STUDENTS' PERCEPTIONS OF THEIR READINESS, SELF-LEARNING MOTIVATION AND ATTITUDE TOWARD ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT HIGH SCHOOLS IN NORTH MAKALE

THESIS

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ABSTRACT

Angelia Repal. Students' perception of their readiness, self-learning motivation and attitude towards English online learning during Covid-19 pandemic at high schools in North Makale. Supervised by Syarifuddin Dollah and Sudirman Maca.

The research aimed at describing how students studied during the Covid-19 pandemic, shifting from a face-to-face learning and teaching process into an online process. In order to achieve the aims, the researcher designed three main objectives: to find out students' readiness in English online learning, students' motivation in English online learning, and students' 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 ready for English online learning during the Covid-19 Pandemic. The lack of infrastructure such as internet access has been a 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 demonstrate low self-efficacy issue in doing online learning. The students' motivation toward English online learning was inconsistent even though it is categorized in a moderate degree of motivation. Some students prefer the face-to-face learning process to online learning and think that the previous will give a better learning result. It poses a challenge for teachers to prepare the teaching materials, teaching strategies, and methods well before the English online learning.

Keywords: Readiness, Motivation, Attitude, English Online Learning

ABSTRAK

Angelia Repal. Kesiapan dan Persepsi Motivasi Belajar Mandiri Siswa Terhadap Pembelajaran Bahasa Inggris Secara Online Selama Pandemi COVID-19 di Sekolah Menengah di Makale Utara. Disupervisi oleh Syarifuddin Dollah and Sudirman Maca.

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana siswa belajar selama pandemic Covid-19, beralih dari proses belajar dan mengajar tatap muka langusng menjadi kelas daring. Untuk mencapai tujuan tersebut, penulis merancang 3 tujuan penelitian : untuk mengetahui kesiapan siswa belajar bahasa Inggris secara daring, motivasi siswa dalam belajar bahasa Inggris dan sikap siswa terhadap pembelajaran bahasa Inggis secara daring. Penulis menggunakan metode kuantitatif dalam penelitian ini. Data dikumpulkan dari 65 siswa yang disebar di 7 sekolah yang berbeda di Makale Utara. Hasil penelitian menunjukkan bahwasanya siswa-siswi tidak siap untuk pembelajaran bahasa Inggris secara online selama pandemic Covid-19 ini. Kurangnya fasilitas belajar seperti akses internet menjadi masalah utama dalam pelaksanaan belajar daring dari sekolah, khususnya di Makale Utara. Lebih lanjut, siswa-siswi yang disurvei adalah mereka yang tidak percaya diri dalam menggunakan komputer dan internet. Motivasi siswa dalam belajar bahasa Inggris juga tidak konsisten, sehingga bisa menjadi ancaman bagi tujuan pembelajaran terhadap siswa dan guru. Kesiapan siswa serta motivasi juga mempengaruhi sikap mereka terhadap pembelajaran daring. Beberapa siswa lebih menyukai pembelajaran tatap muka langsung dibanding secara daring dan mereka berpendapat bahwa pembelajaran tatap muka langsung dapat memberikan hasil yang lebih baik. Ini merupakan tantangan bagi setiap pengajar untuk mempersiapkan materi pembelajaran dengan baik sebelum memulai pembelajaraan secara daring.

Kata kunci : Kesiapan, Motivasi, Sikap dan Pembelajaran

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CHAPTER I
INTRODUCTION

This chapter consists of the background of the research, the research questions, the objectives of the research, the significance, and the scope of the research.

A. Background of the Research

Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus. Those with symptoms may infect others if they are close enough through droplets to transmit the COVID-19 virus. Many sectors experienced a crisis as a result of the spread of this virus. This situation is not only affecting the economic sector, but also the education sector. Many regulations changed and keep on changing over time to cope with the situation. This includes the regulations for schools such as teaching and learning. Face-to-face activities are abolished. Schools and universities have to conduct online activities as the safest and the best options to stop the spread of this virus.

Online teaching provides the teachers or lecturers with the ability to organize the classroom via the internet. There are some varieties of communication features available like using chat, email, online whiteboard, and massive video conferences. Baran et.al (2013) stated that in online teaching the teacher is no longer becoming the center of interaction or the source of information but rather the guide of the side. Therefore, the teacher's talking time in the online classroom gradually becomes decreased. Van de Vord and Pogue (2012) said that online courses include more time in and out of the classroom for

the instructor. Hence, the teacher should prepare the teaching material and students' task before the class start.

Morris (2018) believed that self-actualization opportunities were not impossible for online learners if online courses were not just viewed as basic and less personal forms of learning. Self-actualization and independence are possible to happen in an online course. The students who never used an online learning platform before can experience it directly and take advantage of its features. They become more responsible in learning and doing their task on time.

Basically, online teaching is categorized into two types based on the portion of online teaching time. They are fully online teaching and blended learning (Montelongo, 2019). Fully online teaching or learning means that the courses are delivered completely via the internet. There are no physical activities or class sessions on campus. Whereas, blended learning combines learning at a distance and direct one. There are sessions conducted online while also having several sessions conducted in real class or face to face.

COVID-19 Pandemic has impacted all the countries in the world and Indonesia is one of the countries that suffered the most. For several months, the government has stopped the face-to-face teaching process. The teaching and learning process which was initially conducted in the school, university, and courses has been stopped indefinitely for a while in order to stop the spreading of this virus which killed thousands of people in the world. Therefore, the teachers in Indonesia have been instructed to shift from face-to-face teaching to fully online teaching in an effort to avoid physical contact directly and minimize the spread. Teachers and students are introduced to some new applications that allow them to

conduct teaching online such as Moodle, Google Classroom, Zoom meeting, Google Meet, Google Suite for Education, E-mail, and social media.

The implementation of those teaching platforms creates some debates among the citizen, especially the students. Most of them prefer face-to-face teaching and think that online teaching is less effective. The face-to-face teaching method is already very familiar for the students therefore they are able to compare them. Besides, not every region can conduct online teaching effectively. Some regions have unstable internet connections even some areas that are not yet covered with internet connection at all. This leaves no choice for those teachers and the students who are located remotely but to either force themselves to do a face-to-face class or stop the class entirely. In addition, online teaching is costly compared to the face-to-face classroom since it requires teachers and students to purchase an internet package which is still quite expensive.

A similar case happens in Tana Toraja Regency especially, in North Makale. Geographically, this place is located at the mountain with an unstable internet connection. There are 3 junior high schools, 4 Vocational High Schools, and 6 Elementary Schools located there. The widespread pandemic COVID-19 has forced students to do online learning. On other hand, some places have no internet connection at all and it becomes worse since some of the students do not have any smartphones or laptops to support them in joining the online learning. To fulfill their curiosity to study, many students need to work hard in finding an internet connection and for those who do not have any smartphones must go to their friends' houses to join the online learning. Moreover, the government does

not provide any internet data subsidy and making it even more limited to the students in accessing online teaching.

Based on the problem above, the writer has conducted research with the title "Students' Perception of their Readiness, Self-Learning Motivation and Attitude Towards English Online Learning during COVID-19 Pandemic at High Schools in North Makale".

B. Research Questions

Based on the problem that has been explained in the background above, the researcher formulated the research question as follows:

1. To what extent is the students' readiness to have English online learning?
2. To what extent is the students' motivation in English online teaching?
3. To what extent do the students' attitudes to English online learning?

C. Objective of the Research

Based on the research questions above, the researcher stated the objectives of the research are:

1. To find out the students' readiness to get an English online learning
2. To find out the students' motivation in learning online English learning.
3. To find out the students' attitude towards English online learning.

D. Significance of the Research

The result of this research highlighted the flaws in the implementation of the current online learning. This new information gained during this research can become one of the considerations in designing a more suitable program especially

in the places where internet connections are unstable and considered expensive. Moreover, the student's perception gained during this research may serve as useful information to design a program that is not only effective but also interactive for them at the same time. The researcher expects, the result of this research can give advantageous and positive research. It is expected that the result gives some benefits for students, teachers, researchers, and other researchers. This research had significance theoretical and practically:

1. Theoretically.

This research gave contributions to the theory, especially the students' readiness, self-learning motivation, and attitude towards English online learning. It also gave a contribution to the research development about online learning during the COVID-19 pandemic.

2. Practically.

The research provided information and suggestion which can be helpful in implementing online learning during the Covid-19 pandemic. Moreover, this research really provided contributions and recommendations to break the crucial problem faced by the students in doing online learning. It was also expected to enhance give a meaningful contribution in developing the teaching tool, method, and strategies used by the teacher. The research was expected to be a valuable input for students, for the teachers, for the researcher, and for the other researchers.

E. Scope of the Research

The scope of this research is viewed from three different aspects: discipline, content, and activity. By discipline, this research is under the study of applied

linguistics. By content, this research is limited in investigating the students' perception of English online learning during Covid-19. In this case, the students' perception involves three things; they are readiness, self-learning motivation, and attitude. By activity, this study was limited to high schools in North Makale only. This can be repeated with different participants from different schools, universities, and levels, and their readiness, attitudes, and motivation can be studied in different areas in Tana Toraja. This study was also concerned only with English hence it can be done with different subjects for further research. Due to time constraints, the study lasts only for four weeks, so the study over a longer period can be carried out on students' readiness, motivation, and attitude to get more significant results. It can last from eight to sixteen weeks, so an eight-week or sixteen-week study can reveal more satisfactory results. Apart from this, this study was conducted on the students who had very limited computer skills and lack of internet facilities, for the next study it can be compared to those who had advanced computer skills and good internet facilities.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter dealt with some previous related findings, some pertinent ideas, and a conceptual framework.

A. Previous Related Findings

Abukasim, Umasugi, Abdullah(2020), the study aims were to analyze the readiness and sustainability of learning systems with e-learning in Indonesia. The data technique is carried out by studying literature by searching national and international research journals related to online learning, policies, and regulations related to online learning, and conditions that occur in the field through the official website. Analysis using Milles and Hubermen which includes data reduction, data presentation, and conclusions. The results show that Indonesia is not ready for online learning because of some internet network conditions that are not available in some areas, parents as learning companions from home do not have the skills that match or coincide with working hours, not all parents have the economic capacity in providing facilities and targets for online learning, and the ability or skills of educators to use technology and information in online learning.

Siagian, Ritonga, Lubis (2021) measured students' readiness in learning online at seventh-grade students in Simpang Tiga Laebingke, Sirandorung sub-district. The approach of the research used qualitative descriptive. Triangulation was used in checking data validity by using a questionnaire (Guttman scale), observation, and interview (for students and Mathematics teachers) in collecting the data. The result of the research shows 1) based on questionnaire shows

the average of students' readiness in learning online is 65.33 (poor category), 2) based on interview shows the students have poor category students' readiness in learning online, and 3) based on observation shows the students have poor category students' readiness in learning online.

