Students' Perceptions Of Their Readiness, Self-Learning Motivation And Attitude Toward English Online Learning During Covid-19 Pandemic At High Schools In North Makale

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Abstract. The research aimed at describing how students studied during the Covid-19 pandemic, the process of shifting from a face-to-face learning to online learning. In order to achieve these aims, the researcher designed three main objectives: to find out students' readiness in English online learning, students' motivation in English online learning and student' attitude towards English online learning. The researcher applied the quantitative method. The samples were chosen randomly from 65 students within 7 different high schools in North Makale. The data analyzed was in quantitative research involved summarizing data dependably and accurately. The result showed that the students are not fully ready for English online learning during the Covid-19 Pandemic. The lack of infrastructure such as internet access is the major obstacle to the implementation of distance learning in schools, especially in North Makale. Furthermore, the samples are not confident computer and internet users, and they also demonstrate low self-efficacy issue in doing online learning. The students' motivation toward English online learning was inconsistent even thought it is categorized in a moderate degree of motivation. Some students prefer face-to-face learning process than online learning and think that the previous one will give them a better learning result. It becomes a challenge for teachers to prepare the teaching materials, teaching strategies and the methods well before the English online learning.

Keyword: Readiness, Motivation, Attitude, English Online Learning

Introduction

COVID-19 Pandemic has impacted all the countries in the world included Indonesia. Indonesia can even be categorized as one of the countries that suffered the most. At the beginning of the pandemic, the government decided to stop the face-to-face teaching and learning process for the safety precautions. The teaching and learning process that took place in school, university, and courses is stopped immediately to prevent the further spreading of this virus in which by that time has taken many people's life. In order to adapt with this situation, teachers and educators alike are instructed to shift from face-to-face teaching to fully online teaching expecting that online class will ensure that education process continue while avoiding the further spreading of the virus at the same time. Waryanto (2006) defined online learning as one of the types of learning that utilizes electronic media. By taking advantage of what the internet can do, students and teachers can connect with each other so that they can still interact in the learning process even though they live far away from each other. Online learning uses the internet and digital media as a place where all those interactions in teaching and learning can still happen. Moreover, the online learning method is thought to be closer to the current generation of students since they are known to be more integrated with technology compare to the previous generations. Teachers and students learn several new applications like Moodle, Google Classroom, Zoom meeting, Google Meet, Google Suite for Education, E-mail, and social media. These applications individually or used together are expected to facilitate the online class.

However, this shift to distance learning also creates some debates among teachers, parents, and even students. For example, some students prefer face-to-face teaching and claiming that it is more effective than distance learning. Students is already familiar with the face-to-face teaching method and from experiencing distance learning for quite some times they are able to tell the differences. Another problem is that not every region can facilitate online learning and teaching effectively. Several regions suffer from an unstable internet connection to the extent that even some areas are without internet connection at all. Because of this the students and the teachers that are located on these areas don't really have much choice but to either risk themselves to conduct a face-to-face class or stop the class entirely. In the cases where a stable internet connection is available, online teaching is still considered costly compared to the face-to-face classroom. It requires teachers and students to purchase an internet package and these internet packages are not by any mean cheap.

Considering the facts above, this study is interested in finding out more information about students experience in English online learning during the emergency state of the covid-19 pandemic. It intends to see whether or not the students are ready for English online learning, are they motivated to study English online learning and their attitude towards English

online learning. For these purposes, the following questions are constructed; 1. To what extend is the students' readiness to have English online learning? 2. To what extend is the students' motivation in English online teaching? 3. To what extent do the students' attitudes to English online learning?

Readiness can be defined as "the cognitive precursor to the behaviors of either resistance to, or support for, a change effort" (Armeakis, Harris, & Mossholder, 1993). It is very instrumental in the case of learning process since it enables the students to reach their learning target. Palloff and Pratt (1999) summarize online learning readiness or abbreviated as OLR into three key points. The first one is online learning preference as the contrary to face-to-face learning instructions, the second one is ability and confidence in working with technological tools, and the last one is the independency in learning.

McVay (2001) conducted a survey to measure students' learning online interest and their readiness for distance education. This survey investigated not only the students' prior knowledge of distance education and their access to technology but also about their enrollment in any distance education program if they plan to do it in the future. This survey is investigating two factors namely students' self-management of learning and their e-learning comfortabilities. The instruments cover self-efficacy with information, academics, technology, and position of control and tools like computers. As stated by Hung, Chou, Chen, and Own (2010), there are five aspects that are included when assessing students' readiness for online learning: computer/Internet self-efficacy (CIS), learner control (LC), motivation for learning (ML), and online communication self-efficacy (OCS), self-directed learning (SDL).

