STUDENTS' EXPERIENCES ON ENGLISH LEARNING CLASS DURING ONLINE LEARNING: NARRATIVE INQUIRY

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Abstract

This narrative study aims to explore the students' motivational experience of two English education students in Indonesia during the COVID-19 pandemic. The research was conducted by using a qualitative approach and narrative inquiry method. The research participants were two students second and fourth semester at the university of Singaperbangsa Karawang. To collect the data, researchers used were interviews. Drawing on semi-structured interview data, we found the prevalence of online courses affected students' emotions and motivation. Both participants experienced emotions and motivation facing the online courses. The study stresses the students' experience, emotional experiences during online class, and factors that motivated learning.

Keywords: Online learning, English Learning, Students' Experiences

INTRODUCTION

Learning a foreign language is important at all educational levels (Bhowmik, 2015; Motteram, 2013). The English language plays an important role in today's communication which is continuously increasing as the world rapidly moves towards globalization. Learning a second language in obtain achievements in educational areas. In Indonesia the English language has been taught for all levels of education. English has been taught from primary school and when students enter the tertiary level, they still learn English subject as a requirement for graduation.

Online learning has become a crucial component of teaching in universities because of the pandemic (COVID - 19). There are a lot of changes in our educational practices; the most evident influence is on the practices of teaching in which there has been a shift from offline into online learning. The pandemic has forced teacher and students to adapt to these new educational practices regardless of their capabilities and especially in the use of technology for learning activities. Dwi, Sarlita and Sayyidatul (2020) stated that students have six main challenges faced during online learning. It is important to know how students' experience during online class.

Education in university stage amis to educate students to think indepenedtly, so the study of their experiences is important. Social andemotional experiences is an aspect related to a person's academic performance (Glass & Westmont, 2014). Therefore, studying students experiences in English learning during Online learning can provide a broader picture of what makes them successful or even failed in their studies.

There have been many studies that discuss the impact of COVID-19 on education (Baloran, 2020;Bao, 2020; Demuyakor, 2020; xue,Li, Li & Shang, 2020), but discussing experiences students' emotional on English class are still limited. Based on, Agustina et al. (2020) in her study entitle challenges of having online learning activities: university students' perspective, the result stated that the chellenges not only came from theirselves but also from the teachers. It showed that motivation came from internal and external factors. Moreover, Ramadhanty & Puspitaloka (2020) on her study entitle EFL students' experiences in a flipped reading comprehension classroom showed that learning english with media made students had positive feeling because they can more enjoy and active during learning process. In addition, Lubis et al. (2019), his study entitle students' experiences of learning English in Indonesia: some effective and ineffective ways. The result was students in senior high school would be motivated to learn English if they were involved in many English competition. It means that students more motivated from external factor.

From the explanation above, the previous study was conducted on junior and senior high school. In addition, the study only examine the challenges and motivation factors that faced by students. In the current study, the researchers not only study the students' experiences and factors that motivated in learning English, but also the emotional experiences during online class. This is important to find out the emotional experiences that faced by students because it can affected students' performance in learning as Glass & Westmont (2014) asserted social and emotional experiences are aspects related to one's academic performance.

METHOD

This present study aims to examine students' experiences on English learning class during online learning. The participants experience in learning English attracted the attention of researcher to explore the experience more deeply. Narrative inquiry is a method for exploring one's life experiences by paying attention to the experiences of participants over time and in various places (Conelly & Clandinin). Narrative inquiry approach seems the best match for this study as it gives prominence to human experience and captures "detailed stories of life experiences" of individuals. In this research, the participants involved two students Radit and Dian aged 19 and 20 years old, they are volunteered as a participant on this research and they allowed the researcher to write their name in this research. Radit and Dian study in English Education Department at the one of university in West Java, Indonesian and it is acquaintance of the researcher. Radit and Dian were chosen because they are students in English Education Department and it makes them learn English more than any other department. To collect the data, researchers using semi-structured interview techniques as research instrument where interview were conducted for 30 minutes on each participant. To ensure the trustworthiness (Lincoln & Guba, 1985) and the verification of the narrative interview data and to minimize interpretation in the final report, I included the participants in this process by confirming the transcription of the stories and the analysis with aims to get their feedback and comment.

RESULTS AND DISCUSSION

Results

Based on the result from inductive thematic analysis found two research themes, there are emotional challenge participants' during online classes and strategies for overcoming these emotional challenges.

Discussion

Emotional challenge participants' during online courses on English
As we know, online courses being a crucial event these days because of the pandemic. When COVID-19 epidemic, challenges such as a transition from face to face into online learning (Demuyakor 2020). Many aspects are affected by this pandemic and one of them is the educational aspect. Dissemination of Covid-19 in Indonesia made an emotional story in two participants who studying in university. According to Glass & Westmont (2014) social experience and emotional is an aspect related to academic performance someone.