Novita Tyas Suviana (2020), examined motivation and readiness of learning in online learning during the Covid-19 pandemic. In the learning process, motivation and readiness to learn are needed so that learning can run well. Motivation can arise from the individual (intrinsic) or from outside the individual (extrinsic). Meanwhile, learning readiness includes physical, psychological, and material readiness. During the Covid-19 pandemic, the online learning process has many obstacles that can affect students' motivation and readiness to learn. From the research results obtained, the obstacles during online learning are influenced by several factors such as technological capabilities, internet network access connections, learning media, student capacity in online learning, and a less conducive environment so that motivation and readiness to learn decreases. Someone's motivation can affect the readiness to learn. Thus, it can be concluded that learning motivation in online learning during the pandemic has decreased. This leads to reducing learning readiness, so, it is needed the effort to increase the student learning motivation by the teacher

Both this research and all of the previous research above are trying to investigate the students' readiness, motivation, and attitudes towards online learning. However, there are some differences between this research and the research above. This research used a quantitative method that directly measure the sample in real-time instead of assessing the student's readiness based on the

available literature. The researcher believes that direct assessment of the student's condition reveals more detailed data compare to library research. This research is also using a more comprehensive aspect of readiness. Instead of dividing the readiness into physical, psychological, and material aspects, this research highlighted the readiness aspects into five categories which are Computer/Internet Self-efficacy, Self-directed learning, Learner controls, Motivation for Learning, and Online Communication Self- efficacy.

B. Some Pertinent Ideas

2.1 Readiness

2.1.1 Definition of Readiness

Readiness can be understood as "the cognitive precursor to the behaviors of either resistance to, or support for, a change effort" (Armeakis, Harris, & Mossholder, 1993). In learning, readiness is an important aspect that enables the students to reach the target of the learning process.

Palloff and Pratt (1999) divided the definition of online learning readiness or abbreviated as OLR into three different points. The first one is online learning preference contrary to face-to-face learning instructions, the second one is ability and confidence in working with technological tools, and the last one is learning ability independence.

McVay (2001) surveyed 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 whether or not they have a plan to later enroll in any distance education

program. This survey is trying to find out two factors which are students' self-management of learning and their comfortabilities using e-learning. 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).

a. Computer/Internet Self-Efficacy

Computer/internet self-efficacy means that a person is able to perform different sets of skills and by doing this allows them to efficiently establish, continue and utilize the Internet using basic computer skills (Peng, Tsai, and Wu, 2006). Since online classes are conducted by using internet networks, it is very natural for a teacher to prepare assessments about what the students think and how they utilize the related technology. It can be an assessment related to computer/ network self-efficacy.

Moreover, students who think that the Internet as a part of leisure activities or just another activity to spend time with have better positive attitudes and communicative self-efficacy than those who think that the Internet is a functional technology. Teachers' awareness regardless of these differences is instrumental and they need to take this factor into consideration when preparing class' instruction for the students (Peng, Tsai, and Wu, 2006). Additionally, Tsai and Tsai (2003) found that high Internet self-efficacy correlates positively with

students' learning in that they perform better in a Web-based learning assignment compared to students with low Internet self-efficacy. The attitudes and the self-efficacy that characterized learners relative to the Internet have been found as important factors affecting learners' motivation, interests, and performance in Internet-based learning environments. Meanwhile, learners' perceptions of the Internet may shape learners' attitudes and online behaviors.

b. Self-Directed Learning

Self-directed learners are important aspects to be highlighted. Students with good self-directed learning are not afraid to take the initiative. They are able to perform confidently even without support from other people. This is especially true when they decide what they want to learn, what are the objectives of learning, what sort of resources are needed for the learning process, what sort of strategies are effective to support the learning process, and how to evaluate the result of the learning (Knowles, 1975).

Knowles' concept of Self-directed learning was developed by Guglielmino (1977) into the Self-Directed Learning Readiness Scale (SDLRS). This scale has a function to diagnose students' learning needs and personal traits and to develop independence. As online learning programs have been conducted intensively for decades, distance educator practitioners must take the initiative to help the potential learners in deciding whether they are ready and suitable to enroll in a particular distance education program. Lin and Hsieh (2001) found that independence in making a decision is one of the traits of a successful online learner. Successful learners decide what they need and do them according to their

own pace based on their own knowledge and learning objectives. It makes more mature students who are self-directed be responsible and more enthusiastic about their own learning activities.

c. Learner Control

A learner can control their own experience dealing with online-based learning systems. Learner control is defined as a set of instructional activities that are provided by a computer. They cover tools like interactive videodisc, CD-ROM, and other related technologies (Merri, 2000). Students' ability to control over the instructional process is appeared to be an important element of electronic learning.

The learners have the freedom to choose how much content they want, how is the content sequenced, and at what pace the learning is conducted (Hannafin, 1984; Reeves, 1993). An individual student can have a unique learning experience by having total control of the instructions. They can skip over the section that is not important for them and they can repeat the section that they think would be important for their learning. This would give the students a more personalized and suitable learning experience and they have the freedom to not follow the order of the section which has been arranged beforehand. In a bigger sense, learner control gives freedom for the learners to decide their own learning experience and process which might be different from one another (Shyu & Brown, 1992). However, there has been a shift in what learner control means from time to time. It may include the traits of new schools of thought, learning paradigm, and the discoveries of the new technologies.

The Component Display Theory by Merrill (1983) and the Elaboration Theory by Reigeluth and Stein (1983) suggested that learner control significantly correlated with students' learning and that depending on the level of control that the students have may potentially improve their learning. Merrill (1984) also stated that the order of the instruction should be for students to choose from. This control will allow them to discover the most effective way to learn based on their situation as they make trial and error and learn about what those decisions may lead to. Learners may have their own circumstances, needs, and preferences and with this, they will have the freedom to decide the order in which those sequences would fit according to all of those factors (Jonassen, 1986).

d. Learning Motivation

Learning motivation is related to online learners' learning attitudes. Based on the learners' perspective, learning motivation is related to the goals of having a better score, winning awards, and prizes rather than improving their performance on a particular assignment (Roper, 2007).

In educational research and practice, motivation is an important factor that is affecting learners' attitudes and learning behaviors (e.g., Deci & Ryan, 1985; Fairchild, Jeanne Horst, Finney, & Barron, 2005; Ryan & Deci, 2000). Students' having a motivational orientation whether it is intrinsic or extrinsic that are significantly affecting their learning. Ryan and Deci (2000) stated that intrinsic motivation is an important factor in the students' cognitive, social, and physical development. Acting on their own interests allows the learners to develop their knowledge and skills. Besides that, intrinsic motivation is also related to reduced

dropout rate, better learning quality, enhanced learning strategies, and better time in school (Czubaj, 2004; Deci & Ryan, 1985). Deci and Ryan (1985) defined 'Extrinsic motivation' as the act of performing behaviors to get a certain reward. When looking at the students' perspective, extrinsic motivation to learn may be related to achieving better scores on a test, winning awards, and prizes. Additionally, Garrison's model (1997) suggested that motivation aspects are reflecting both how the students view the value of learning and how they anticipate success in learning.

The dimension of learning motivation can match the learners' efforts with their own desires and improve their learning, retention, and retrieval. Knowing the students' learning attitudes and preferences is an important consideration to improve the plan, production, and implementation of learning materials (Federico, 2000).

e. Online Communication Self-Efficacy

Online communication self-efficacy is also an important part of online learner readiness. It is related to computer-mediated communication.

Studies indicated that there is a tendency for shy students to participate more in online environments compared to the traditional one (Palloff & Pratt, 1999). McVay (2000) suggested that in web-based learning it is essential to create the chance for interactions and communications between students and the instructors. In line with that, Roper (2007) suggested that successful students should use online discussions and make the most out of them since it may provide them with the opportunities to engage in richer discourse and give them access to more

thought-provoking questions. Asking the right questions is one way to immerse yourself in the subject, and it makes the subject can be easily understood. Additionally, to avoid burnout when studying online, students should take the opportunities to interact and work with their peers, this will also provide students with encouragement and feedback to help them stay motivated. It can be concluded that in online learning, communication self-efficacy is an important factor that can help students to overcome the limits of online communication.

In conclusion, the student's readiness for online learning is the students' ability and confidence in using online teaching platforms to reach their learning goals. The students' readiness can be assessed by self-directed learning, computer/internet self-efficacy, learner control, motivation for learning, and online communication self-efficacy.

2.2.The Theory of Self Learning Motivation

a. Learners' Motivation in Online Learning

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 contemporary perspective, motivation is related to individuals' cognitive and affective processes. It means that motivations are related to factors like thoughts, beliefs, and goals. It also highlighted the situated

and interactive association that exists between the learners and their learning environment (Brophy, 2010). Existing studies in online learning usually adopt a narrow view of motivation which ignores the complexity and the dynamic of the interplay factors that are underlying and influencing the motivation to learn. (ChanLin, 2009; Keller, 2008).

Recently, studies have investigated the identification of characters of successful online learners where they view that motivation is a rather stable personal trait in various contexts and situations (Wighting, Liu, & Rovai, 2008). Those studies suggested that intrinsic motivation is one among many characteristics that should be possessed by learners (Shroff, Vogel, & Coombes, 2008). Moreover, though scattered, an area of research has investigated the relationship between online participation and motivation (Dawson, Macfadyen, & Lockyer, 2009; Hartnett, 2010; Martens, Gulikers, & Bastiaens, 2004). Contrary, the association between online participation and achievement behavior (achievement is viewed as one of the indicators of motivation) have been studied more extensively both in quantity (Bures, Amundsen, & Abrami, 2002; Gerber et al., 2008; Rovai & Barnum, 2003) and in quality (Gerber et al., 2008).

Paris and Turner (1994) called motivation as the 'engine' of learning. 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).

Of widely available research, a tendency to adopt the narrow view of motivation which ignores the complexity and the dynamic of the interplay factors that are underlying and influencing the motivation to learn exists. (Brophy, 2010). Designing environments to develop learning motivation has gotten much attention lately (Keller, 2010). Alternatively, based on this perspective, motivation is considered a rather stable personal trait and studies have shifted to pay more attention to the identification of what other traits are owned by a successful learner (Yukselturk & Bulut, 2007). This approach is commonly adopted by Comparative studies between online and on-site students (Wighting, Liu, & Rovai, 2008) and studies suggested that online students are intrinsically more motivated than their on-site peers.

