

# ONLINE ENGLISH LEARNING DURING THE COVID-19 PANDEMIC: MOTIVATING AND DEMOTIVATING FACTORS AMONG EFL STUDENTS

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## ABSTRACT

Since pandemic novel outbreak, almost all educational institutes have transitioned to online learning in order to keep the teaching and learning process going. Some studies revealed that online learning had positive as well as negative impacts on students' learning motivation. Especially, the negative impacts may cause difficulties, stress, and anxiety in learning. Therefore, this present study was intended to reveal the factors affecting motivation and demotivation for students in learning English online, more specifically, during the COVID-19 pandemic and to find out which factors were the most motivating and the most demotivating. A survey design was employed in this study. Thirty-six students of an English education study program at a private university were involved. The data were collected using questionnaire and analysed using statistical descriptive technique. The findings revealed that students' motivation and demotivation could have been influenced by intrinsic and extrinsic factors. In particular, there were 5 motivating factors affecting students' motivation, namely: students' intrinsic learning motivation, self-efficacy, teachers' performances & attitudes, contents & materials, and classmates' attitudes. Among the 5 motivating factors, teachers' performances & attitudes turned out to be the most motivating factors, followed by contents & materials, and students' intrinsic learning motivation. Concerning the demotivating factors, only one factor, i.e., technical factor was found to be the only one and most demotivating factor. This study contributes to the learning of English in online as well as offline schools.

**Keywords:** motivation; demotivation; online learning; COVID-19 pandemic

## INTRODUCTION

During two years of the COVID-19 pandemic, there has been two waves of seasonal pandemic. The first wave was when the World Health Organization (WHO) declared the novel corona virus (COVID-19) plague as a global pandemic on March 11, 2020 (Cucinotta & Vanelli, 2020). Coming from China, it started to spread rapidly to other countries. The situation in 2021 is called as the second wave or phase of the pandemic. Blissfully, the vaccines for corona virus have been distributed accordingly in Indonesia. Although up to 59% of Indonesian people have been fully vaccinated (Survey, 2021), the COVID-19 pandemic has not yet entirely disappeared in the country. Thus, it has become an endemic disease (Naveca, Nascimento, Souza & Corado, 2021). As a result, the transitional learning activities from conventional (face-to-face) mode to online learning mode have been used as a huge transformation in Indonesia for almost 2 years. However, the process of teaching and learning is not limited to time and space these days (Muthuprasad, Aiswarya, Aditya & Jha, 2021). It is even possible to do it everywhere and any time. In addition, the technology aids the process simpler than before.

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Today's generation is the generation where everybody connects to the internet and uses digital technology. It changes the entire human life's behavior in many aspects. Thus, the pace of software development and the use of technology are becoming more essential in day-to-day life. It is plausible that this era becomes an era where everything is associated with information and communication technology (ICT). Therefore, the evolution of the internet and technology has created significant differences in many sectors. Ultimately, the combination between the pandemic and technology results in an easy life with minimum efforts. Consequently, most people get used with the instant life and depreciate the process. In education sector, it affects the inducement of the learners. As the distance learning makes the process easier than ever, most students underestimate the learning process through online and pay less attention to the activities. In other words, it makes the students more passive during online classes. However, students viewed that online learning has positive and negative impacts. A study by Meşe & Sevilen (2021) at a private university in Turkey showed that online learning gave negative impacts to the students' motivation. It brings stress, anxiety, and difficulty in concentrating during online classes (Lemay, Bazalais & Doleck, 2021). Lack of teachers' efficiency, interesting topics, and teachers' competence are the demotivation factors affecting EFL students in learning (Alyousif & Alsuhaibani, 2021). On the contrary, a study on Indonesian EFL writing students in Central Java conducted by Listyani (2022) found that almost 88% respondents were motivated to learn a language on their own initiative.

There have been many studies about demotivation and motivation in learning English (e.g., Ma'ruf et al., 2022; Shagdarsuren, 2020), yet similar studies conducted in Surabaya are lacking. Therefore, this study was interested in exploring the motivating and demotivating factors in learning English as a foreign language via online mode among the students of a private university in Surabaya. Additionally, this study attempted to explore the factor which most affects EFL students' motivation and demotivation in learning English online.

## LITERATURE REVIEW

### Online Learning during the COVID-19 Pandemic

Online learning is a subset of general learning, which means we can expect relevant issues of how people learn in general, and be applicable to how they learn in online environment. Additionally, online learning is a flexible and effective source of teaching and learning that aids distance learning with easy administration and accessibility along with fewer use of resource and time.

