choose disagree, which means 6 out of 20 students choose disagree with the statements, and 0% of students choose strongly disagree. It can be conclude that most of the students choose strongly agree and agree with the statement that students ask the teacher when they have difficulty in learning English through E-Learning.

The second statement is students keep learning English even though they don't have assignments during E-Learning. The result of this statement indicate that as many as 20% of students choose strongly agree, which means 4 out of 20 students choose strongly agree with the statement. 75% students choose agree, which means 15

out of 20 students choose agree. 5% students choose disagree, which means 1 out of 20 choose disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude that most of the students choose agree and strongly agree with the statement that students keep learning English even though they don't have assignments during E-Learning.

The third statements is students never delay doing English assignments during E-learning. The result of this statement indicate that as many as 30% of students choose strongly agree, which means 6 out of 20 students choose strongly agree with the statement. 55% students choose agree, which means 11 out of 20 students choose agree. 15% students choose disagree, which means 3 out of 20 choose disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude that most of the students choose agree and strongly agree with the statement that students never delay doing English assignments during E-learning.

The fourth statement is students feel lost out if they don't take English learning through E-Learning. The

result of this statement indicate that as many as 65% of students choose strongly agree, which means 13 out of 20 students choose strongly agree with the statement. 30% students choose agree, which means 6 out of 20 students choose agree. 5% students choose disagree, which means 1 out of 20 choose disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude that most of the students choose strongly agree and agree with the statement that students feel lost out if they don't take English learning through E-Learning.

The fifth statement is students feel motivated and interest on learning English through E-Learning during Covid-19 pandemic. The result of this statement indicate that as many as 15% of students choose strongly agree, which means 3 out of 20 students choose strongly agree with the statement. 60% students choose agree, which means 12 out of 20 students choose agree. 25% students choose disagree, which means 5 out of 20 choose disagree with the statement, and 0% of students choose strongly disagree with the statement. It can be conclude

that most of the students choose agree with the statement that students feel lost out if they don't take English learning through E-Learning.

From the analysis of the data above, the researcher found that students' perceptions and motivations for English E-Learning during the Covid-19 pandemic differed from one another, there are students who gave a good perception were 71% while students who gave a bad perception were 29%, and students who feel motivated to learn English by E-learning as much as 78% while students who feel unmotivated to learn English by E-learning as much as 22%. This is the same as the results of research from several previous researchers who mentioned the same thing. Using E-Learning during this pandemic has advantages and disadvantages, where the effects felt by students are also different. Students have difficulty learning because the learning systems used during the pandemic have never been felt before. Based on students' responses to filling questionnaires and interviews, students' perceptions and motivations while studying at home were quite good, and E-Learning was quite helpful in learning during the Covid-19 pandemic.