Surprisingly, dropouts are mostly happened in online courses rather than in the traditional face-to-face courses (Park & Choi, 2009). This result suggested that motivation is actually far more complicated than what the previous studies have found. The isolated feelings (Paulus & Scherff, 2008), the frustrated feelings when dealing with unknown technology (Hara & Kling, 2003), and the time limitations because of the other responsibilities that one has (Keller, 1999) have been linked to what made the learners decide to quit the online courses. However, poor

motivation has also been one of the deciding factors that contribute to the high rates of students' dropout (Artino, 2008; Keller, 2008). Therefore, they also mention that we can say that student motivation is one of the crucial factors in determining the success of an online learning environment. It is also is the primary reason for the current study. Together, these factors beg us to reconsider how we view motivation, especially when talking about learning in technology-rich environments. However, it is important, to begin with the definition of online learning.

b. The Importance of Motivation in Online Learning

Paris & Turner (1994) called motivation as the 'engine' of learning. Motivation can influence what, when, and how we learn. It is among the most significant factor that influences learning performance according to Schunk & Usher (2012). It also has been identified as an important determining factor on whether the learners would be able to keep up with the course or not, the level of engagement they would be performing, the level of work they can produce, and the level of achievement they can attain. Many factors such as personal histories, social factors, experiences, and circumstances may influence motivation. Our understanding of motivation and its correlation with all of these factors may benefit the learners at the end of the day. That is why it is essential for those involved in distance education to focus on this.

Few experts may disagree with the claim that motivation is instrumental for teaching and learning but the complex and multidimensional nature of motivation has helped develop and even produced numerous theories (Schunk, et al., 2014).

These include the general expectancy-value model of motivation by Brophy (2010), the expectancy component on learners' beliefs about whether if they can perform an assignment (Bandura, 1997), the value component relates to what learners believe about the assignment (Eccles & Wigfield, 2002). In addition, the comprehensive reviews of some works of literature about motivation have helped produce and develop several motivational designs. These designs include Keller's (2010) ARCS model and Ginsberg and Wlodkowski's (2000) motivational framework for culturally responsive teaching. Among those models, Keller's model particularly is quite popular and widely used as a conceptual framework for the development of online learning environments that can improve learner motivation.

c. Motivation, the learning environment, and the learner

Different approaches can be used when exploring motivation to learn in online environments. The two of the most notable are motivation in the perspective of instructional design and motivation in the perspective as a trait of the learner. The first one focuses on the learning environment design and the factors that are necessary for optimizing learner motivation (Keller & Deimann, 2012; Zaharias & Poylymenakou, 2009). The second perspective sees motivation as a relatively stable personal characteristic of the learner (Wighting, et al., 2008; Yukselturk & Bulut, 2007). But as more things are uncovered about the nature of motivation in online settings, a third situated perspective emerges. The third perspective acknowledges that motivation has a dynamic and responsive nature in it especially when confronted with different situations (Hartnett, St. George, &

Dron, 2011; Rienties et al., 2012). The upcoming part of this research would try to present all three perspectives along with the various motivational theories that underline them.

d. Motivation from a learning design perspective

Exploring motivation in online learning settings has been concentrating on creating a motivational environmental design for the students is the first perspective to adopt. Experts propose some instructional design models, some of them considered learner motivation as part of a component from a bigger design while others pay attention more to the motivational aspects (see for example Chan & Ahern, 1999). Keller's ARCS model is by far the most popular instructional design framework for developing motivation in online learning settings (Keller, 1987). It was developed as a tool to influence learner motivation by using a systematic approach to instructional design. The (ARCS) model stands for attention, relevance, confidence, and satisfaction. They are used as guidelines to develop instructional strategies which hopefully catch students' attention, creating relevance with the teaching material, encouraging the learner to be more confident, and providing satisfaction with the help of intrinsic and extrinsic rewards (Keller, 2010).

These types of approaches are instrumental in improving our knowledge regardless of motivation in online learning settings. But, alone, it is not enough to explain the complexity that happens as they often do not pay attention to the learner differences. The ARCS full application was designed as the process of integrated analysis of the motivation of learners (Keller, 2010) and it is often

applied prescriptively (ChanLin, 2009; Hodges & Kim, 2013). These approaches focus on the perspective that the designer should be the one who makes the material motivating and they are frequently reflecting earlier behaviorist theories assuming that certain behaviors are triggered by events outside of the person (Hickey & Granade, 2004). More contemporary motivation studies agree that it is a complicated mixture of these and other factors that affect the learner's motivation in various situations (Brophy, 2010).

e. Motivation from a learner trait perspective

The leading method for the investigation of motivation is to conceptualize various motivational constructs as characters of the students. On the other hand, other studies try to predict what sort of characters are owned by a successful learner (Yukselturk & Bulut, 2007).

Moos and Marroquin (2010) suggested that basic and prevalent motivational theories should serve as a guideline for research investigation of motivation in technology-rich environments. This guideline should include theories like self-efficacy theory from Bandura (1997), goal orientation theory from Murayama, Elliot, & Friedman (2012), interest theory from Hidi, Renninger, & Krapp (2004), and intrinsic–extrinsic motivation theory, specifically self-determination theory from Ryan & Deci (2000a). Among all of these theories, self-efficacy is the most popular.

The first is Self-efficacy theory. Based on social cognitive theory, learning and performance were influenced by motivation (Schunk & Usher, 2012). It focuses on the way people obtain knowledge, skills, beliefs, and strategies by

interacting and observing other people. Bandura's (1986) social cognitive theory is the center of motivational research. It is based on the idea that there is a mutual interactive relationship between personal factors, behaviors, and environmental influences. A focus point of this theory is self-efficacy.it is defined as the belief that someone is able to learn and perform at a particular level to achieve certain objectives. Self-efficacy is different from a similar concept like self-concept in that it focuses on learners' belief regardless of their performance to do certain assignments in a certain context that they are attempting to do.

Bandura (1997) suggested that a person when assessing his/her self-efficacy utilizes information gathered from various sources. These sources include prior experiences like successes and failures, indirect experiences like model observation, attributions, verbal persuasion, and physiological/affective conditions. Real experience is one of the biggest factors affecting how one measures their self-efficacy, with every success that one gain would generally increase self-efficacy and every failure lower it. Ability and effort attributions also have an effect on self-efficacy with positive ability attributions raising self-efficacy more than effort attributions (Schunk, et al., 2014).

Self-efficacy has also been said to be linked with successful results and online learning satisfaction, academic and online learning self-efficacy, critical thinking and metacognitive learning, satisfaction, participation, persistence, and learning performance. Furthermore, according to Moos & Marroquin (2010), there is a chance that learner self-efficacy may experience rise and fall as the students

understand what kind of challenge they will face when learning in technology-rich environments.

The second is the Goal orientation theory. The goal orientation theory is the second concept that is commonly used for research in investigating motivation to learn particularly in online contexts. Goal orientation theory wanted to find out learners' reasons to engage in certain behavior that would promote achievement, specifically, the beliefs that result in the adoption of different approaches and engagement that would promote achievement (Murayama, et al., 2012).

According to Schunk, et al. (2014), two of the most studied types from various kinds of goal orientations theories are learning goals which involve task mastery involved, and performance goals that involve egotism. Learners equipped with learning goal orientation usually focus on learning to know, gaining new skills, and developing competence where the standard of achievement is an internal factor to the learner. In contrast, a performance goal orientation usually focuses on showing competence or ability where the standard for achievement is how they are compared to the others (Murayama, et al., 2012).

Studies in online learning environments suggested that students with the tendency toward performance-goal orientation contribute more to activities with assessment (Bures, Abrami, & Amundsen, 2000). They also pay more attention to administrative tasks compared to the learners who are adopting a learning-goal orientation (Dawson, Macfadyen, & Lockyer, 2009). Studies also suggest that there is a positive correlation between learning-goal orientation and participation particularly in discussions involving learning and sharing activities (Dawson, et

al., 2009), the usage of metacognitive strategy and learning performance (C.-H. Chen & Wu, 2012), and learners' satisfaction overall (Kickul & Kickul, 2006). Some studies have explored approach and avoid goal orientations, for example, a learning-approach orientation has been shown to be a predictor of achievement (Crippen, Biesinger, Muis, & Orgill, 2009). Additionally, Moos and Marroquin (2010) suggested that learners' goal orientation influenced the type of strategies that they use, while the study by Ng (2012) suggested that learners' control beliefs have positive effects on both learning and performance goals approaches. Excluding some exceptions (Ng, 2008, 2009), studies that have considered exercising adoption of both these approaches simultaneously by learners are rare, especially in the online learning setting.

The third is interest theory. Interest is a relatively related concept to intrinsic motivation. Studies in traditional educational contexts consistently suggest that learning was influenced greatly by a person's interest (Hidi & Renninger, 2006). Interest is characterized in various ways however most of the time it is viewed as a psychological condition that "involves focused attention, increased cognitive functioning, persistence, and affective involvement" (Hidi, 2000, p. 311). Interest is most often related to particular content (Krapp, 2002). There are two kinds of interest that have always been linked to the psychological condition which are individual and situational interest (Hidi & Harackiewicz, 2000). They are different in that individual interest is considered to be a more stable trait while situational interest tends to be short-lived and is commonly appeared depending on certain conditions or environment (Hidi & Ainley, 2008).

However, rather than being opposed to each other, situational and individual interest is viewed as different forms altogether that are able to correspond with each other. Studies suggested interest in learning and motivation are linked to each other (Hidi & Renninger, 2006), and additionally, situational interest can be utilized as a way for teachers to motivate the learners in doing certain assignments (Hidi & Harackiewicz, 2000). Based on the four-phase model of interest by Hidi and Renninger (2006), two types of situational interests are constructed namely triggered and maintained situational interest. Triggered situational interest is usually less enduring while maintained situational interest is like a further implication of the triggered state and it usually can be maintained longer.

Based on the studies by Hidi & Renninger (2006) and Lepper & Malone (1987), we know that triggered situational interest is closely linked to learning environments that cover working in groups and computer usage. Contrary, various conditions like individual relevance and usefulness (Hidi & Renninger, 2006), collaborative work, and authentic and meaningful activities (Blumenfeld, Kempler, & Krajcik, 2006; Boekaerts & Minnaert, 2006) affect maintained situational interest.

Based on the research on online learning, there are several factors that result in better engagement. a) if the learners think the topic is interesting (Schallert & Reed, 2003) and b) if the learners are fond of technology like computers (Sansone, Fraughton, Zachary, Butner, & Heiner, 2011). In Addition, personal interest is strengthened in the online environment that promotes autonomy (Moos & Marroquin, 2010). Renninger et al. (2011) found that a learner's level of topic

interest is related to mathematics learning while the other researcher found that it is related to reading comprehension in online environments. Situational interest is proven to be enhanced with the conceptual scaffolding inclusion (Moos & Azevedo, 2008). However, studies have suggested that the need to consider for new-things effects mostly happens in a technology-rich setting where learner interest is diminishing from time to time (Moos & Marroquin, 2010).