During the ongoing COVID-19 outbreak, almost all teaching and learning activities shifted to online learning (Fauci et al., 2020; Lemay et al., 2021). Most institutions are starting to integrate ICT (Information and Communication Technology) such as online media platforms for learning (Muthuprasad et al., 2021). The Zoom video conferencing platform is the most frequently used as a cloud meeting application (Fajri et al., 2021; Joia & Lorenzo, 2021).

It is obvious that the curriculum system is also changed during the transitional learning (Gustiani, 2020). It gives a lot of challenges to both teachers and students (Mandasari, 2020). Miller, Maclaren & Xu's study (2020) revealed that lecturers and learners with a minimum ability in technology need more support in virtual learning. For instance, students still need a guidance from the teacher during the learning process (Adara, 2020). However, research into the students' perceptions of online learning in India found that online learning was beneficial during COVID-19 pandemic (Muthuprasad et al., 2021). Additionally, most students preferred to study virtually with systematic contents and materials. Even provided materials, recorded video lectures, feedback, and interactive sessions are very helpful in conducting online classes.

### Motivation

Motivation is a profound concept for describing human behaviour. As a consequence, it is difficult to define motivation in one meaning. However, motivation can be defined as the desire that drives a person to do something in attaining goals or purposes (Harmer, 2001). The more important the goals are, the stronger the motivation will be. Maslow (1943) states that there are 5 sets of goals that are leveled in a prepotency hierarchy

of human needs including physiological needs, safety needs, love and belonging, esteem, and self-actualization. In reaching the needs, humans have to make efforts. Similarly, Frazier & Brown (2001) state that motivation is an extent to which someone make choices for pursuing the goals and the efforts she or he will dedicate in. According to Gardner as cited in Lai (2013), motivation is divided into 3 elements, i.e., the effort to learn, the desire to achieve a goal, and the positive affect (the enjoyment of doing the task of learning the language). However, the term motivation is still an abstract definition. It is commonly defined as ‘motivated’ person, ones who are willing and eager to progress and put efforts in teaching and learning activities (Oroujlou & Vahedi, 2011).

In foreign or second language learning, motivation plays an important role (Alyousif & Alsuhaibani, 2021). Motivation affects the process of language teaching and learning. It is a possible factor that alters the students’ learning progress (Chen, 2014; Klimova, 2011). Gardner et al. (1985) believes that EFL learners’ have goal-oriented motivation. In addition, the research conducted by Scales et al. (2020) found that teachers’ motivation also has an emotional impact on the students’ motivation. Therefore, the teaching and learning process occurs successfully if the participants and teachers are motivated enough to conduct the process (Oroujlou & Vahedi, 2011).

#### *Intrinsic and Extrinsic Motivation*

Many theorists categorized motivation into intrinsic and extrinsic motivation (e. g., Davis, Bagozzi & Warshaw, 1992; Pinder, 1976; Pritchard, Campbell & Campbell, 1976; Ryan & Deci, 2000; Weber, 2003). According to Wagner-Gough & Hatch (1975), intrinsic refers to internal motivation of a person, while extrinsic refers to external motivation. According to Gustiani (2020), internal motivation most likely affects students’ desire. She also believes that the desire to learn new things should be encouraged in virtual learning. Meşe & Sevilen (2021) have shown that students’ satisfaction and self-regulation are the internal factors affecting motivation in online learning. Self-regulation is when students put time and effort to organize themselves in adapting new learning environment (Mohammed et al., 2020). Conversely, students’ external motivation factors are affected by parents’ expectations, academic demands, and other activities associated with reward and punishment (Gustiani, 2020). The use of technology is an external motivation to learn in online learning.

#### *Integrative and Instrumental Motivation*

In addition to intrinsic and extrinsic motivation, motivation can be categorized into integrative motivation and instrumental motivation. Integrative motivation is the background of students’ intensions in learning other cultures that brings an acceptance to be a member of groups. In other words, they want to learn the language for a better understanding and to be able to get to know and interact with the people who speak it. For example, learners tend to learn a language for better interaction with the language speakers. Instrumental motivation is more about the intention of taking the practical value of learning a foreign language. For instance, to get a better occupation, to pass exams, to achieve dreams or goals, and to get qualified for scholarships.

### **Motivating and Demotivating Factors in Language Learning**

As the opposite side of motivation, demotivation has a unique and specific concept. According to Dornyei and Ushioda (as cited in Shagdarsuren, 2020) demotivation is defined as certain external powers that lessen the motivation basis of an ongoing behavioral intention or action. Therefore, demotivation is regarded as the negative and darker side of motivation (Rastegar et al., 2012).

