STUDENTS' PERCEPTION AND MOTIVATION IN DOING ONLINE ASSIGNMENT: A CASE STUDY AT ENGLISH DEPARTMENT STUDENT HASANUDDIN UNIVERSITY BATCH 2018

A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial Requirements to Obtain Bachelor's Degree in English Literature Study Program

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LEGITIMATION

THESIS

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AGREEMENT

On Friday, April 22nd 2022, the Board of Thesis Examination has kindly approved a thesis by Sulfikar (F041181339) entitled *Students' Perception and Motivation in Doing Online Assignment: A Case Study at English Department Student Hasanuddin University Batch 2018* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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The Thesis by Sulfikar (F041181339) entitled *Students' Perception and Motivation in Doing Online Assignment: A Case Study at English Department Student Hasanuddin University Batch 2018* has been revised as during the examination on 22nd April 2022 and is approved by the Board of Undergraduate Thesis Examiners.

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ABSTRACT

Sulfikar, 2022, *Students' Perception and Motivation in Doing Online Assignment: A Case Study at English Department Student Hasanuddin University Batch 2018*, supervised by **Abidin Pammu** and **Nasmilah**

The research was conducted to discover students' perception and their motivation in doing online assignments. There were four types of online assignments that were commonly assigned to students; video, PowerPoint, essay, and summary. The author came up with two research questions: 1) How do students perceive online learning in terms of completing assignments to gain better achievement, and 2) what kind of assignment that motivates students the most during the online learning process?

In the analysis of data, the author intended to use a qualitative-quantitative approach. The author gathered about 110 respondents from English Department Students Hasanuddin University Batch 2018 in this research. The data were collected using close-ended questions generated through Google Form. The results were sorted, calculated, and tabulated to ease the analysis.

The findings showed that the majority of students give positive responses to doing online assignments. Most students' responses to online assignments were effective and motivating to accommodate them and acquired excellent achievements in learning. Moreover, the PowerPoint assignment received the most positive responses from the respondents which implied this was the most motivating online assignment. Another finding showed that essay assignments were considered the hardest assignment during online learning.

Keywords: perception, motivation, online assignment.

CHAPTER I
INTRODUCTION

1.1 Background of The Study

In the first phase of Coronavirus Disease 2019 (Covid-19), the outbreak has widely spread through almost all countries, hence, the Government of Indonesia declared some mandates in purpose to prevent the spread of the virus in the country. Several government institutions were required to implement new policies to begin prevention due to the fast spread of Coronavirus.

Several studies have found that the Coronavirus affected many parts of the country including the education sector (Raharjo & Pertiwi, 2020). In the education sector, the Ministry of Education and Culture of Indonesia had declared a learning policy named distance learning or learning from home. The learning from home method was adapted with a distance learning system. The concept of the policy allows educators and students to conduct teaching and learning activities at home without having to meet directly in the classroom. Teachers can still manage the classroom, and students can still proceed with the lesson without leaving their homes.

Distance learning system practically uses various learning resources specifically implemented electronics technology and internet-based technology in learning. Distance learning is a system where the teacher can freely organize the classes and able to reach a large number of students. In its practice, online learning

mostly refers to the use of internet features to access learning resources that are highly required enough capability of information technology.

To carry out the learning process, an internet network and a proper device need to run together for each individual, but in different places. Various online applications and platforms teachers can use, such as WhatsApp, Zoom, Google Meet, Microsoft Teams, Google Classroom, and others.

Facts showed that the implementation of a distance learning system creates several problems and difficulties. It was shown by a study conducted by Rahmawati (2021) that teachers and students have experienced some obstacles during the process. The problem came from the ineffectiveness of distance learning in terms of learning equipment such as lack of devices, inevitable bad network, learning adaptation, and others.

The challenge of online learning required educators and students to integrate technology into every lesson. Therefore, teachers are expected to have better skills to motivate students in learning through the use of technology. However, in some cases, it is visible that the incapability of adapting a new learning method during the pandemic was a major problem during distance learning. The transition from a conventional learning system to an online system appears to be a sudden change that educators need to adapt rapidly. Not only adapting the system, but also the ability to master advanced technology information as the main source and medium of learning. Teachers, along with students, may be unfamiliar with the situation. Both teacher and student were struggling to suit themselves to the new method since

they were moved from conventional face-to-face learning to online learning; unfortunately, the sudden transition was not maturely prepared.