In conclusion, readiness for online learning refers to two important factors which are the students' ability and their confidence in using the online teaching platforms. The students' readiness can be assessed by self-directed learning, computer/internet self-efficacy, learner control, motivation for learning, and online communication self-efficacy.

Brophy (2010, p. 3) defined motivation as "a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior". Motivation is affecting the learning subject, learning strategies, and learning time (Schunk, 1995). Studies suggested that motivated learners are engaging, showing high performance, undertaking challenging activities, and displaying resilience when facing troubles (Schunk, Pintrich, & Meece, 2008). Based on the current perspective, motivation deals with the individuals' cognitive and affective processes. It means that motivation is linked to our thoughts, beliefs, and goals. It also highlighted the situated and interactive association that exists between the learners and their learning environment (Brophy, 2010).

Paris and Turner (1994) stated that motivation is the 'engine' of learning. Meaning that it drives the students toward their goals. Motivation can influence what we learn, how we learn, and when we choose to learn (Schunk & Usher, 2012). Research shows that motivated learners are willing to take on challenging activities, being engaged, enjoying, and adopting a deep approach to learning while exhibiting enhanced performance, persistence, and creativity (Ryan & Deci, 2000b). Given the importance of the mutual relationship between motivation and learning (Brophy, 2010), they have been widely studied in various different traditional educational contexts (Schunk, Meece, & Pintrich, 2014). However, the studies in the investigation of motivation to learn in an online learning context are indeed quite limited in both number and scope (Bekele, 2010).

Breckler (1984) and Jones and Clarke (1994), proposed that effect, behavior, and cognition should be differentiated, however those parts are still correlated with attitude. Breckler (1984) proposed a way to assess and measure these three components. The effect is different from pleasurable such as feeling good to unpleasurable like feeling bad. Behavior ranges from favorable and supportive to unfavorable and hostile. Similarly, cognition or thoughts ranges from favorable to unfavorable (Breckler, 1984). Education practitioner already suspected a connection between responses and learner attitudes exists and it was a positive correlation. Burns's research support this with the statement that attitudes and evaluated beliefs are just the same things called differently. They are the reason people respond in the way they prefer to respond (Burns, 1997). Now it is up to educators and teachers to take this challenge and duties to improve the curriculum, the knowledge transfer, and the material resources with the goal to develop positive learner attitudes which hopefully will result in the improvement of the learning outcomes. Massoud (1991) stressed that in ICT education, attitudes and responses are also interrelated. But since ICT is spreading across all aspects of education, the anxieties level is peaking, this is especially true among staff. Massuod (1991) states that "the existence of computer anxiety is often based on computer attitudes". As this problem is very real for students, schools must find a way to initiate a countermeasure in identifying and solving individuals' attitudes to keep their level of anxiety low while at the same time maintaining the learning progress. In addition, before ICT experiences affect attitudes towards ICT. Shashaani (1994) states that current studies proposed that there is a positive correlation between computer experience and computer attitudes. Similar to that, Woodrow (1991) stressed out that educators must be aware of how students feel about computers because it is an important aspect when evaluating computer courses and developing computer-based curriculum".

Research Method

In this research, the researcher applied the quantitative method. According to Joppe (2000), the quantitative method explains phenomena by the process of numerical data collection and these data would be analyzed with mathematics-based methods. McVay (2001) stated that the quantitative method has several features like scientific composition, easy data analysis, quicker data interoperation. Moreover, it uses measurable data to states facts and patterns in a study. In Addition, it manipulated and measured experiments with certain variables and outcomes. The site of this research took place in North Makale, Tana Toraja Regency, Province of South Sulawesi, Indonesia. The area is 28.08 km and has 5 sub-districts. The

populations of this research were the students in 3 Junior High Schools and 4 Vocational High Schools in Makale Utara who did the online teaching during the odd semester in the academic year 2020/2021.

The sample chosen used random sampling of about 10 students from those 7 schools. The researcher distributed the questionnaires to 70 students but only 65 students responded, therefore the researcher analized the data from 65 students. There were three kinds of instruments that the researcher employed to obtain the data related to this research; they were the readiness for online teaching questionnaire, motivation's questionnaire, and attitudes of students towards e-learning questionnaire.

Result and Discussion

1. Students' Readiness Towards English Online Learning

The researcher first examined the readiness level of the students. Table 1 below classified the student's readiness level based on the result of their questionnaire calculation.

Table 1 The Percentage of Students Readiness Classification

Range	Classification	Frequency	Percentage (%)
0-17	Very Low	0	0
18-35	Low	55	84,62
36-54	Moderate	10	14,38
55-72	High	0	0
73-90	Very High	0	0
	Total	65	100

The readiness questionnaire had administered to the 65 students of seven schools to know the students' readiness level towards online learning. Based on Table 4.1, there are 55 (84,62%)of studennts are classified into a low level of readiness, 10 (14,38%) of students are classified into the moderate level of readiness, and none of them classified into the high and very high level of readiness. From the data, it can be said that most of the students were not ready to learn English via online classes.