The fourth is intrinsic – extrinsic motivation. It is another motivational building block that serves as a way to explore learner motivation, particularly in online environments. Ryan & Deci (2000a) defined intrinsic motivation as the act of performing certain activities for the sake of its internal satisfaction rather than because of some outcomes. In contrast, they also defined extrinsic motivation as the act of performing certain activities for the sake of getting separable outcomes once the activity is done. Intrinsic motivation is linked to the act of doing an activity for the purpose of enjoying it or the interest that inherently exists in it while extrinsic motivation is related to the source outside of the activity, like enrolling in a particular class or program to have a better chance in finding good jobs. Studies show that intrinsically motivated person has a tendency to initiate challenging tasks, they also enjoy and actively engage in learning, they approach learning deeply and they are also showing better performance, endure well, and highly creative (Amabile, 1985; Brophy, 2010; Ryan & Deci, 2000b).

Several studies such as Rentroia-Bonito, Jorge, & Ghaoui (2006), Shroff & Vogel (2009), and Xie, et al. (2006) focus on students' reasons for engaging in online environments from the perspective of intrinsic – extrinsic motivation

theory. Huang and Liaw (2007) suggested that learners' views on autonomy can be predicted from their intrinsic-extrinsic motivation. Martens et al. (2004) explored the intrinsic motivation of undergraduate students majoring in psychology and technology in doing authentic computer assignments. They found that higher levels of achievement do not necessarily mean that they also have a high level of intrinsic motivation and vice versa. Instead, intrinsic motivation is linked to a broader exploration of the learning environment. The other studies show us that differences in learner motivation affecting the type of discourse contributions with those learners who are intrinsically motivated are the main contributors. While these researches enrich our literature regardless of motivation, it is important to be aware that recent studies are mostly focusing on intrinsic motivation (Martens, et al., 2004; Rovai, Ponton, Wighting, & Baker, 2007; Shroff & Vogel, 2009). As a result of this, the perspective that learners can be both intrinsically and extrinsically motivated to a certain degree over time in various different settings is being left out (Paris & Turner, 1994).

f. Motivation from a situational perspective

Though only a little, several studies have acknowledged a more contemporary situated 'person in context' perspective. Based on self-efficacy theory, student self-efficacy can significantly be improved by receiving elaborated and timely feedback (Artino, 2007, 2008; R. Bates & Khasawneh, 2007; Wang & Wu, 2008). Bandura (2000) defined Collective efficacy as a belief that people shared with each other that collectively they can produce any desired results. It is a proposition that is already proven to have positive effects on learners' behavior when doing

discussion and group performance particularly in collaborative computer-supported learning settings (Wang & Lin, 2007a, 2007b).

Based on goal orientation theory in the settings of an online science course, it was found that goal orientation has shifted from performance to learning orientation (Matuga 2009). In another study, Whipp and Chiarelli (2004) found that learner interest in a web-based course was influenced by mentor and peer support as well as the course design. Xie et al. (2006) found several contextual factors that improved students' intrinsic motivation (e.g., clearly stated guidelines, well-designed discussion topics, and instructor involvement) and those that decreased it (e.g., less instructor and peer feedback).

2.6 Attitude

Breckler (1984) and Jones and Clarke (1994), proposed that effect, behavior, and cognition can be differentiated, but still correlated parts of attitude. Breckler (1984) proposed a sequence that has a purpose in assessing these 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). Teachers and Educators already suspected that there is a connection between responses and learner attitudes and it was a positive correlation. Burns's research provides evidence about this with the statement that attitudes and evaluated beliefs are just the same things with a different name. 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 a consequence of this, schools must initiate a countermeasure in identifying and solving individuals' attitudes to minimize the level of anxiety 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".

2.6.1 Measuring Attitude

Assessing attitudes is instrumental when it comes to knowing consumer behavior since it is a well-known fact that there is a strong connection between attitude and behavior. Although the two concepts are different; experts proved that attitude may be a sign of the possibility that people would adopt particular behavior. Regardless of electronic learning, a certain degree of favorable from students might be a good sign that they will probably adopt a new learning system.

When it comes to measuring attitude, two models are present, the Rosenberg model and the Fishbein model. The Rosenberg model is comprised of two variables: the view utility of the object and the value of importance. Simply, it means that the consumer will want to take advantage as much as they can when using an object and this model will measure the extent of how important something is for the consumer. Using the Rosenberg model in terms of students' attitude toward learning, we can acquire a list of behavioral aspects from the consumer (in this case, the student when using a new learning system) and how they view the utility whether it is important or not.

The Fishbein model views things differently in that it proposes using consumers' beliefs and evaluations to find out their attitude toward the product. The consumer's belief is the chance that the consumer feels like this object possessed certain features. Evaluations refer to how important these features are from the perspective of the consumer.

Measuring attitude is the first step to seeing the connection it has with behavior and by using the theory of reasoned action, we can start to identify their connection (Ajzen and Fishbein, 1980). Subjective norms and Attitude towards behavior is affecting the behavior intention. How the consumers feel about behavior comes from consumers' beliefs and evaluations. Ajzen and Fishbein (1975) stated that subjective norms mean that a person has certain a perception about what his/her close social environment think about the choice of acquiring a particular set of behavior. Icek Azjen in 1985 proposed a further implication from this theory namely The Theory of Planned Behavior. His contribution consists of adding another concept called perceived behavioral control. This concept refers to

how individuals feel about the difficulty or ease of performing particular behavior. Ajzen (1991) proposed that perceived behavioral control is determined by what he called the total set of accessible control beliefs. It refers to an individual's beliefs regardless of the current factors that can support or hinder the act of performing particular behavior.

2.4 English Online Learning

The existence of the internet allows students and teachers to do teaching and learning online. E-Learning is a teaching and learning process that takes advantage of ICT development (Naidu, 2006). The letter "e" in e-learning refers to the word "electronic". E-learning has the features to unify most educational activities conducted by individuals or groups, working online or offline, PC or tablets, or other electronic devices.

Waryanto (2006) proposed that online learning is one of learning that uses electronic media. Online learning is an example of e-learning. Utilizing the internet network allows students and teachers to connect with each other so that there is live interaction in learning even though they are located in a different place. Online learning takes advantage of the internet and digital media as a platform to conduct the teaching and learning process. The online learning method is thought to be closer to the current generation of students since they are known to be very integrated with technology.

Dabbagh & Bannan-Ritland (2005), suggested that online learning is an open learning system and spread using pedagogical devices (educational aids), which becomes possible thanks to the internet and network-based technology.

These technologies facilitate the formation of learning and knowledge processes through meaningful action and interaction. Online learning English allows students to get across directly and exercise direct control on sources of information so that students can control and access what they need. Learning with online media also makes teachers and students get the freedom to interact and one of the benefits is it can bring excitement atmosphere during the online class.

Hartley (2001) defines E-Learning as a type of teaching-learning system that takes advantage of the internet, or other network media that allow teaching materials to be delivered to students. E-learning is an asynchronous learning activity by using computer electronic devices to get learning materials that match their needs. It means that learning activities can be done anytime and anywhere. There is no more time limit for learning.

There are three important parts of e-learning: technology, content, and learning design. These three should be required because if one of these components is missing, e-learning would be impossible. E-Learning means learning using electronic media. There are various kinds of electronic media like radio, tape or audio, interactive tv, CD ROM, computer set, LCD projector, OHP, and others (Khasanah et al., 2020). This shows that the media of e-learning are not just limited to electronic media that were linked by computer networks. Another case with online learning, which means learning is carried out with electronic media online. The main requirement for online electronic media is to be connected to the internet. Therefore, learning using electronic media connected to the internet is referred to as online learning.

There are several types of E-Learning such as Distance Learning (PJJ), Web-based Teaching, Computer Assisted Teaching, Technology-Based Learning, and Online Learning. Each type of learning has its own pattern that differs from one another. However, all of these learnings take advantage of electronic media as a tool to deliver the learning material across. There are also those who have to be connected to the internet to access the material.

The covid-19 pandemic limits our social interaction. In order to break the chain of its spread, we need to limit all activities including the teaching and learning process in classrooms. However, education must not stop, one of the alternatives that we can use is by taking advantage of an online learning system. Thanks to this system we don't need to meet, but the teaching and learning process can carry on safely. Currently, learning and teaching have been performed online by using personal computers (PCs) or laptops and android phones that are able to connect to an internet network connection.

2.4.1 The advantages of Online Learning

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005: 253). According to L. Tjokro (2009: 187), Online learning has many advantages, namely:

a) Easily absorb. E-Learning teaching and learning process utilized not only just one media but several media altogether like image, text, animation, sound, and even video. The use of several media is proven to make the learners remember more and longer.

b) Economical. E-Learning does not require trainers' presence at all times, we don't need to limit how many audiences should present, it can be conducted anywhere and anytime.

c) Brief but comprehensive. A lot of class formalities can be dropped when doing e-learning, it's brief and right to the point.

d) Presence all the time. The mastery of the lesson would depend on the level of enthusiasm of the students. It also depends on how fast students can absorb information. Teachers and students can monitor learning, and testing can be practically done anytime and anywhere.

2.4.2 Disadvantages of Online Learning

Several disadvantages from the application of E-Learning according to Nursalam (2008) as quoted in Indrakusuma and Putri (2016) are as follows:

a) The teacher-student and the student-student interactions are limited.

b) The tendency to use e-learning can potentially disregard the academic and social aspects. The tendency to focus on growing business and commercial aspects may blind people of what is the real objectives of e-learning.

c) Rather than educating, the teaching and learning may feel more like "training".

d) An additional role for teachers from not only knowing conventional teaching techniques but also knowing how to teach using ICT.

e) Some areas are still not covered by the internet.

f) A rising need for a more human resource who understands how the internet works.

g) Lack of human resources who know about a computer program.

h) A decent computer might be difficult to be purchased for some students.

i) Students may feel frustrated if they are unable to access several contents because of the non-standard instrument.

j) Lack of infrastructure availability.

k) Internet may provide an abundance of information but its accuracy and qualities are sometimes questionable. Therefore, a guideline is also needed.

l) Students isolated feeling.