From the teacher's point of view, they were required to have lots of practice with online technology in a short time. To implement a proper online learning environment, teachers and students need to conquer the root of the problems. The limited mastery of advanced technology such as smartphones in learning can be one of the main causes of the ineffectiveness of online learning (Hafida et al, 2020). Many teachers did not have skills in technology and information; hence, they were unable to adapt to the change. For instance, teachers could not operate devices since teachers did not receive proper technical training to familiarize themselves with technology-based education. On the other side, teachers often face technical problems with operating learning devices and running software. The teacher was unable to maximise giving lessons and feedback due to a lack of knowledge on operating the devices. As a result, giving feedback to students will end up as a burden because the teaching process cannot optimally deliver.

On the students' side, there was a demand to fulfil the educational purpose given by the institution in the middle of this stressful time. However, the lack of support from learning facilities and the teacher's role leads students to demotivation. The impact of demotivation caused problems for students as they began to withdraw from the courses, rarely participated in class, and completely disappeared from the class.

Another problem was found due to the unpreparedness of the teacher in the teaching process. As an illustration, the teacher running the class only gave abundant assignments as a substitution for the meeting. In some cases, teachers solely involve the students in the classroom. Teachers only provide assignments without explaining and giving any feedback to students. Feedback is necessary to keep students get in line with the learning goals. Otherwise, it will result in a negative and disjointed learning environment.

Several problems came to the surface related to the new environment of learning. It was reported by Needham (2020) that nearly half of students were failing to adjust to the new online learning system. The phenomenon happened due to a strange learning environment. The pandemic has immobilized the social activity of the student. In normal life, students could freely go and talk to their friends, go to the library, go to the cafeteria, or just chit-chat without worrying about the spread. It psychologically affected student's social life. As students moved from the classroom to their homes, it was difficult for them to proceed with the learning since there were so many distractions at home. Distractions such as noises and other distractions affect their concentration. It was really hard to keep focus with many kinds of distractions. As a consequence, students faced so much demotivation at all times.

In many cases, connectivity issues presented new challenges to teachers and students across the country. With the increasing reliance on internet connection, the pandemic exposed significant connectivity issues in Indonesia. Since the beginning of the pandemic, poor connectivity had significant effects on online learning. There

are several connectivity issues students encounter during distance learning such as dropped internet connection, poor audio and video quality, and bad internet coverage. In some cases, especially students who lived in rural areas were struggling to attend online learning during the pandemic. It was reported by Eloksari (2020) that there was 51% of students living in the outermost, border, and disadvantaged (3T) areas with unreliable internet connections and devices. The transition to online has been impacted students in rural areas. Small internet coverage in rural areas made students completely drop out during class, causing them to miss important information, lose valuable class time, and fall behind in class. The issues caused students unable to download helpful learning material through online portals. Moreover, students may struggle to download new assignments or upload completed work when their internet connection is weak. The continual issues were likely to impact students' learning ability. Hence, it would eventually lead students to demotivation at the end of the term due to prolonged internet issues.

According to Huzaimah & Risma, (2021), not all students have adequate facilities to support the online learning process since online learning required a high cost on devices and internet connection. Some students cannot afford computers and internet subscriptions, especially with a poor internet connection which made student difficult to follow online learning. The endless issues that occurred during the time slowly caused ineffectiveness in the learning process.

The decreasing level of learning effectiveness also caused a decreasing level of motivation and activeness of students in doing the assignment. The phenomenon

concurrently happens in the author's batch. In doing the assignment, students were uncomfortable when managing assignments. A load of assignments during online learning was a huge mistake. The given assignment was more likely a substitution for a certain meeting, rather than an assignment as a review of the material. On the other hand, students also perceive the assignment as an educational demand from the institution to pass the course. Students were no longer doing an assignment to comprehend the material, otherwise, only get passed the course. The author noticed that within the author's batch, many students are complaining or even did not do their assignment because it is uncomfortable (e.g., video-based assignment) or simply talking. Hence, the author decided to analyse students' perception and degree of motivation when doing an online-school related assignment to help educators to understand their students better.