There are several factors that cause demotivation. Teachers’ behaviour and learning environment could be external factors that may cause demotivation (Ali & Pathan, 2017). Additionally, teaching methods and materials could also be viewed as potential sources of demotivation (Kikuchi & Sakai, 2009). Some studies (e.g., Adara et al., 2021; Ma’ruf et al., 2022) showed that demotivating factors are associated with: (1) inadequate school

facilities; (2) test scores; (3) teacher's competence and teaching style; (4) lack of intrinsic motivation; (5) learning content and materials. Another study conducted by Ahmad (2021) found that the demotivating factors were mostly teacher-related. It indicated that duration of lecturing, students' difficulties in completing class work and class instruction, and student's lack of attention demotivated students in learning online. They got bored easily in online classes.

Some research into the understanding demotivating factors on EFL students in online Learning (e.g., Shagdarsuren, 2020; Maemuna, Nugraha, & Kamil, 2021) revealed that both students' motivation and demotivation were affected intrinsically and externally. However, the motivating students' motivation is more intrinsically driven, they have strong motivation or desire to learn English as a means to achieve their goals, while the demotivating factors mostly come from extrinsic aspects, such as teachers' attitudes, learning materials--such as lack of interesting topics, lack of activities for practice--classmates' attitudes, poor facilities, and the school environment. Limited signal and quota, as well as living condition also affect the EFL students' motivation.

## **METHOD**

### **Research Design**

A survey research design was applied in this study to search for the motivating and demotivating factors in learning English as a foreign language via online mode among the students of a private university in Surabaya. Balnaves & Caputi (2001) define a survey as a method of collecting data from people about who they are (education, finances, etc.), how they think (motivations, beliefs, etc.) and what they do (behaviour).

### **Participants**

The participants of this present study were students of an English Language Education Study Program at a private university in Surabaya. The students who participated in this study experienced online classes, at least one semester. There were 36 participants all together from batch 2018, 2019, and 2020 participating in this study.

### **Instrument**

This study used a questionnaire as the instrument to collect data. It was distributed through a Google Form-link. The questionnaire was adapted from AMTB version of the questionnaire Attitude Motivation Test Battery by Gardner (2004). The queries in the questionnaire were written in English. For each statement, the participants were required to rate the answer on a scale of 1-5 (scale 1 refers to strongly disagreeing, whereby scale 5 refers to strongly agreeing with the statement). The Likert scale contained 34 items, which had been validated before it was distributed to the actual participants.

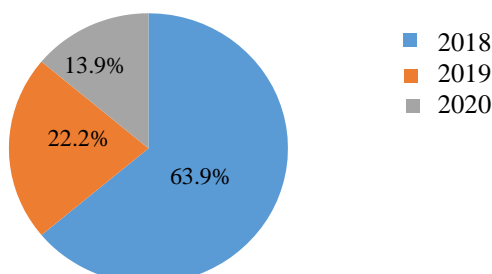
### **Technique of Data Analysis**

The data collected from the questionnaire were statistically analyzed using simple descriptive statistics. It aims to find out the percentage of each statement in the questionnaire. These percentages represented the extent to which the respondents agree with each statement in the questionnaire: agree, strongly agree, neutral, disagree or strongly disagree. The data were classified into 6 factors: (a) students' intrinsic learning motivation, (b) self-efficacy, (c) teachers' performances and attitudes, (d) contents and materials, (e) classmates' attitudes, and (f) technical factors. Finally, to answer the research questions one and two, the data were classified into motivating and demotivating factors and the most motivating and demotivating factors for students in learning English online were identified.

## FINDINGS AND DISCUSSION

### Findings

Figure 1 displays the demographic information about the total batch that participated in filling out the questionnaire. There were 13,9% from batch 2020, 22,2% from batch 2019, and 63,9% from batch 2018.



**Figure 1. Percentage of batches filling out the questionnaire**

The finding of the study with regard to the motivating and demotivating factors for EFL students in learning English online are classified into 6 factors, namely: (a) Students' Intrinsic Learning Motivation, (b) Self-Efficacy, (c) Teachers' Performances and Attitudes, (d) Contents and Materials, (e) Classmates' Attitudes, and (f) Technical Factors.

#### *a. Students' Intrinsic Learning Motivation in Learning English Online during COVID-19 Pandemic*

The first factor is about students' intrinsic motivation in learning English online during COVID-19 pandemic. Five questions should be asked to determine whether the students are intrinsically motivated to learn English online. The respondents' answers to the questions can be seen in Table 1.