In classifying the students' readiness level of students generally; the researcher analyzed the mean score and standard deviation on the students' readiness level towards online learning. The description can be seen in Table 2 below.

Table 2 The Readiness Level of Students Towards online Learning

	N	Mean Score	Standard Deviation
Readiness Level of Students	65	30.87	4.862

As seen from Table 2, the mean score of the students' readiness level is 30.87 with a standard deviation is 4.862. The mean score is classified as a low level of readiness. In other words, generally, the students were not ready to join the English online learning and this could potentially affect the result of their study.

2. Students Motivation in English Online Learning

The researcher distributed the questionnaire to the participating students to measure their motivation when doing English online learning, which consisted of 10 items. It consisted of 5 items related to intrinsic motivation and 5 items related to extrinsic motivation. Table 3 below will explain the level of the students' motivation in general.

Table 3 The Level of Students Motivation

Aspect	N	Mean Score	Interpretation
Motivation	65	3.67	Moderate Degree of Motivation

Table 3 reveals the student's mean score in motivation is 3.67 which is categorized as a moderate degree of motivation. It can be said that the students sometimes had and did not have motivation in doing online learning. The students' motivation to do online learning during the pandemic was still at a moderate level.

3. Students Attitude towards English Online Learning

In collecting the data about the students' attitude towards online learning, the researcher distributed a questionnaire, which consist of 22 items. The questionnaire consisted of 7 negative statements and 15 positive statements. From the data analysis, we could see that the students were categorized as neither positive or negative attitudes towards the implementation of English online learning. It was proven from the students' mean score of 2.67. The data also showed that students mostly agree that online classes will never replace offline classes. It indicated that students prefer to have face-to-face learning and teaching English rather than offline classes. They assumed that online learning was not effective for them.

From the findings above, it could be concluded that the respondents in this study were generally indicated as not ready for online learning during this pandemic. It is similar to what Du & Chaaban (2020) found. When being unprepared for change, the recipients in this case the students may show negative attitudes and low motivation, limiting their engagement, commitment, and long-term achievement.

Most of them were not ready for online learning due to lacking online communication and computer/internet self-efficacy. From those lacks, the lowest mean score was on the students' online communication aspect. It was a big proof that in that place, the students did not know and have enough confidence in using online tools to communicate with others during online learning.

In the matter of the students' motivation, generally, the students are categorized in moderate motivation. In other words, we could say that the students were sometimes motivated and not motivated in doing online learning. It has been proven by the mean score of the students is 3.67 which was categorized as a moderate degree of motivation. Talking about the types of motivation, the students' mean score in intrinsic motivation (2.36) was higher than extrinsic motivation (2.24). Even though both of them were categorized in a moderate degree of motivation, it still could be concluded that students' extrinsic motivation score is lower than the students' intrinsic motivation score. This was a very unfortunate situation for students and teachers since motivation is one important aspect in the teaching and learning process that can bring over students' attitudes and accomplishments. However, if the students had moderate motivation in learning English, it would force the teachers to work harder on how to bring the student success in learning English.

The result of the student's readiness and motivation also affect their attitude towards online learning. In the field of educational research, learners' attitudes and learning behaviors together have a strong effect on Motivation (Fairchild, Jeanne Horst, Finney, & Barron, 2005; Ryan & Deci, 2000). From the data above, we could see that the students were categorized as neither positive or negative attitudes towards the implementation of English online learning. It was proven from the students' mean score of 2.67. The data above also showed that students mostly agree that online classes will never replace offline classes. It indicated that students prefer to have face-to-face learning and teaching English rather than offline classes. They assumed that online learning was not effective for them. It becomes a challenge for teachers to make the class lively and interesting.

Conclusion

Based on the findings and discussion in the previous chapters, it is therefore concluded that the students are not yet ready in participating in online learning during this pandemic in North Makale. It can be seen from the result of the students' readiness questionnaire. The mean score is 30.87 and classified as a low level of readiness with a standard deviation is 4, 862. Most of them are not ready for online learning due to a lack of online communication and computer/internet self-efficacy.

Related to the student's motivation, it is categorized as a moderate level of motivation. In other words, we can conclude that the students are sometimes motivated or not motivated in doing online learning. The students' mean score in intrinsic motivation (2.36) is higher than extrinsic motivation (2.24). Even though both of them are categorized in a moderate degree of motivation, it still can be considered that the students' extrinsic motivation score is lower than the student's intrinsic motivation score.

The attitude of the students towards online learning is categorized as neither positive nor negative. It indicates that the students would prefer to have face-to-face English class rather than English online learning.

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