1.2 Identification of the Problem

Since the beginning of the pandemic, teachers need to adapt to the condition of their students. Giving assignments can be a helpful tool for the learning process; however, the teacher needs to understand to what extent do their assignment is enjoyable for the learning process.

1.3 Scope of the Problem

In this research, the author will focus on the students of the English Department batch 2018 and figure out their perceptions and how motivated are they when they are doing certain assignments given by the lecturer. This research is limited to only focusing on their learning experience beginning in March of 2020.

1.4 Research Question

1. How do students perceive online learning in terms of completing assignments to gain better achievement?
2. What kind of assignment motivates students the most during the online learning process?

1.5 Objectives of The Study

1. To figure out the perception of students about online learning process, especially in completing assignment to gain better achievement.
2. To disclose the kinds of assignments that motivate students the most in doing online assignments.

1.6 Significance of The Study

After finishing this research, the author hopes to give contributions and benefits to the academic and practical sphere, with hope such as

1. Academic Benefits: This study will hopefully give a contribution to classroom management studies.
2. Practical Benefits: The result of this research may hopefully help other researchers for their research in studying classroom management strategies for motivating students.

CHAPTER II
LITERATURE REVIEW

In this chapter, the author tried to explain several related studies of students' perception and motivation in doing online assignments which had been done by experts and provided theories supporting the author's research.

2.1 Previous Study

There have been many studies on the impact of online assignments on students' motivation and perception conducted by researchers. Dabrowski (2018) conducted research entitled *Motivation and Engagement in Student Assignments: The Role of Choice and Relevancy*. This research, explained the importance of choices and the relevancy of the assignment to engage students in their assignment. It is mentioned that the framework of choices in assignment consists of content, product, and process. It means students are allowed to narrow or specify the topic of the assignment, then let them choose how they will present their learning, and give them the freedom to work and sequence on the assignment rather than create unclear boundaries within the assignment. Dabrowski also analysed the importance of relevancy in assignments aiming to ensure students' motivation and engagement. It is stated that the relevancy of an assignment was focused on its usefulness, which depends on the value of the assignment. Bringing relevancy to assignments can be done by giving rigorous content, real-world material, and connecting the topic with students' values, interests, and goals.

An authentic and relevant assignment will motivate and engage students in their learning, and help students to achieve a high level of understanding.

On the other hand, Gustiani (2020) held a study entitled *Students' Motivation in Online Learning During Covid-19 Pandemic Era: A Case Study*. This research aimed to know the background motivations of students during coronavirus outbreaks. The purpose of the research is to figure out the motivation issues that happened in online learning. The research ad qualitative data to collect information by conducting individual and focused group interviews. The participants were given some questions that consist about their perspective on distance learning and its effect on their academic performance. The result showed that most students are independently motivated in their online learning as it is important to learn and gain new knowledge and skills (computer skills), also the experience of trying new digital platforms. However, half of the population agreed that online learning did not affect their motivation even demotivated since distractions obstructed the learning process. Distractions such as network problems, an inconducive environment, and stressful regulations make students passively participate as they took the learning only as an obligation instead of a necessity. The findings showed that internal motivation was positively impacted.

By comparison, Ikhwan (2021) conducted a study aimed to figure out students' motivation to acquire English as a foreign language through virtual learning during the Covid-19 outbreak. The researcher used a

quantitative approach to do research entitled *Students' Motivation to Acquire English Through Virtual Learning in The Midst of Covid-19 Pandemic.* The researcher analyzed the phenomenon using descriptive statistics through SPSS. The findings revealed that there was a correlation between students' motivation and virtual learning activity to gain a better English proficiency using virtual learning. It showed that most students agreed that they were more motivated to learn English because of the convenience and effectiveness of virtual learning. Most of the students can easily finish the assignment anywhere and anytime. Moreover, virtual learning allowed students to attend a greater aptitude for using many useful virtual platforms. However, the rest of the students said otherwise. Students preferred to use the traditional learning model due to a decreasing level of productivity. During virtual learning, students experienced many distractions at home which impacted their concentration. Other than that, demotivation occurred during virtual learning due to social restrictions of Covid-19. Students did not allow to take part in social interaction to minimalized the spread of the virus.