**Table 1. Students' Intrinsic Motivation in Online Learning during COVID-19 Pandemic**

Statements	SD	D	N	A	SA
I have strong desire to learn English online.	2 5.6%	1 2.8%	8 22.2%	11 30.6%	14 38.9%
I really enjoy learning English online.	1 2.8%	2 5.6%	7 19.4%	10 27.8%	16 44.4%
I am interested in learning English online.	1 2.8%	2 5.6%	6 16.7%	14 38.9%	13 36.1%
I feel confident learning English online.	1 2.8%	1 2.8%	7 19.4%	14 38.9%	13 36.1%
I am active learning English online.	2 5.6%	4 11.1%	8 22.2%	11 30.6%	11 30.6%

*Notes: SD=Strongly Disagree; D=Disagree; N=Neutral; A=Agree; SA=Strongly Agree*

When asked whether students have strong desire in learning English online, the majority of the respondents (69.5%) stated "agree"/"strongly agree". Very few respondents (22.2%) chose "neutral". The minority of the respondents (8.4%) chose "disagree"/"strongly disagree". It means that most students had strong desire to learn English online.

Concerning the second aspect, students were asked whether they enjoy learning English online. The majority of respondents (72.2%) stated "agree"/"strongly agree", while there were few respondents (19.4%) selected "neutral" as their answers. A small minority of the respondents (8.4%) stated "disagree"/"strongly disagree". It can be concluded that most students found English learning online enjoyable.

Next, when asked whether or not they were interested in learning English online, the majority of the respondents (75%) stated "agree"/"strongly agree". Conversely, only 3 respondents (8.4%) chose "disagree"/

“strongly disagree”. Six respondents (16.7%) chose “neutral”. So it can be said that the students were interested in learning English online.

When asked about their confidence in participating English online learning. Out of 36 respondents, the majority (72.2%) stated “agree”/“strongly agree”. The minority of the respondents (5.6%) stated “disagree”/“strongly disagree”. Seven respondents (19.4%) preferred “neutral”. Based on the data, the respondents seemed to be confident during learning English online.

Lastly, the students’ were asked whether they were active in learning English online. The data show that 61.2% of the respondents stated “agree”/“strongly agree”. A small percentage (16.7%) of the respondents stated “disagree”/“strongly disagree”. Eight respondents (22.2%) preferred “neutral”. It means that most students were active during online English classes.

The average percentage of the overall aspects belonging to the students’ intrinsic learning motivation during the COVID-19 pandemic is 78.89%. Therefore, it can be claimed that most students are intrinsically motivated to learn English online.

*b. Self-Efficacy*

The second factor is about students’ self-efficacy in learning English online. There were 8 aspects to ask to know whether their self-efficacy is motivating for them in learning English online during the COVID-19 pandemic. Each detail of the respondents’ answers can be seen in Table 2.

**Table 2. Self-Efficacy**

Statements	SD	D	N	A	SA
I find it convenient to speak up during online learning.	1 2.8%	3 8.3%	10 27.8%	10 27.8%	12 33.3%
It is easy to communicate with lecturers during online learning.	3 8.3%	6 16.7%	13 36.1%	5 13.9%	9 25%
It is easy to understand the contents/materials online.	5 13.9%	3 8.3%	16 44.4%	8 22.2%	4 11.1%
It is easy to access the shared contents/materials from the lecturers online.	1 2.8%	2 5.6%	7 19.4%	10 28.8%	16 44.4%
It is easy to find peers/group members online.	4 11.1%	4 11.1%	11 30.6%	9 25%	8 22.2%
It is easy to discuss with peers online.	2 5.6%	6 16.7%	12 33.3%	6 16.7%	10 27.8%
It is easy to share contents with peers online.	2 5.6%	3 8.3%	5 13.9%	12 33.3%	14 38.9%
It is easy to complete the tasks online.	0 0%	3 8.3%	7 19.4%	14 38.9%	12 33.3%

When asked whether the students found it convenient to speak up during English online classes, the majority of the respondents (61.1%) stated “agree”/“strongly agree”. The minority of them (11.1%) stated “disagree”/“strongly disagree”. Further along, there were 10 respondents (27.8%) who chose “neutral”. It means that most students admitted that speaking up during English online learning was convenient.

When asked whether it was easy for the respondents to communicate with the lecturers during English online learning, 38.9% of the respondents stated “agree”/“strongly agree”, while 25% of them stated “disagree”/“strongly disagree”. The number of respondents who chose “neutral” was quite high (36.1%). Based on the data, it could be concluded that it was slightly easy for the respondents to communicate with their lecturers during English online learning.