2.5 The Dynamics of Online Learning

Online learning is a teaching-learning process that utilized an internet connection to carry out its process (Moore et al. 2011). It means the teaching and learning process can only be carried out by using an internet connection and supporting media and the existence of a classroom to carry out the learning process is sometimes unnecessary. Explicitly, the actual process of activities in online learning has a consequence that all activities can be carried out in a more mobile and dynamic manner because when unprepared for change, recipients (i.e., students) may display negative attitudes and low motivation, limiting their engagement, commitment, and long-term achievement (Du & Chaaban, 2020)

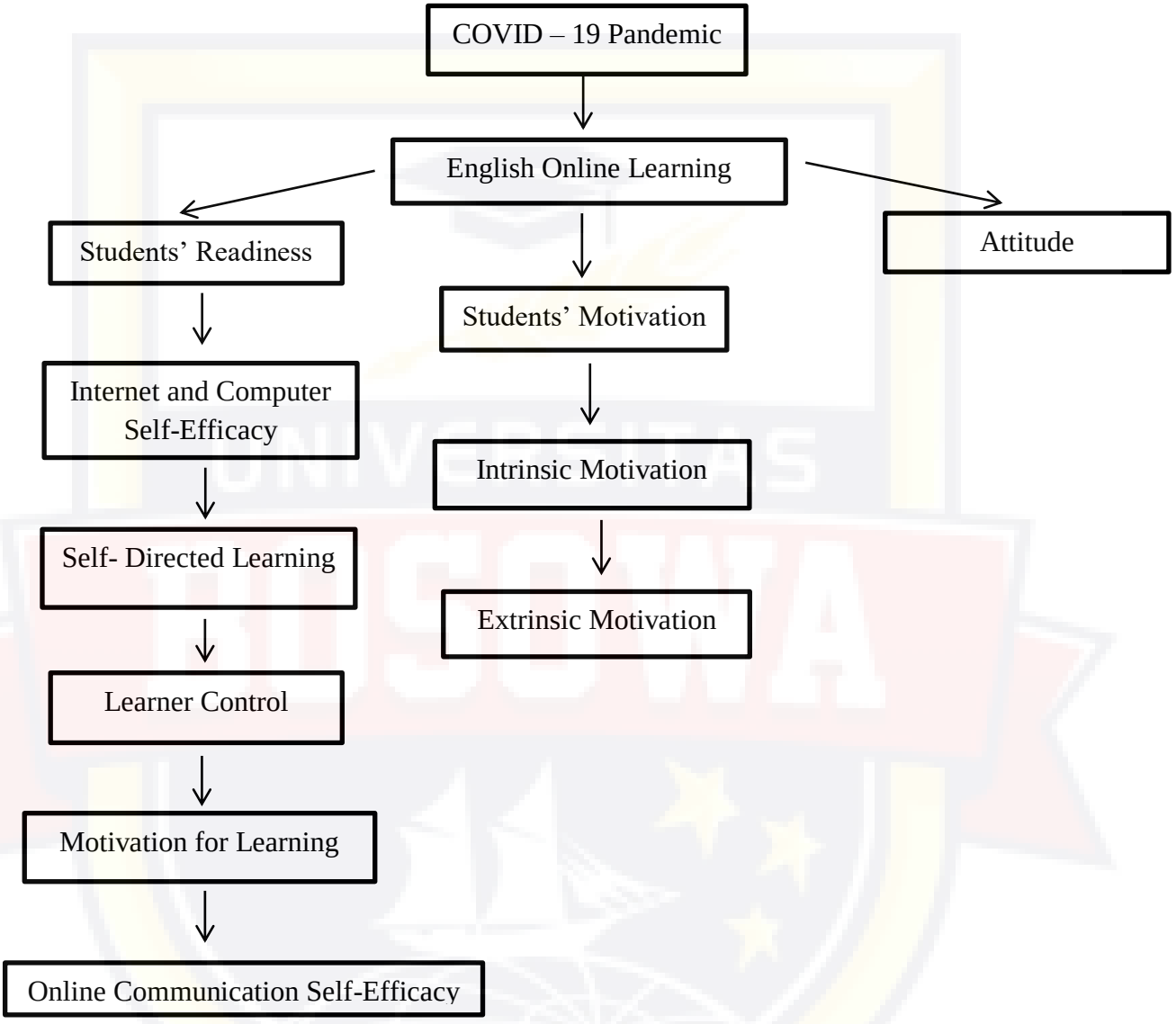
There are several problems that commonly appear in online learning, as stated by Fortune et al. (2011) that there are at least three common problems in conducting online learning, namely: material or teaching mode, students' interaction, and learning atmosphere. The dimensions of teaching are vital in the learning process. The teaching material presented must meet the standard criteria for students including student needs, systematic teaching material that eases learning for students, and the use of clear vocabulary and writing styles so that it

does not confuse the students. Dimensions of student interaction are also vital in the learning process both between students and students and between teacher and students. It has a function to create enthusiasm for learning so that in the end students can achieve maximum results. According to Lin & Lin (2015), student interaction between students and students and teachers must always be built to improve communication and discussion about every activity in the teaching and learning process. Dimensions of the atmosphere or learning environment play a crucial role in the learning process to create a comfortable atmosphere and motivate students to learn. At the end of the day, they can achieve better learning results. According to Radovan & Makovec (2015), the learning environment is an important part of helping students have a high enthusiasm for learning, therefore the learning environment must be able to create calm and motivating teaching and learning activities.

This research focused on three variables namely readiness, self-learning motivation, and attitude towards English online learning. Students' attitude is one of the crucial parts of online learning because it shows the students' readiness and whether or not they have high motivation towards online learning. This study is still urgent to investigate due to the pandemic situation in order to find the students' progress towards online learning in terms of the students; readiness, self-learning motivation, and attitude.

F. Conceptual Framework

The conceptual framework underlying this research shows in the following diagram



CHAPTER III
RESEARCH METHOD

This part dealt with the research design, research variable, and operational definition, research site and participant, instrument of the research, procedure of data collection, and techniques of data analysis.

A. Research Design

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.

B. Research Variable and Operational Definition

The variables of this research were as follows:

1. Independent variable: English Online Learning.

Online learning is a teaching and learning process that is conducted using an online application and involving an internet connection.

2. Dependent variable: Students' Readiness, Self-Learning Motivation, and Attitude.

Students' readiness is the students' ability and confidence in using online teaching platforms to reach the learning target during Covid-19. In measuring the student's readiness, there are five aspects involved; they are computer/internet

self-efficacy, self-directed learning, and learner controls, motivations for learning, and online communication self-efficacy. Self-learning motivation is the students' intention in learning English during Covid-19.

C. Research Site and Participant

1. Research Site

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.

2. Population and Sample

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 analyzed the data from 65 students.

D. Instrument of the Research

An instrument is a tool, which is chosen and used to catch and dig deeply into a phenomenon that is observed. Gay (2018) states that an instrument is the equipment used to gain information**.** 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.

An instrument is a test or tool that is used for data collection, and the instrument section of a research plan described the particular instruments to be used in the study and how they measured the variables stated in your hypothesis (Gay et al., 2018, p.113-114). In this research, the researcher collected the data through questionnaires

1. Learners' Readiness Towards Online Learning (Lrol)

This study used Readiness for Online Learning Scale or Lrol to know the student's readiness toward online learning. This scale was originally developed by Hung, Chou, Chen, and Own (2010). The researcher did the adaptation in order to use it for surveyed students in North Makale. They also perform the validity and reliability study. The scale consisted of 18 items in five different factors and it used a five-point Likert-type instrument. They were computer/internet self-efficacy, self-directed learning, learner controls, motivation for learning, and online communication self-efficacy. To classify the level of readiness of the students towards online learning, the researcher used the Table 2. The range has calculated by the total of the students and the maximum score of the questionnaire. The blueprint of the questionnaire could be seen as follows:

Table 1. The Readiness for Online Learning Scale

Aspects of Readiness	Items No.
Computer/Internet Self-efficacy	1, 2, 3,
Self-directed learning	4, 5, 6, 7, 8
Learner controls	9,10,11
Motivation for Learning	12, 13, 14, 15
Online Communication Self- efficacy	16,17,18

Table 2. The Classification of Students Readiness towards Online Learning

Range	**Classification**
0-17	Very Low
18-35	Low
36-54	Moderate
55-72	High
73-90	Very High

2. Self-Learning Motivation

This questionnaire is designed with the questions along with the Likert scale the see the extent of students' agreement or disagreement. The response of the students is divided into five categories namely strongly agree, agree, neutral, disagree, and strongly disagree. This questionnaire is an adaptation of a similar questionnaire from Gardner's Attitude and Motivation cited in (Jefiza, 2017).

Table 2.1 Likert Scale Rating

Optional	**Score**	
	Intrinsic Motivation	**Extrinsic Motivation**
Strongly Agree	5	5
Agree	4	4
Neutral	3	3
Disagree	2	2
Strongly Disagree	1	1

Table 2.2 Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

3. Attitude toward Online Learning

Assessing the learners' attitude on electronic learning has been the most popular goal of many studies and it has been approached with various methods. The stages of the scale development were choosing the right type of scale measurement – 5 points of Likert Scale. This study used the adapted questionnaire from Mishra and Panda as cited in Bertea (2009).

Table 2.3 Attitude Classification Score

Mean Range	Interpretation
4.5-5.00	Positive
3.5-4.49	Moderately Positive
2.5-3.49	Neither Positive Nor Negative
1.5-2.49	Moderately Negative
0-1.49	Negative

E. Data Collection Procedure

To find out the obtained data, it was necessary to collect the data. The collection of data required the existence of a data collection procedure. The procedure section described all the steps in collecting the data, from beginning to the end, in the order they developed. In collecting data, the researcher used 3

different questionnaires. They were the readiness for the online learning scale, motivation, and attitude towards English online learning. The questionnaires were distributed to 65 students who had been selected randomly from the seven schools. The researcher did not pilot the questionnaires before distributing them.

F. Technique of Data Analysis

After collecting the data, the researcher analyzed the data. Data analysis was in quantitative research involved summarizing data dependably and accurately. The validity, reliability, normality, multicollinearity, heteroscedasticity test was processed by using SPSS v23 Software because this program has a high statistical ability and the data management system in the graphical environment use simple descriptive menus and dialog boxes so making it easy to understand how the operation (Sugiyanto, 2012). Furthermore, the data obtained from the questionnaire was presented in the form of tables to determine the students' readiness, self-learning motivation, and attitudes towards English online learning during the Covid-19 pandemic.

The analytical method used in this research is Descriptive Analysis Percentage. This percentage descriptive is processed by frequency divided by the number of respondents and multiplied by 100 percent, as stated by Sudjana (2001: 129) are as follow :

$$P = f/N \times 100\%$$

Description :

P = Percentage

F = Frequency

N = Number of Respondents

100% = Constant Number

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consisted of the findings of the research and its discussion. The findings of the research presented the result of the student's readiness, self-learning motivation, and attitude. The discussion of the research covered the further explanation of the findings. All of the data presented was based on the action that had been conducted.