They feel significant changes in learning, social interaction with friends, and so on. This situation, inevitably makes students learn online from home. This causes students to experience various emotional feelings in responding to the COVID-19 pandemic. They can adapt to the situation causes by pandemics. Radit and Dian face this situation with similar emotions. They feel stress and also hard to understand the material in EFL class. Motivation, support, and mood highly influence their performance in EFL class. Like Radit was said that:
"Honestly, I feel confused if I wanted to discuss with my friends it so hard. In line with this, if a want to search any material in Google but I should understanding the material by myself and it was so hard."
"Jujur lumayan bingung soalnya mau diskusi juga susah. Enaknya mungkin bisa sambil nyari referensi ke google tapi tetep harus memahami sendiri jadi agak kesulitan disitu."
Besides that, Radit stated that she is lazy because there is usually has trouble connection when the class ongoing. She also feels sleepy because she must be looking into a laptop and it makes her lazy while attending the class.
"Malesnya mungkin karena online, sinyal suka susah terus ngantuk karena natap layar laptop terus jadinya suka lemes pas kelas."
Radit's feeling is similar with Dian. Dian stated online courses make it him easily to do several activities while learning, but he also feels that during online courses he hard to understanding the material and it makes his difficulty. In line with this, in Dian's class, the teacher rarely explains the material.
"Enaknya tuh kalo dirumah bisa kuliah sambil ngerjain hal lain tapi, ada susahnya juga si apalagi kalo ada materi yang berat. Udah gitu dosen nya kadang ga masuk terus Cuma ngasih tugas doang. Jadi kadang masuk kelas yang penting absen"
Based on their statement, the emotion that Dian and Radit feel is influenced their motivations on English skills. Because of this trouble, they have less motivation in English class. This also was consistent with (Demuyakor, 2020) online learning has long been introduced, but it doesn't make students feel comfortable or ready with online learning like their challenges in trouble connection on internet access.

Participants' emotional experiences during online class
Radit stated that she usually learning in a good mood. It means that she can focus on learning in a good condition. When she has a good condition of mood, and has a good feeling she can continue to learn the material that the teacher gave before.
"Mood nya harus bagus dulu terus perasaan nya juga, nanti pasti ada motivasi, apapun supaya bisa lanjut belajar"
It's different with Dian, Dian usually feels lazy because the teacher who teaches English courses explains the material not clear. Dian stated that he feels unmotivated during class.
"Kadang males kalo kelas, apalagi dosennya jarang masuk udah gitu suka ga faham pas ngejelasin."
Strategies for overcoming these emotional challenges:

Dian and Radit have their ways to face these emotional challenges. Like Radit for example, Radit usually takes a break when she felt tired. She usually spends time looking for a star or buy some gift for herself such as her favorite food, or little stuff like a key chain as a self-reward.

"Biasanya kalo udah ada waktu luang setelah belajar dan nugas full suka keluar buat beli sesuatu, misalnya makanan atau barang kecil kayak gantungan gitu buat self-reward"

Besides that, when Radit feels a bad mood or unmotivated to study she usually watching a video on Youtube, listening to music, and looking at the sky to entertain herself to make her in a good mood.

"Keluar rumah, liatin langit aja kalao aku sih. Kadang sambil denger lagu atau nonton youtube"

Radit's way to increase her motivation for learning is similar to Dian's way. Dian stated that when he feels tired and less motivated in EFL class he usually takes a break with traveling with his motorcycle or looking at his favorite food like noodles or meatballs.

"Kalo udah cape gitu sih biasanya akusih jalan-jalan keliling naik motor terus kadang beli makan juga kaya mie ayam atau bakso biar nanti pas kelas semangat lagi"

It can be concluded that Dian and Radit usually take a break when they feel unmotivated in learning. They usually spend time doing something fun. Like traveling, by some gift and also looking for some food.

Factors that make them motivated in learning

According to Syafieh Rajace (2015) there is a significant relationship between online class and students' motivation. Motivation causes an organism's behaviour, or the reason that an organism carries out some activity (Redmond, 2008). According to Brophy (2010) motivation is a theoretical construct to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.

From the result of the interview, Radit and Dian have the same external factor to increase their motivation on learning there is parents and society. Radit stated that when she feels lazy to join the class she always remember her parents. She told that her parents have to do hard work and it makes her realize she didn't want to disappointed her parents. In line with this, Dian also stated that he didn't want to disappoint his parents. He also thinks that the society around him is the best motivation for him to study hard.

From their statement before, the biggest motivation to study hard for them is an external factor there are parents and society. Extrinsic motivation derives from external sources. In this case, participants more influence their motivation with an external factor.

CONCLUSION

Emotion is highly influences students' motivation on learning especially English learning. Emotions are causal variables of motivation, along with needs, desires, and necessities (Popa & Salanta, 2013). There are two kinds of motivational factors, extrinsic factors, and intrinsic factors. In this study, both participants have the same influence on motivational factors there are extrinsic factors. Parents and society being highly influenced their performance in class.

Parents have a moderate influence on students' motivation towards learning English (Hamidah, Azizah, Shah, Faizah, Wan, Zakaria, Mohd, 2017). Besides that, participants also have similar ways to increase their mood and give back the motivation there is buy some gift for self-reward such as favorite food, traveling and little stuff.

Both participants usually motivate themselves with some fun activity. Like Dian, he usually around town to increase his motivation. It is different with Radit, she said that she usually

entertaining herself by watching videos on Youtube or looking at a star in the sky at night o increase her motivation on learning.

Motivation is an important thing for students, if students have the great motivation they can encourage their performance in English class. According to Kim & W. Frick (2011) stated if students are more motivated to learn, then they are more likely to be engaged, and if they are engaged and engaged successfully, they are more likely to achieve the learning objectives.

In line with this, both participant challenges during online learning is trouble internet access. This is accordance with Silvia (2020) the main factors affected by learning are the internet connection. Furthermore, teacher should give more effort to explain the material or try to explain the material with another method for students in order to make students more motivated in learning. Teacher also might combine the mode of learning by using technology devices such as Youtube, Facebook and Instagram (Azis Lubis, 2018)

ACKNOWLEDGMENTS

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