Next, students were asked whether it was easy for them to understand the contents/materials online. There were 33.3% of the respondents who stated “agree”/“strongly agree”. The majority of them (44.4%) chose

“neutral” and 22.2% stated “disagree”/“strongly disagree”. It means that comprehending the content/materials online for the students was not easy. Therefore, this aspect is considered demotivating.

When asked whether it was easy to access the shared contents/materials from the lecturers online, the majority of the respondents (73.2%) stated “agree”/“strongly agree” and the minority of the respondents (22.2%) stated “disagree”/“strongly disagree”. Yet, 7 respondents (19.4%) chose “neutral”. It means that it was easy for most students to access contents/materials from the lecturers online.

Next, students were asked whether it was easy for them to find peers/group members online, below half of the total respondents (47.2%) stated “agree”/“strongly agree”, and even 11 respondents (30.6%) chose “neutral”. The minority of the respondents (22.2%) stated “disagree”/“strongly disagree”. It is assumed that not all students found it easy to find peers or group members online.

When asked whether it was easy to discuss with peers online, 44.5% of the respondents stated “agree”/“strongly agree”. The minority of them (22.3%) stated “disagree”/“strongly disagree”, but coupled with 12 respondents (33.3%) who chose “neutral” may make it safe enough to infer that not all students found it easy to discuss with peers online.

Next, when asked whether it was easy to share contents with peers online. The majority of the respondents (72.2%) stated “agree”/“strongly agree”. The minority of the respondents (13.9%) stated “disagree”/“strongly disagree”. Yet, 5 respondents (13.9%) chose “neutral”. Thus, it could be concluded that students were most likely to find it easy to share contents with peers through online.

Last but not least, students were asked whether it was easy to complete the task online. A high percentage of the respondents (72.2%) stated “agree”/“strongly agree”. On the other hand, there were 7 respondents (19.4%) who chose “neutral”. Smaller percentage (8.3%) of the respondents stated “disagree”/“strongly disagree”. Thus, most students believed that it was convenient to complete the tasks online.

In summary, the average percentage of overall aspects that belong to self-efficacy is 72.36%. Thus, it can be inferred that most students have positive self-efficacy in learning English online during COVID-19 pandemic.

### c. Teachers' Performances and Attitudes

The third factor to ask is teachers' performances and attitudes which belongs to extrinsic motivation. There were 6 aspects to ask related to this factor. It was aimed to find out whether students were extrinsically motivated by teachers' performances and attitudes in learning English online during the COVID-19 pandemic. The respondents' answers to the questions is presented in Table 3.

**Table 3. Teachers' Performances and Attitudes in English Online Learning during the COVID-19 Pandemic**

Statements	SD	D	N	A	SA
Lecturers provide appropriate contents/materials online.	0 0%	2 5.6%	7 19.4%	12 33.3%	15 41.7%
Lecturers give clear instruction during online learning.	0 0%	3 8.3%	8 22.2%	16 44.4%	9 25%
Lecturers set deadlines in a timely fashion.	0 0%	0 0%	8 22.2%	13 36.1%	15 41.7%
Lecturers start and end online classes in a timely fashion.	1 2.8%	0 0%	15 41.7%	13 36.1%	7 19.4%
Lecturers use the technology features effectively during online learning.	0 0%	1 2.8%	5 13.9%	19 52.8%	11 30.6%
I feel satisfied with lecturers' feedback.	0 0%	3 8.3%	5 13.9%	16 44.4%	12 33.3%

The first aspect asked about the respondents' opinions whether the lecturers provided appropriate contents or materials online. The majority of the respondents (75%) stated "agree"/"strongly agree". The minority of them (5.6%) stated "disagree"/"strongly disagree". Seven respondents (19.4%) preferred "neutral". This can be claimed that most lecturers were more likely to provide suitable contents/materials online.

Next, when the respondents were asked whether the lecturers gave clear instruction during online learning, the majority of the respondents (69.4%) stated "agree"/"strongly agree". Yet, 8 respondents preferred "neutral" (22.2%). The minority of the respondents (8.3%) stated "disagree"/"strongly disagree". It can be concluded that most lecturers gave clear instruction during online learning.

When the students were asked whether the lecturers set deadlines in a timely fashion during online learning, 77.8% of the respondents stated "agree"/"strongly agree". Surprisingly, none of them chose "disagree"/"strongly disagree". However, there were 8 respondents (22.2%) who preferred "neutral". From the data, it can be inferred that the lecturers were more likely to set deadlines in a timely fashion during online learning.