In another analysis, in a journal called *Factors influencing EFL students' motivation in online learning: A qualitative case study* conducted by Meşe, E. & Sevilen, Ç. (2021), the researcher found the most influencing factors students experienced during online learning were the satisfied feedback of the teacher and high level of engagement in the classroom in terms of intrinsic and extrinsic motivation. The findings were in line with

the fact concerning the role of the teacher in creating classroom culture that affected students' motivation. Students implied the classroom activities and learning goals relevant to their goals which were meaningful for the students.

Then, research conducted by Oden (2020) named *Student Motivation and Homework Completion* investigated the use of intrinsic and extrinsic motivation to increase assignment completion and academic achievement. This research was trying to prove the usage of intrinsic and extrinsic motivation, consequences and punishment to discern the best way to increase homework completion and academic performance. The result showed the combination of intrinsic and extrinsic motivation were the most effective method to ensure academic growth and assignment completion. In other words, giving ownership, choices, and self-monitoring strategies to students became more intrinsically motivated rather than punishing or giving consequences to the unmotivated students. Teachers have the responsibility to understand the elements of motivation and offer students opportunities as support to be successful in the classroom (Marcum, 2018).

These researchers above have similarities in that they aimed to discover the degree of motivation and perception of the student during distance learning. In the first research, the finding came to an agreement that relevancy and freedom of choice are the implication of an effective and engaging assignment. Meanwhile, the other research implied intrinsic motivation is the most impactful aspect which eager students to complete

the assignment. Students are likely to complete assignments voluntarily with the purpose of gaining knowledge and better score. This indicates liftedup inner motivation will bring better self-consciousness and self-awarenessin completing the assignment, instead of directly giving punishments. Similarly, the finding in the previous research was strengthened in the third research, which focused on the influence of the effectiveness of the assignment. In this research, students confirmed they are intrinsically motivated to do an assignment when the assignment is effectively helpful to their grades and achievement. Furthermore, the role of the teacher has practically influenced students' assignment completion. The research mainly focused on the teacher's role in creating classroom culture. The research found that the ability of the teacher to engage and give feedback is proven to increase students' academic growth and assignment and assignment completion.

2.2 Theoretical Background

2.2.1 Perception

Perception took an important part in the learning process. Robbins (2001) mentioned that perception can be defined as the process of organising and interpreting human sensory impressions in order to give meaning to the surroundings. The statement was supported by Borger and Seaborne (1982) who stated that perception was human awareness and impression toward the environment. In addition, Kreitner and Kinicki (1992) added "Perception is a mental and cognitive process which enable people to perceive and understand the surroundings". Based on the definition above, perception is concluded as a process of interpreting something as the result of human experience.

According to Qiong (2017), the perception was a process experienced to achieve awareness or understanding of sensory information. Furthermore, Walgito (2010) stated that perception was a process that preceded a sensing process, which was a process of receiving stimulus by individuals through the sensory devices called sensory process. The process of sensing was continuing to the next process named the process of perception. Thus, in agreement with

the definition above, it can be assumed that a student's perception was the process of the student interpreting and understanding the experience. This process went through stages starting from collecting, recognizing, and interpreting the obtained sensory information.

2.2.2 The Process of Perception

As stated by Qoing (2017), the process of human perception can be divided into three steps as follow:

1. Selection

   In this stage, the stimulus showed through the human experience. It became the foundation of a recognition process to gain human perception.

2. Organization

   The second step was the organization which was the fundamental process of human perception. The information they had based on their experience was arranged in a certain way by finding a meaningful pattern. A lot of the duration was taken by this process to integrate the information.

3. Interpretation

   The last stage was the interpretation which refers to the process of attaching meaning to what the stimulus decided. However, despite getting the same stimulus, each individual got a different interpretation.

2.2.3 Motivation

According to Gardner (1985), motivation in English language teaching is a strong desire to know or learn about the language. It is a self-oriented sense that integrative encourage students to expend more effort learn the language, and built positive attitudes towards the learning. Motivation and ability to are interconnected since teachers needed to know the root of motivations before motivating students. Motivation determined to what extent the learner can contribute active participation and attitude towards learning (Ngeow et al, 1998). Motivation consists of the desire and effort to involve in the learning, and it is the key to successful learning that teachers must concern about in the language classroom. The author noticed that some motivation issues occurred during distance learning due to some distractions such as limitations of technology, an uncomfortable learning environment, and sudden curriculum transformation. In this research, the motivation that the author intended was aim to figure out the background motivations that keep students motivated in doing assignments, specifically in this pandemic era.