A. Research Findings

The findings of this research focused on explaining the students' readiness, students' motivation, and attitude towards online learning.

1. Students' Readiness Towards English Online Learning

The researcher first examined the readiness level of the students. Table 4.1 below classified the student's readiness level based on the result of their questionnaire calculation.

Table 4.1 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 students 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 4.2 below.

Table 4.2 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 4.2, 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.

To know the readiness level of the students towards online learning deeply, table 4.3 below explains the five aspects of readiness. it can be seen from the mean score of each aspect and the readiness classification.

Table 4.3 The Level of readiness of five aspects

Readiness Aspects	Mean Score	Classification
Computer/Internet Self-Efficacy	31.08	Low
Self-Directed Learning	33.84	Low
Learner Control	32.92	Low
Motivation in Learning	42.08	Moderate
Online Communication	29.30	Low

As seen in Table 4.3, it can be seen that students' mean scores varied between 29.30 to 42.08, and the range shows that the range was from low to moderate levels of readiness for online learning. The result above revealed that the lowest mean score (29.30) from the five aspects was online communication. It was a piece of big evidence that in this place, the students did not have any confidence to communicate online during online learning. It was also followed by the students' confidence in operating the computer/internet tools. It can be known from the mean score of computer/internet self-efficacy (31.08) which was categorized as low level. The mean score of the learner control with 32.92 and self-directed learning with 33.84 are also categorized as low level. The last aspect was motivation in learning. It was categorized in moderate level with 42.08. Their motivation for online learning shows the highest level of all.

The more detailed result of those 5 aspects was presented in the table below.

Table 4.4 below describes the readiness level of the students towards online learning in terms of items

Items	Strongly Agree		Agree		Uncertain		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%	N	%
1.) I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).	0	0	1	1,5	0	0	34	52.3	30	46.2
2.) I feel confident in my knowledge and skills of how to manage software for online learning.	0	0	1	1.5	0	0	33	50.8	31	47.7
3.) I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.	0	0	0	0	2	3.1	31	47.7	32	49.2
4.) I carry out my own study plan.	2	3.1	2	3.1	2	3.1	22	33.8	37	56.9
5.) I seek assistance when Facing online learning problems.	2	3.1	2	3.1	2	3.1	26	40	33	50.8
6.) I manage time well.	2	3.1	3	4.6	2	3.1	28	43.1	30	46.2
7.) I set up my learning goals	0	0	2	3.1	3	4.6	32	49.2	28	43.1
8.) I have higher expectations for my online learning	2	3.1	1	1.5	3	4.6	31	47.7	28	43.1

performance.										
9.) I can direct my own learning progress.	2	3.1	3	4.6	1	1.5	26	40	33	50.8
10.) I am not distracted by other online activities when learning online (instant messages, Internet surfing).	1	1.5	3	4.6	2	3.1	19	29.2	40	61.5
11.) I repeated the online instructional materials on the basis of my needs.	2	3.1	3	4.6	2	3.1	24	36.9	34	52.3
12.) I am open to new ideas.	2	3.1	1	1.5	9	13.8	33	50.8	20	30.8
13.) I have a motivation to online learn.	3	4.6	4	6.2	13	20	34	52.3	11	16.9
14.) I improve from my mistakes.	2	3.1	2	3.1	12	18.5	32	49.2	17	26.2
15.) I like to share my ideas with others.	2	3.1	5	7.7	11	16.9	26	40	21	32.3
16.) I feel confident in using online tools (email, discussion) to effectively communicate with others.	0	0	1	1.5	0	0	33	50.8	31	47.7
17.) I feel confident in expressing myself emotions and humor through text.	0	0	0	0	1	1.5	18	27.7	46	70.8
18.) I feel confident in posting questions in online discussions.	0	0	0	0	2	3.1	31	47.7	32	49.2

From Table 4.4 we can see that most of the students feel “strongly disagree” for almost all items in the questionnaire. Even though, a few of them

have said “agree” for a few items on it. It meant that the readiness level among the students was very low. However, from online learning questionnaires, we could get a piece of more detailed information about online readiness levels.

From Table 4.3, we can see that 52.3% of participants who responded to item 1 did not feel confident in performing even the basic functions of Microsoft Office programs such as Word, Excel, and PowerPoint, we can also see from statement 2 that 50.8% of the students' responses “disagree” and some of the students strongly disagreed about this statement with 47.7 % and 3.1% is in the level of uncertainty, and none of them chose to agree and strongly agree. It can be concluded that the participants feel less confident about their knowledge and skills needed to operate the software for online learning and it can be seen that most of the students were not confident in utilizing the internet. From item 3, we can see that the highest percentage is 49.2% which was “strongly disagree”. From statement 4, it displayed that the highest percentage is 56.9% for “strongly disagree”. Most of the students could not carry out their own study plans.

From statements 5 and 6, the same cases also appeared to the students’ condition. In statement 5 and the highest point was “strongly agree” with 50.8% and 46.2% said “strongly disagree” about those statements. It meant that the students could not seek assistance when facing problems when learning and managing their time well in online learning. The statement 7 and 8, there was a bit different. Most of the students said “disagree “about the statement with 43.1% for item 7 and 47.7% for item 8. In these items, we could say that the students were

not able to set up their learning goals and did not have a higher expectation for their learning performance.

Statement 9, 10, and 11 did not have any different responses from the previous statement. In the statement 9, 50.8% of the students responded “strongly agree, 61.5% and 52.3% of them responded the same things in statement 10 and 11. From this, it can be concluded that the students could not direct their own learning progress. Other online activities such as instant messages and internet surfing created a distraction for students when doing online learning and they did not repeat the online instructional material based on their needs.

The highest percentage which has been responded with strongly disagree was shown at statement 12 until 15. Those statements were related to the students’ motivation in online learning (as one of the aspects of student’s readiness in table 4.3 and not to be confused with motivation in general). At statement 12 (I am open to new ideas), 50.8% of them said disagree, 52.3% of them for statement 13 (I have the motivation to learn), 49.2 % of them for statement 14 (I improve from my mistakes), 40% of them for the statement 15 (I like to share my ideas with others) also responded the same things. From those results, we concluded that the students did not have any motivation in online learning.

The last item for statement 16 until 18 explained the students’ skills in communication. The statement 16 (I feel confident in using online tools like email, discussion to effectively communicate with others) has been responded to by 50.8% of them with disagree. For statement 17 (I feel confident in expressing my self-emotions and humor through text) has been responded to by 70.8% of

them with strongly disagree. The last statement (I feel confident in posting questions in online discussion) had the same responses also with 49.27% of them strongly disagreeing. So, it can be said that the students did not have any confidence in communicating online.

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 4.5 below will explain the level of the students' motivation in general.

Table 4.5 The Level of Students Motivation

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

Table 4.5 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 following table presented the result of the questionnaire along with the five statements items regardless of intrinsic motivation, their mean scores, and their corresponding motivation level. They would be used as the foundation of further interpretation.

Table 4.6 The Level of Intrinsic Motivation

No	Items	Mean Score	Motivational Level Rate
1	I Learn English in order to improve my English language skills while the Covid-19 Pandemic.	2.66	Moderate
2.	I use the free time for learning English in Covid-19Pandemic.	2.23	Low
3.	I still study English while Covid-19 Pandemic because I enjoy study English.	2.48	Moderate
4.	Learning English isvery important during Covid-19 Pandemic	1.92	Low
5.	If I could not go to school I would learn English bymyself.	2.52	Moderate
	Total	2,36	Moderate

Table 4.6 above showed the level of intrinsic motivation. These data revealed that the total mean for intrinsic motivation was moderate in the motivational level rating. The total score was 2.36. Moreover, each statement for the intrinsic motivation question also got a moderate rating level. Statement number 1 (I Learn English in order to improve my English language skills) and number 3 (I still study English while Covid-19 Pandemic because I enjoy study English) had the average mean score 2,66 and 2,48. From these statements, we can say that the students sometimes did not feel motivated in learning English and their learning goal in English did not improve their language skills.

Besides that, statement number 5 (I study English because I enjoy learning it) got almost the same score, 2,52. These scores were almost the same because if the students did not really enjoy learning English, they would not really learn English by themselves if they could go to school. However, statement number 2 (I use the free time for learning English in Covid-19 Pandemic) and number 4 (Learning English is very important during Covid-19 Pandemic) got the low level in this intrinsic motivation. The statement 2 only got 2.23 and statement 4 got the lowest scores only 1.92. It can be said that during pandemic the students didn't use their free time in learning English because they thought that English was not a very important thing.

The next discussion showed the table of students' extrinsic motivation in learning English.

Table 4.7 The Level of Extrinsic Motivation

No	Items	Mean Score	Rating of Motivational Level
1	Learning English is useful in getting a good job in Covid-19 Pandemic	1.77	Low
2.	Knowing English gives me a feeling of success especially in Covid-19 Pandemic	2.17	Low
3.	I study English because I want to do well in my Examination.	2.51	Moderate
4.	Others will have a better opinion of me if I speak English.	1.97	Low
5.	In an English class, the teacher´s method is important	2.80	Moderate
	Total	2,24	Moderate

Table 4.7 above showed the result of extrinsic motivation. These data revealed that the total mean for intrinsic motivation was moderate in the rating of motivational level. The total score was 2,24. Moreover, two statements for the extrinsic motivation question also got a moderate rating level. Statement number 3 (I study English because I want to do well in my Examination) and number 5 (In an English class, the teacher´s method is important) had an average mean score of 2,51 and 2,80. From both of these statements, it proved that the students studied English only because of the last test in their semester. We can also know from statement 5 that the students really need a good English teaching method during online learning.

However, statement number 1 (Learning English is useful in getting a good job in Covid-19 Pandemic) got the lowest score, only 1,77. Perhaps, it was caused by the level of the students who become responded are still adults who haven't thought about the job. Besides, statement number 2 (Knowing English gives me a feeling of success especially in Covid-19 Pandemic) and number 4 (Others will have a better opinion of me if I speak English) also got the low level in this extrinsic motivation. The statement 2 only got 2.17 and statement 4 got the lowest scores only 1.97. It can be said that during the pandemic the students did not think that learning English during the pandemic was important both for their success and for the people's opinion about them.

The students' motivation to do online learning during the pandemic was still at a moderate level. If we compare the mean score of intrinsic and extrinsic motivation, both of them are also at a moderate level. But if we look at the score

the intrinsic motivation of the students (2.36) is higher than the extrinsic motivation (2.24) in learning English online.