In addition, the students were asked whether lecturers started and ended online classes in a timely fashion. Concerning this question, the majority of the respondents (77.8%) preferred "agree"/"strongly agree". Very few (2.8%) stated "disagree"/"strongly disagree". Although there were 8 respondents (22.2%) who preferred "neutral", based on the data it can be claimed that the lecturers were more likely to start and end online classes in a timely fashion.

The number of the respondents who chose "agree"/"strongly agree" that the lecturers used technology features effectively during online learning is majority (83.4%). Only 2.8% of the respondents stated "disagree"/"strongly disagree". However, 13.9% of the respondents preferred "neutral". Based on the data, it can be claimed that most lecturers were more likely to use technology features effectively during online classes.

The last aspect asked concerns the students' satisfaction with the lecturers' feedback during online learning. The number of the respondents who agreed or strongly agreed that they were satisfied with the lecturers' feedback is the majority, 77.7%. While the minority of the respondents (8.3%) disagreed or strongly disagreed that they were satisfied with the lecturers' feedback, 13.9% of the respondents preferred "neutral". Based on the data, it is clear that the majority of the students were more likely to feel satisfied with the lecturers' feedback given online.

In summary, based on the data in Table 3, the average percentage of all aspects belonging to teachers' performances and attitudes is 80%. It is clear that most students seem to be extrinsically motivated by teachers' performances and attitudes during English online learning.

*d. Contents and Materials*

The fourth factor is teaching resources. It is aimed at finding out whether contents and materials provided by the lecturers could be motivating or demotivating for the students in learning online. There were 5 aspects asked regarding this factor. The respondents' answers to the questions can be seen in Table 4.

**Table 4. Contents and Materials in English Online Learning during the COVID-19 Pandemic**

Statements	SD	D	N	A	SA
The contents/materials provided online are interesting.	1 2.8%	1 2.8%	7 19.4%	19 52.8%	8 22.2%
The contents/materials provided online help me in understanding the topic.	1 2.8%	1 2.8%	8 22.2%	16 44.4%	10 27.8%
The contents/materials provided online are appropriate and up-to-date.	0 0%	1 2.8%	10 27.8%	13 36.1%	12 33.3%
The contents/materials provided online are organized and efficient.	0 0%	2 5.6%	8 22.2%	15 41.7%	11 30.6%
The contents/materials provided are useful for online	0	0	8	15	13



learning.	0%	0%	2.2%	41.7%	35.1%
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When asked whether or not the contents/materials provided online were interesting for the students, the majority of them (75%) stated “agree”/“strongly agree”, while only 7 respondents (19.4%) preferred “neutral”. The minority of the respondents (5.6%) stated “disagree”/“strongly disagree”. So it is safe to conclude that in general the contents/materials provided online were interesting.

Then, the respondents were asked whether the contents/materials provided online helped them in understanding the topic. The number of the respondents who agreed/strongly disagreed that the contents/materials provided online helped them in understanding the topic was the majority (72.2%). The minority (5.6%) of them stated “disagree”/“strongly disagree”. Yet, 8 respondents (22.2%) preferred “neutral”. It can be argued that the contents/materials accessible online helped the students to comprehend the topic during online classes.

Afterwards, when asked whether the contents/materials provided online were appropriate and up-to-date, 69.4% of the respondents agreed or strongly agreed. Although 10 respondents (27.8%) chose “neutral”, there were only 2.8% of the respondents who disagreed that the contents/materials provided online were appropriate and up-to-date. Therefore, it can be claimed that most of the contents/materials given online were relevant and up-to-date.

Next, students were asked whether the contents/materials provided were organized and efficient. The majority of the respondents (72.3%) stated “agree”/“strongly agree”. While 8 respondents (22.2%) chose “neutral”, only 5.6% of them stated “disagree”. It is assumed that most of the contents/materials provided online were more likely to be well-organized and efficient.

In conclusion, the average percentage of overall aspects belonging to contents/materials is 79.67%. Therefore, it can be claimed that students’ motivation was extrinsically influenced by contents/materials in English online learning during the COVID-19 pandemic.

*e. Classmates’ Attitudes*

The fifth factor is about whether classmates’ attitudes in English online learning during the COVID-19 pandemic were motivating or demotivating for the students in learning online. There were 5 aspects asked to gain information whether classmates’ attitudes extrinsically affected students’ motivation in English online classes. The respondents’ answers to the questions can be seen in Table 5.