Research conducted by Prihartanta (2015) stated that motivation was a psychological phenomenon that allow a person to react in a particular circumstance. In addition, Saptono (2016) stated that motivation can be

seen as a fundamental part of a student's academic achievement. As an illustration, an active classroom was an indicator of the motivation students have in participating in the classroom. A strong improvement in the classroom was the impact of students' learning performance on learning outcomes during the learning process.

2.2.4 Types of Motivation

Motivation means to be motivated or to be able to do something. A person who feels no hesitation to act is characterized as motivated. The motivation of learners varies because of numerous endogenous factors such as sociocultural, needs, etc. There are two types of motivations according to their satisfaction (Ryan & Deci, 2000).

2.2.5 Intrinsic Motivation

Intrinsic motivation was related to internal factors of someone like interest, individual development, and self-satisfaction such as the joy of doing activities. The existence of intrinsic motivation can be influenced by a learner's interest, ambition, awareness, competence, physical and psychological conditions. Intrinsic motivation was known as natural motivation which is mean it comes from the person itself and connected to cognitive development. In terms of cognitive development, intrinsic motivation was related to the motivation to learn and gain new knowledge, experience the learning material, and undertake other challenging activities.

2.2.6 Extrinsic Motivation

In contrast to intrinsic motivation, extrinsic motivation was related to external factor in doing activities, such as the student doing the activity in order to get reward or attention from teacher. In other words, it is not come from learner's desire to do something, rather it is affected by something beyond the student. For instance, Students are motivated to learn to get rewarded or to avoid punishment (regulation), or like to get a good score. Another common example, students doing the activity because they are wanted to gain benefit or necessity after completing learning activity. For example, students attend some workshops of specific subjects that would be beneficial for their job in the future, they can learn some skills that would improve them. However, extrinsic motivation can be influenced by some crucial factors such as learning style/condition, social environment, and family support.

2.2.7 The Variables of Motivations

According to Fahita et al (2014), there are two motivational variables:

a. Instrumental Motivation

A high motivation for learning from the students were the essence of instrumental motivation. For instance, students were motivated to learn the English Language for

practical reasons such as wanting to get a high salary or college achievement.

b. Integrative Motivation

The desire to learn the English language to gain knowledge and understand the culture was an example of integrative motivation.

2.2.8 Online Learning

Online learning was an education system that takes place online. This type of education was using electronic-based media, computers/cellular phones, and networks. According to Sarkar (2020), the beginning of online education was implemented by University of Illinois in the 1960s. It used a simple mechanism as students began learning from computer terminals linked to building a network. Then, in 1979 computer developer named Lemonade Stand introduced the concept of virtual learning and interaction with computers, which specifically invented the idea of learning in virtual environments (Tom, 2017). In this era, the learning activity conducted through email with low interaction.

Furthermore, for a couple of decades, the invention of the World Wide Web and the Internet triggered an Internet-Based system in education. Web-based learning allows students to stick with their learning and engage with the material/course at whatever time. During the time, computer and internet-based learning became popular and offered synchronous and

asynchronous learning. Formerly, teachers had to create virtual classrooms through a web-based learning management system. It offers features to deliver a course, interaction, and evaluation (Stern, 2004). Moreover, the learning management system consists of schedule tools, an announcement for posting information to students, a syllabus, modules for creating and publishing courses, assignment for creating, posting, and submitting students' tasks, and chat/private messages to privately communicate between students and teachers.

The web-based and internet-based learning became the origin of popular mobile learning. Mobile online learning proposed a very high interaction in online learning employing devices such as smartphones and computers. Mobile online learning grants interaction between teacher and student using various real-time online learning platforms. Furthermore, online learning has been popular since the pandemic spread globally. The Covid-19 pandemic forces the entire education institution to switch to online learning rather than hold classes conventionally. Today, the choice of online learning was an opportunity to transform the education system with its advantages during the pandemic. The implementation of online learning brings advantages such as convenience, innovative teaching, savings, and enhanced learning with advanced helpful technology.