3. Students Attitude towards English Online Learning

In collecting the data about the students' attitude towards online learning, the researcher distributed a questionnaire, which consisted of 22 items. The questionnaire consisted of 7 negative statements and 15 positive statements. The table below showed the mean score of each item of the questionnaire.

Table 4.8 Attitude towards English online learning

No	Items	Mean Score	Interpretation
1	Online learning will never replace other forms of teaching and learning.	4.08	Moderately Positive
2	Online learning makes me uncomfortable because I do not understand it.	3.77	Moderately Positive
3	Online learning is a de-humanizing process of learning	3.75	Moderately Positive
4	Online learning can solve a lot of our educational problems	1.74	Moderately Negative
5	I feel intimidated by online learning	3.82	Moderately Positive
6	Online learning will bring new opportunities for organizing teaching and learning	1.92	Moderately Negative

7	Online learning is difficult to handle and therefore frustrating to use.	4.52	Positive
8	There are unlimited possibilities of online learning that have not yet been thought about	1.85	Moderately Negative
9	Online learning saves time and effort of both teachers and students.	2.05	Moderately Negative
10	Online learning increases access to education and training.	2.40	Moderately Negative
11	Online learning will increase my efficiency in teaching.	2.00	Moderately Negative
12	Online learning enables collaborative learning.	2.05	Moderately Negative
13	Online learning can engage learners more than other forms of learning.	1.85	Moderately Negative
14	Online learning increases quality of teaching and learning because it integrates all forms of media: print, audio, video, animation.	2.32	Moderately Negative
15	Online learning increases the flexibility of teaching and learning.	2.08	Moderately Negative
16	Online learning improves communication between students and teachers.	1.38	Negative

17	Online learning enhances the pedagogic value of a course.	1.42	Negative
18	I get a sinking feeling when I think of trying to use Online learning for my courses.	4.20	Moderately Positive
19	Online learning is not effective for student learning.	4.65	Positive
20	Online learning experiences cannot be equated with face to face teaching or even distance education	4.05	Moderately Positive
21	It is essential that Online learning material is of high quality	1.45	Negative
22	Schools should adopt more and more of Online learning.	1.52	Moderately Negative
	Total	2.67	Neither Positive Nor Negative

Table 4.8 showed that the students' attitudes toward those statements were varied. The item on 1,2,3,5,7,18,19,20 consisted of negative statements and the rest of them were positive statements. We could see from the table above the mean score of items 1,2,3,4,5,7, 18, 19, and 20 were categorized as a moderately positive and positive levels of attitude. The highest mean score was in item 19 (Online learning is not effective for student learning) which gets 4.65 and is categorized in the positive level of attitudes. It meant that most of the students

agree that online learning was not effective for students learning during the pandemic.

Other items also get almost the same responses with the 19 items. Item 7 (Online learning is difficult to handle and therefore frustrating to use) got the means score of 4.52 which is categorized in the positive level of attitude. In other words, we said that the students agree that online learning was difficult to handle and make them frustrated to use it. This result had a relation with the readiness result which one of the lowest aspects of the students' readiness is the students' ability in operating the internet/computer tools.

For the positive statements, most of the students' responses were moderately negative. It can be seen from the mean score of the positive statements, for instance, item 4 (Online learning can solve a lot of our educational problems) and item 13 (Online learning can engage learners more than other forms of learning) which got 1,74 and 1.85. Moreover, item 16 (Online learning improves communication between students and teachers) got the lowest means score and it was categorized as a negative level of attitude (1,38). It meant that during online learning the students did not communicate very well with teachers. It was probably caused by most of the teachers only sending the module or teaching material on social media groups and they did not give enough explanation to the students.

In conclusion, the student's attitude towards online learning during the pandemic was neither positive nor negative level of attitude. In other words, we

could say that the surveyed students were in the same numbers who liked and did not like the English online learning during Covid-19 Pandemic.

B. Discussion

This sub-chapter discussed the findings that have been presented in the previous sub-chapter. Those results were discussed along with the theories underpinning readiness, motivation, and students' attitude toward online learning and teaching English during the pandemic and the objectives of the research that has been set before.

From the findings above, it could be concluded that the respondents in this study were generally indicated that they were 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 proven that the students both did not know and did not have enough confidence in maximizing the online devices to communicate with others during online learning session.

The other aspect that had a low mean score was computer/internet self-efficacy. The students did not know and have enough confidence in using the computer and internet tools. The lack of infrastructure such as internet networks was a major obstacle to the implementation of distance learning in schools, especially in North Makale. Some students were looking for ways to get a good internet line in their area to attend online schools. The students thought that online learning activities were less effective, compared to offline teaching and learning activities. It was because in the classroom with face-to-face teaching and learning, there were still many who were confused and asked repeatedly, especially if they did not have a cellphone. In reality, the internet connection is inadequate to support learning, and the same thing can be said about the students' mobile phonse. Moreover, students also experience lacked of interaction with their teachers and peers. It is similar to what Linjawi, et al (2012) found. They stated that the success of e-learning adoption is also highly dependent on technological accessibility and having a good Internet connection.

The pandemic era forced students and teachers to mostly conduct online activities, and it forced them to adopt technologies to support it whether they have or have never used them. This is related to the last aspect which has a low mean score is computer/internet self-efficacy. This aspect is about the students' confidence in performing the basic function in the Microsoft office program, knowledge and skills to manage software for online learning, and confidence in using the internet. It had to be low because of two causes. First, in their school, they had a lack of internet-related learning facilities and resources. Second, the

internet connection is inadequate especially to conduct online learning. Thus, the students did not have any chance to know the software for online learning and the use of the internet itself. It is supported by what Tsai and Tsai (2003) found. They stated that students with high Internet self-efficacy learn better than do the students with low Internet self-efficacy in a Web-based learning task.

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.

Intrinsic motivation is a type of motivation that comes from the students intrinsically. The students of those 7 schools in North Makale enjoyed learning English because of their own willingness and passion. There were several reasons why the students exhibit such a high intrinsic motivation like to improve their

English language skills. First, due to the teachers' methods in English class, they thought that the methods are important. Next, they wanted to do well in their examination. They got the feeling of success if they knew English, especially in the Covid-19 Pandemic. The other reason is they thought that others would have a better opinion if they could speak English. They learned English because it was something that they always wanted to do, and they studied English because they enjoyed learning. From those reasons, the students would be driven to make an effort to achieve their reasons and their goals in learning English. Schunk and Usher(2012) stated that motivation can influence what we learn, how we learn, and when we choose to learn.

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 nor 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.

Students' readiness in this place is categorized as a low level of readiness. In other words, generally, the students were not ready to join the English online

learning. In terms of motivation, the students are categorized at a moderate level. It means students have unstable motivation to do the English online learning. The last part is students' attitude; it is categorized as neither positive nor negative attitudes towards the implementation of English online learning.

English online learning is not effective for surveyed students in North Makale for now. Online learning does not support enough the teaching and learning process therefore it probably needs a new mixed method of online learning that we hope can improve the system of online learning. It also needs supports from the local government to provide a better internet access and modern devices for students and teachers alike.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter dealt with two parts. The first part presents the conclusions of the research. Then, the second part presents some suggestions.

A. Conclusion

This chapter draws the conclusion based on the data which have been analyzed in the previous chapter. The data analyses are about students' readiness, self-learning motivation, and students' attitude perceptions towards online teaching and learning English during the Covid-19 pandemic at high schools in North Makale.

Based on the findings and discussion in the previous chapters, it is therefore concluded that the students are not ready yet in doing 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 English 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 classes rather than English online learning are in the same number.

B. Suggestions

Based on the conclusion above, there is a need for the provision of appropriate training at different levels, the development of expertise in online learning use, and research to gather data and inform future developments. Besides that teachers need to improve their competence and skill in English teaching methods and strategies. These are important tasks that require substantial attention and great effort from the government to ensure students' readiness, improved motivation towards and a positive attitude towards English online learning.

The researcher would like to propose some suggestions as follows: the learning tools or methods that the teachers use should be more creative and innovative, so the students can understand the material delivered well. It surely grows students' motivation in learning to have creative and innovative classes. According to the discussion above internet connection is a big obstacle for students; it means students need a good internet line in the learning process. In this case, the government should give their support by fixing the internet

connection in this place because it will ease the students to join the online learning and teaching process. Furthermore, the teacher should use better applications, and the government should give facilities for the students who do not have any smartphones or computers. The government should be wiser in choosing the learning ways when all the students have to learn online again in the future. This is the most crucial thing considering that some students and regions do not have devices that support the online teaching and learning process.

Creating channels for student-teachers and student-students interaction. This interaction will help alleviate students' feeling of isolation and boost their engagement in and confidence about the academic material, besides we can create supportive communities in order to help students to cope with the psychological and educational implications that come with the existence of e-learning. More than that developing students' self-directed learning and time management skills by fostering values of commitment, adaptation, integrity, and self-reliance can raise students' self-confidence. In addition, stop giving too much coursework and assignments that might overwhelm the students since during this bizarre time, we need to put the students' psychological and physical wellbeing at our top priority.

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APPENDICES

Appendix 1

Questionnaire for Online Learning Readiness Scale (OLRS)

Instructions:

This instrument asks questions about your online learning readiness. There are no right or wrong answers. After reading each item, please click on the number of the response that best describes your feelings, beliefs, skills, or actions. There is no time limit for the questionnaire. Try not to spend too much time on any one item. Your first reaction to the question will usually be the most accurate.

Key to responses:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

No	Items	1	2	3	4	5
1.	I am confident in performing the basic functions of Office programs (e.g., Word, Excel, and PowerPoint).					
2.	I am confident in my knowledge and skills of how to use software (e.g., company websites, YouTube, any other learning management software) for online learning.					
3.	I am confident in using the Internet (e.g., Google, Yahoo) to find or gather information for online learning.					
4.	I carry out my own study/work plan.					
5.	I seek assistance when facing learning problems when learning online.					
6.	I manage time well.					
7.	I set my learning goals.					

8.	have high expectations for my learning performance.					
9.	I can direct my own learning progress.					
10.	I am not distracted by other online activities (e.g., instant messages, Internet surfing) when learning online.					
11.	I repeated the online instructional materials on the basis of my needs.					
12.	I am confident in using online tools (e.g., email, discussion) to effectively communicate with others.					
13.	I am confident in expressing myself including emotions and humor through online communication.					
14.	I am confident in posting questions in online discussions.					