**Table 5. Classmates' Attitudes in English Online Learning during the COVID-19 Pandemic**

Statements	SD	D	N	A	SA
My class fellows motivate me during online learning.	0	4	13	11	8
	0%	11.1%	36.1%	30.6%	22.2%
My class fellows support me during online learning.	0	2	13	11	10
	0%	5.6%	36.1%	30.6%	27.8%
My class fellows encourage me in learning English online.	0	4	9	13	10
	0%	11.1%	25%	36.1%	27.8%
My class fellows are cooperative during online learning.	1	2	10	15	9
	2.8%	5.6%	27.8%	41.7%	25%
My class fellows are very competitive during online learning.	1	6	13	11	5
	2.8%	16.7%	36.1%	30.6%	13.9%

When asked whether their class fellows motivated them during online learning, more than half of the total respondents (52.8%) stated “agree”/“strongly agree”. Thirteen respondents (36.1%) preferred “neutral”. The minority of the respondents (11.1%) stated “disagree”. It means that most students’ class fellows seemed to be motivating for them during English online learning.

When asked whether their class fellows supported them during online learning, the majority of them (58.4%) chose “agree”/“strongly agree”. Thirteen respondents (36.1%) chose “neutral”. There was only 5.6% of the respondents who disagreed. It means that most class fellows were more likely to be supportive during English online classes.

Afterwards, when asked whether their class fellows encouraged the students in learning English online. The data show that 63.9% of the respondents stated “agree”/“strongly agree”. Nine respondents (25%) chose “neutral”. There were only 4 respondents (11.1%) who disagreed. It means that most class fellows were more likely to be encouraging during English online learning.

Furthermore, when asked whether their class fellows were cooperative during online learning, the majority of the respondents (66.7%) stated “agree”/“strongly agree”. There were 10 respondents (27.8%) who chose “neutral”. The minority of the respondents (8.4%) stated “disagree”/“strongly disagree”. It means that most students were more likely to be cooperative in learning English online.

Lastly, when asked whether their class fellows were competitive during online learning, less than half of the total respondents (44.5%) stated “agree”/“strongly agree”. Thirteen respondents (36.1%) chose “neutral”. In addition, 19.5% of the respondents stated “disagree”/“strongly disagree”. It can be concluded that the majority of the respondents were not competitive in English online classes.

In summary, the average percentage of overall aspects belonging to classmates’ attitude show that the average percentage is 74%. It means that most students were extrinsically motivated by their classmates’ attitudes during English online learning.

*f. Technical Factors*

Last but not least, the sixth factor is about technical factors. There were 5 aspects to ask to gain information whether technical factors extrinsically affected students’ motivation in English online learning during the COVID-19 pandemic. Each detail of the respondents’ answers to the questions is presented in Table 6.

**Table 6. Technical Factors in English Online Learning during the COVID-19 Pandemic**

Statements	SD	D	N	A	SA
My laptop/HP is sufficient to access online classes.	1	2	8	10	15
	2.8%	5.6%	22.2%	27.8%	41.7%
I have good internet connection for online classes.	4	4	11	12	5
	11.1%	11.1%	30.6%	33.3%	13.9%
I do not find any difficulty with internet connection during online classes.	6	9	12	4	5
	16.7%	25%	33.3%	11.1%	13.9%
I do not find technical difficulties in online learning.	4	12	9	9	2
	11.1%	33.3%	25%	25%	5.6%
The use of technology increases my motivation in learning English online	2	2	7	15	10
	5.6%	5.6%	19.4%	41.7%	27.8%

When the students were asked whether they used sufficient laptop/HP to access online classes, the majority of the respondents (69.5%) stated “agree”/“disagree”. Only 8 (22.2%) preferred “neutral”. The minority of them chose “disagree”/“strongly disagree”. It means that most students were more likely to have sufficient devices for online learning. However, when asked whether they had good internet connection for online classes, less than half of the total respondents (47.2%) stated “agree”/“strongly agree”. Quite many (30.6%) preferred “neutral”. A total of 22.2% respondents stated “disagree”/“strongly disagree”. So it can be inferred that most students were not likely to have good internet for online learning. Thus, it affected the students’ demotivation in English online classes.

When asked if they did not have difficulty with internet connection during online classes, the majority of the respondents (41.7%) stated “disagree”/“strongly disagree”, followed by 33.3% of the respondents who preferred

“neutral”. The minority of the respondents (25%) stated “agree”/“strongly agree”. Therefore, it can be concluded that most students were having difficulties with internet access.

Besides, when asked whether they did not find technical difficulties in online learning, 44,4% of the respondents stated “disagree”/“strongly disagree” whereas 30.6% of them stated “agree”/“strongly agree”. Nine respondents, however, preferred “neutral”. It means that most students were likely to find technical difficulties during English online classes.