2.2.9 Online Assignment

The current generation of students uses technology daily. Technology has been sticked in this generation, and technology has been implemented in many aspects, including the education sector. Long (2009) explained that integrating technology and education was shaping the future of online learning. In remote learning, the online assignment might foster students' engagement in the class (Eggers, 2008). Technology help educators fasten the delivery of knowledge and sharpen the effectiveness of online assignment. Aside from that, using technology in online assignments possibly provides instant feedback to students during online learning and is likely to improve their assignments' quality (Williams, 2010). Instant feedback provided by online platforms contributed to students' learning ability.

The online assignment was the part of online learning in terms of delivering tasks. As a combination of technology and online learning, online assignment provides advantages for emulating students' motivation that might be lower during distance learning. Furthermore, it requires students to learn independently and use a limitless number of online resources to boost accomplishment in terms of grades, tests, and commitment to studying.

The online assignment has been through a long history. During this time, online assignments vary due to technological advancement. For example, from the 1990s until the 2000s, electronic mail (email) was

widespread and partially merged into education. In the meantime, the email began to facilitate the teaching and learning process, such as managing course content, providing learning guidance, delivering assignments, and giving feedback (Hassett, 1995). Writing assignments such as essays, reports, and summaries were commonly assigned. Students can compose and attach documents and send the assignment directly to the recipient. Moreover, email enables the users to do other academic activities such as course-related counselling, administrative, finding information, and eliciting feedback from students.

A few years later, the types of online assignments became diverse, increasing the popularity of internet-based learning/learning management systems and multimedia devices. The use of multimedia in education considered a source of information to deliver learning sources to students in the form of text, audio, image, and video. In education, multimedia is vital in providing online references, such as an encyclopaedia. It lets students browse certain information (Singh, 2007). Teachers also used multimedia to convey learning materials such as slides and other learning resources. It can also use by students to find information and learn new skills independently or with a teacher's guidance.

Furthermore, multimedia became popular in education since it was practically efficient as a broader range of sources of information. Multimedia enables the teacher to prepare comprehensive materials, such as demonstrating and visualizing material in a multimedia presentation

(Milkova, 2012). In addition, the use of multimedia was not limited to delivering learning resources. In this multimedia era, teachers can develop students' skills and creativity by assigning students to do the assignment. For instance, teachers created learning strategies during this period by asking students to make a video project assignment in a group using a digital camera or webcam (Ferdian, 2019). In this activity, students can make a creation using various multimedia devices, produce interesting assignments and experience meaningful activity by utilizing the multimedia application.

Two years after the pandemic, the online assignment has shown improvement. For example, at the pandemic's beginning, the author noticed that lectures tend to give a written assignment. It has improved to auditory assignments, video assignments, and presentation assignments. According to Arora (2016), some advanced technologies have helped assignments grow as an element of online learning. During the pandemic, online learning and online assignments are essential in engaging students during remote learning. Advanced technologies such as virtual reality, artificial intelligence, library digitalization, augmented reality, social network, video conference, and mobile technology have risen the effectiveness of online assignments and their variety (Moser, 2021). It gave the teachers options in handling the learning activity, including designing online assignments. Advanced technology has upgraded the framework of online learning and online assignment. In the online assignments, technology provides platforms that allow more interaction within the application, thus creating

real-time and interactive teaching and learning activities. Apart from that, online assignment options were no longer limited to written assignments. Nevertheless, there were various effective options such as video assignments, PowerPoint assignments, audio-visual assignments, etc. Hence, with the support of technology, teachers were able to decide many types of online assignment that fit perfectly with the students' needs.

2.3 Theoretical Framework

The theory that the author used in this research is the effect of internal and external motivation in online learning. The previous researcher who had analysed students' motivation is Robert Gardner. In his theory, internal and external motivation are highly affecting students in learning a language. Thus, the author will try to correlate Gardner's theory and apply his research in this thesis. Along with that, to get a precise calculation, the author decided to make a questionnaire using the Likert scale model. This type of questionnaire allowed the author to examine the level of perception and attitude of the students toward assignments in long-distance learning. The questions will be open-ended questions that contain five categories of answers; Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.