Appendix 2

Questionnaire for Motivation

Key to responses:

1 = Strongly disagree (sangat tidak setuju)
2 = Disagree (tidak setuju)
3 = Uncertain (tidak yakin)
4 = Agree (setuju)
5 = Strongly agree(sangat setuju)

No	Items	1	2	3	4	5
1.	I Learn English in order to improve my English language skills while the Covid-19 Pandemic. Saya belajar bahasa Inggris untuk meningkatkan kemampuan bahasa saya selama Pandemic Covid 19.					
2.	I use the free time for learning English in Covid-19Pandemic. Saya menggunakan waktu luang saya untuk belajar bahasa Inggris selama Pnademic Covid 19					
3.	I still study English while Covid-19 Pandemic because I enjoy study English. Saya belajar bahasa inggris selama covid 19 karena saya menikmatinya.					
4.	Learning English isvery important during Covid-19 Pandemic Belajar bahsa inggris sangat penting selama pandemic covid 19					
5.	If I could not go toCampus, I would learn English bymyself. Seandainya saya tidak melanjutkan kuliah ke campus, saya akan belajar bahasa Inggris sendiri					
6.	Learning English is useful in getting a good job in Covid-19 Pandemic					

	Belajar bahasa Inggris sangat berguna unruk mendapatkan pekerjaan di Pandemic Covid 19					
7.	Knowing English gives me a feeling of success especially in Covid-19 Pandemic Mengetahui bahsa Inggris membuat saya merasa sukses khususnya di Pndemic Covid 19					
8.	I study English because I want to do well in my Examination. Saya belajar bahasa inggris karena saya ingin mengerjakan ujian saya dengan baik.					
9.	Others will have a better opinion of me if I speak English. Orang lain akan mempunyai pendapat yang lebih baik terhadap saya jika sya berbahasa Inggris					
10.	In an English class, the teacher´s method is important Dalam belajar bahasa Inggris, metode guru sangat penting.					

Adapted from Gardner‟s Attitude and Motivation cited in (Jefiza, 2017).

Appendix 3

A scale for measuring students' attitude towards online learning

Key to responses:

1 = Total agree (sangat setuju)
2 = Agree (setuju)
3 = Neutral (netral)
4 = Disagree (tidak setuju)
5 = Total disagree (sangat tidak setuju)

Item	1	2	3	4	5
Online learning will never replace other forms of teaching and learning. Pembelajaran online tidak akan pernah menggantikan bentuk pengajaran dan pembelajaran lainnya.					
Online learning can solve a lot of our educational problems. Pembelajaran online dapat memecahkan banyak masalah pendidikan kita.					
Online learning will bring new opportunities for organizing teaching and learning. Pembelajaran online akan membawa peluang baru untuk menyelenggarakan proses belajar mengajar.					
There are unlimited possibilities of online learning that have not yet been thought about Ada kemungkinan tak terbatas dari pembelajaran online yang belum terpikirkan					
Online learning saves time and effort of both teachers and students. Pembelajaran online menghemat waktu dan tenaga					

baik guru maupun siswa.					
Online learning increases access to education and training. Pembelajaran online meningkatkan akses ke pendidikan dan pelatihan.					
Online learning will increase my efficiency in teaching. Pembelajaran online akan meningkatkan efisiensi saya dalam mengajar.					
Online learning enables collaborative learning. Pembelajaran online memungkinkan pembelajaran kolaboratif					
Online learning can engage learners more than other forms of learning. Pembelajaran online dapat melibatkan peserta didik lebih dari bentuk pembelajaran lainnya.					
Online learning increases quality of teaching and learning because it integrates all forms of media: print, audio, video, animation. Pembelajaran online meningkatkan kualitas belajar mengajar karena mengintegrasikan semua bentuk media: cetak, audio, video, animasi					
Online learning increases the flexibility of teaching and learning. Pembelajaran online meningkatkan fleksibilitas pengajaran dan pembelajaran					
Online learning enhances the pedagogic value of a course. Pembelajaran online meningkatkan nilai pedagogik					

pelajaran.					
Online learning makes me uncomfortable because I do not understand it. Pembelajaran online membuat saya tidak nyaman karena saya tidak memahaminya.					
Online learning is a de-humanizing process of learning. Pembelajaran online adalah proses pembelajaran yang tidak manusiawi.					
I feel intimidated by e-learning. Saya merasa terintimidasi oleh pembelajaran online.					
Online learning is difficult to handle and therefore frustrating to use. Pembelajaran online sulit untuk ditangani dan oleh karena itu membuat frustrasi untuk digunakan.					
I get a sinking feeling when I think of trying to use online learning for my courses.* Saya merasa jengkel ketika saya berpikir untuk mencoba menggunakan pembelajaran online untuk kursus saya.					
Online learning is not effective for student learning. Pembelajaran online tidak efektif untuk pembelajaran siswa.					
*Online learning experiences cannot be equated with face to face teaching or even distance education. Pengalaman belajar online tidak bisa disamakan					

dengan pengajaran tatap muka atau bahkan pendidikan jarak jauh.					
*It is essential that online learning material is of high quality. Sangat penting bahwa materi pembelajaran online memiliki kualitas yang tinggi					
*Open universities should adopt more and more of e-learning. Universitas terbuka harus lebih banyak mengadopsi pembelajaran online.					

Appendix **4** **RESEARCH LICENSE**

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN TANA TORAJA

IZIN PENELITIAN

Nomor: 81/V/IP/DPMPTSP/2021

DASAR HUKUM :

1. Undang-Undang Republik Indonesia Nomor 18 tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan Teknologi;
2. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
3. Rekomendasi Tim Teknis Izin Penelitian Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja Nomor : 80/V/REK-IP/DPMPTSP/2021

Dengan ini memberikan Izin Penelitian Kepada :

N a m a	: **ANGELIA REPAL**
Nomor Pokok	: 4619107001
Tempat/Tgl.Lahir	: Bungin / 05 Mei 1989
Jenis Kelamin	: Perempuan
Pekerjaan	: Mahasiswi
Alamat	: Kelurahan Lemo Kecamatan Makale Utara
Tempat Meneliti	: Kecamatan Makale Utara

Maksud dan Tujuan mengadakan penelitian dalam rangka Penulisan Tesis dengan Judul :

"THE STUDENTS READINESS AND SELF-LEARNING MOTIVATION PERCEPTIONS TOWARD ONLINE TEACHING AND LEARNING ENGLISH DURING COVID -19 AT HIGH SCHOOL IN NORTH MAKALE"

Lamanya Penelitian : 27 April 2021 s/d 26 Juni 2021

Dengan ketentuan sebagai berikut :

1. Mentaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
2. Penelitian tidak menyimpang dari maksud izin yang diberikan.
3. Menyerahkan 1 (satu) examplar Foto Copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja.
4. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian Izin Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Makale, 27 April 2021
a.n. Bupati Tana Toraja
Kepala Dinas,

YURINUS TANGKELANGI, SH., MH.
NIP. 19630211 199610 1 001

PEMERINTAH KABUPATEN TANA TORAJA

DINAS PENDIDIKAN

Alamat : JL.Tongkonan Ada' No. 2 ☎ (0423) 22115,22119 Makale 91811 Tana Toraja

Nomor :470 /DP.TT/Sek.2/V/2021
Lamp. :
Perihal : **Rekomendasi Penelitian**

Kepada
Yth. 1. Ka.SMPN 2 Makale;
2. Ka. SMPN 7 Makale;
3. Ka. SMP Katolik Mandetek
Masing-masing
Di –
Tempat.

Menindaklanjuti surat dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Tana Toraja Nomor : 81/V/IP/DPMPTSP/2021, tanggal 27 April 2021 tentang Izin Penelitian, dan Surat dari Universitas Bosowa – Makassar Nomor : 412/B.02/PPs/Unibos/IV/2021, tanggal 12 April 2021 Perihal, Izin Penelitian dan Pengambilan Data, maka Kepala Dinas Pendidikan Kabupaten Tana Toraja, memberikan Rekomendasi Penelitian kepada :

N a m a	:	**ANGELIA REPAL**
Nomor Pokok	:	4619107001
Program Studi	:	Magister Bahasa Inggris
Universitas	:	Bosowa
Tempat/Tgl. Lahir	:	Bungin/05 Mei 1989
Jenis Kelamin	:	Perempuan
Pekerjaan	:	Mahasiswi
Alamat	:	Kelurahan Lemo Kec. Makale Utara

Rekomendasi Penelitian ini diberikan dalam rangka penulisan tesis dengan Judul **" THE STUDENTS READINESS AND SELF-LEARNING MOTIVATION PERCEPTIONS TOWARD ONLINE TEACHING AND LEARNING ENGLISH DURING COVID-19 AT HIGH SCHOOL IN NORTH MAKALE"** selama 3 (tiga) bulan, dari tanggal 27 April 2021 s.d. 26 Juni 2021, dengan ketentuan :

1. Mentaati semua peraturan/tata tertib yang berlaku pada tempat penelitian dilaksanakan;
2. Seizin dan bekerjasama dengan pihak sekolah;
3. Rekomendasi Penelitian ini diberikan semata-mata untuk kepentingan Penelitian dan tidak menyimpang dari maksud izin yang diberikan
4. Surat Rekomendasi Penelitian ini dinyatakan tidak berlaku, bilamana yang bersangkutan tidak mentaati ketentuan-ketentuan tersebut diatas;
5. Setelah melaksanakan Penelitian, melaporkan hasilnya ke Kepala Dinas Pendidikan kabupaten Tana Toraja.

Demikian Surat Rekomendasi Penelitian ini diberikan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Makale
Pada tanggal : 26 Mei 2021
Kepala,

Drs. ANTHON TODING, M.H
Pangat : Pembina Utama Muda
Nip. 19650814 199312 1 001

Appendix **5** **DOCUMENTATIONS**

SMK NEGERI 1 MAKALE (Students are completing the questionnaires)

SMK MISA' KADA (Students are completing the questionnaires)

SMK ASTRINI (Students are completing the questionnaires)

SPP/SMK ST. PAULUS (Students are completing the questionnaires)

SMP NEGERI 2 MAKALE (Students are completing the questionnaires)

SMP KATOLIK MANDETEK (Students are completing the questionnaires)

SMP NEGERI 7 MAKALE (Students are completing the questionnaires)

CURRICULUM VITAE

Angelia Repal was born in Bungin, 11th of May 1989. She is the 1st child of Drs. Pappang Linggi and Ruth Tasik Paembonan. She studied in SD Negeri 108 Rantelemo and graduated in 2002. She continued to SMP Negeri 1 Makale and graduated in 2005. After that, She continued to SMA Negeri 1 Rantepao and graduated in 2007 and she was accepted in Hasanuddin University particularly in Japanese Literature Program in the Faculty of Cultural Science. After have spent 3.6 years there she graduated in 2011 and has been working as a teacher in schools for several years while also pursuing his master degree in English education program in 2019 and graduated in 2021.