Conversely, when asked whether technology increases their motivation in learning English online, the majority of the respondents (69.5%) stated “agree”/“strongly agree”. The minority of the respondents (11.2%) stated “disagree”/“strongly disagree”. Seven respondents (19.4%) preferred “neutral”. It can be argued that most students’ motivation is likely to increase by the use of technology in English online classes.

The average percentage of overall aspects belonging to technical factors is 66.78%. Thus, it is concluded that the technical factors were demotivating for the students in English online learning.

Based on Table 7, five factors turned out to be motivating factors for the students to learn English online, namely: (a) Teachers’ Performances & Attitudes (score: 80), (b) Contents & Materials (score: 79.67), (c) Students’ Intrinsic Learning Motivation (score: 78.89), (d) Classmates’ Attitudes (score: 75), and (e) Self-Efficacy (score: 72.36); whereas only one factor turned out to be the demotivating factor, i.e., technical factors (score: 66.78) and the most motivating factor is Teachers’ Performances & Attitudes, followed by Contents & Materials, and Students’ Intrinsic Learning Motivation.

**Table 7. The most motivating factor and the most demotivating factor for EFL students in learning English online during the COVID-19 pandemic**

Factors Affecting Online Learning Motivation	Average Score	Rank
Teachers’ Performances & Attitudes	80	1
Contents & Materials	79.67	2
Students’ Intrinsic Learning Motivation	78.89	3
Classmates’ Attitudes	74	4
Self-Efficacy	72.36	5
Technical Factors	66.78	6

## Discussion

This study found that there were more factors (5) motivating the students in learning English online and less factor, i.e., only one factor demotivating them. The most motivating factor among the five factors is teachers’ performances and attitudes. The findings of many previous studies (e.g., Meşe & Sevilen, 2021; Shagdarsuren, 2020; Sriemulyaningsih, 2014), however, found that teachers’ performances and attitudes affected differently, either motivating or demotivating. The lecturers in this present study should be appreciated as the finding confirms that teachers’ performances and attitudes are the most motivating for students in learning English online. It is assumed that the lecturers were able to perform well in several aspects such as giving appropriate feedbacks, giving clear instruction, as well as appropriate materials. As the teachers’ role plays a crucial part in teaching and learning process, therefore, teachers’ performances and attitudes are expected to be motivating for the students.

In line with the findings of some previous studies (e.g., Shagdarsuren, 2022; Ma’ruf et al., 2022), this present study also found that students’ intrinsic motivation strongly affected the students’ desire in learning English although via online mode. Their intrinsic motivation in learning English could be related to their personal interest and future goals, in order to accomplish goals. Some previous studies found that technical factor is the most common demotivating factor (e.g., Agung & Surtikanti, 2020; Aikina & Bolsunovskaya, 2020; Maemunah et al., 2021; Muthuprasad et al., 2021), as online learning requires a lot of data internet/quota and high speed of internet connection but students often ran out of quota

and had low internet speed, even often experienced blackout. This present study has a similar result, i. e., the technical factor turns out to be the most demotivating for the students in learning online, such as poor internet connection and insufficient gadget/device. As technological facilities and internet connection are essential in conducting online learning, this becomes a challenge for students to set sufficient devices and connection. The online learning process cannot occur smoothly with technical distraction.

## CONCLUSION AND SUGGESTIONS

This present study explored the motivating and demotivating factors among the students of English education study program in learning English online during the COVID-19 pandemic. The findings of the study revealed that teachers' performances & attitudes, contents & materials, students' intrinsic motivation, and classmates' attitudes turn out to be motivating factors. Teachers' performances & attitudes are the most motivating factor. Only the technical factor turns out to be a demotivating factor.

The findings of the present study showed that motivation plays an important role in the online learning process. Not only intrinsic motivation but also extrinsic motivation can have an impact on the learning process and outcomes. Extrinsic motivations are important, especially for those who have low intrinsic motivation. Teachers' performances and attitudes as an extrinsic motivation is the most motivating factor; therefore, it is suggested that teachers be encouraged to improve their competence in teaching and facilitating the students in online learning. Furthermore, they must be able to create engaging and appropriate contents and materials for their classes, create more interactive and meaningful communication between teacher and students and between students and students in class so as to motivate the students to learn and possibly achieve better learning outcomes.

Technical factors as an extrinsic motivation are essential in online learning, however, the results of this study show that they are demotivating for the students. Therefore, it is suggested that it be improved in order to have more successful online learning.

Since this study was conducted using a limited number of participants, the findings cannot be generalized to a wider scope. Future studies exploring similar topics should, therefore, include a large number of participants so that more comprehensive findings can be obtained.

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