

A Potrait of the Miscellaneous Students' Motivations to Study English in the Online Class during the Covid-19 Pandemic

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Abstract: *This study examined the motivation of junior high school students in studying English in online classes during the Covid-19 pandemic. The research used a descriptive e study design and collected the data through questionnaires and interviews with 34 students of a junior high school in West Java, Indonesia. The findings revealed that in overall the students' motivation in learning English by online class was low or at least lower than before the pandemic; They perceived online classes as monotonous, less engaging, and less fulfilling than face-to-face classes; Additionally, they were easily distracted by technology and often strayed doing other things due to minimal supervision from their teacher. Conversely, the practice of using the new learning tools of digital media in online class positively affected the students' motivation to learn English through lessons, songs and videos they could search easily from YouTube Application. In addition, students acknowledged the importance of English for their future preparedness. Accordingly, despite the challenges of online class for the students, this learning model had the potential to positively impact students' motivation.*

Keywords: Online Class; Students' Learning Motivation; Covid-19 Pandemic

1. INTRODUCTION

During the last pandemic period, the learning-teaching process forced teachers to make adjustments in all instruction matters. These adjustments posed many issues for teachers and students who suddenly needed to adapt to a different type of teaching-learning scenario from offline to online because of the Covid-19 pandemic. What happened when it was no longer possible for students to have a face-to-face teaching learning experience at all? Purwanto, Absari, and Pramono (2020) said, "Both teacher and students are forced and unprepared. Some senior teachers were not familiar or skillful enough in using the internet and social media for the teaching process". These sudden changes confused both students and teachers. Due to this era of confusion and rapid changes, studies on how English teaching were conducted in the pandemic time were many. It was found from these researches that students had become unmotivated in following their online classrooms (Purwanto 2020; AlNatour 2021; Medina 2021). Furthermore, students felt behind in their expected learning outcome of the English language. Accordingly, they seemed losing their learning motivation.

Nevertheless, motivation plays a crucial role of students achieving their learning goal. Students who had high motivation in learning will achieve a high level of learning as a result. In educational psychology, Frederick in Nashar (2004) says learning motivation is students' tendency to learn pushed by the desire to achieve as high as possible the academic achievement. Alderfer in Nashar (2004) defines motivation as external and internal pushes that force an individual to act and do something to achieve an objective. Also, in learning a language, motivation is an essential factor that affects the successful learning of a language. In the psychology of learning, Ani (2006) argued motivations will expedite their learning progress and results. Nashar (2004) adds that learning motivation is a need to optimally improve ourselves to do better, reach achievement and be more creative. Dörnyei (1994) claims that student motivation is one of the most significant aspects of learning a second language. To sum up, learning motivation is an essential psychological circumstance that forces students to learn to reach the best achievement, hence it will significantly, in turn, creates a habit of self-improvement for the students.

Additionally, a preliminary study conducted on 31 July 2021 in the Covid-19 Pandemic period found how online classes in a certain small city junior high school located in West Java emerged problems for students. From the interview with the English teachers in that school, it was known that in online classes, students confronted self-motivation demands. This came from how the English teacher noticed that students gradually become more passive and less actively involved as before, added with dwindling attendance numbers as time went on. In the beginning, the students were active, but as time passed, there was an increase in the number of students who were unable to attend the class. The teacher had tried encouraging students by privately calling them and their parents, making it easy to access class materials. However, he informed that, on average, the students could not fully participate in class. The increase of passive and unmotivated students in that school warranted a closer look to understand students' better motivation and feeling when

attending the offline class. The loss of motivation of students in the online class could be detrimental to their learning development. As a consequence, teachers had to be aware of their students' problems of decreasing learning motivation to better accommodate a good learning environment.

According to other researches on English teaching in the pandemic period, motivations often appeared as a persistent problem. Hijazi and AlNatour's (2021) research on *Online Learning Model Challenges in EFL and Covid-19 Context* found that infrastructure, computer skills, coordination, teaching methods, **motivation** & willingness, assessment methods, and social aspects were challenges of students and teachers involved in online classrooms. For example in motivation and willingness domain referred to students' enjoyment of online classes, as 78% of the students had negative view on the methods used in class. Aguilar-Cruz and Medina (2021), in their research on *Pre-service English Teachers' Perceptions of Their Online Teaching Practice during Pandemic Times*, investigated that students' lack of commitment, **low motivation**, and connectivity were the problems occurring as the pandemic appeared once again. Also, the research entitled *Online Teaching Experiences of ELT Instructors* conducted by Meç, Sağlam, and Şener (2020) proved that lack of interaction and **students' motivations** were prevalent pitfalls in the students' study. These evidences proved that low motivation was the existing drawbacks for students in online classrooms.

Relating to the online class implementation and the National Examination Management, the Indonesian government issued a mandate stated in the Pandemic Curriculum to reduce the numbers of the National Examination Points of Assessments of the ones in the 2013 Standard Curriculum. This accommodation was taken to tolerate the condition of the students' readiness in taking the National Examination. The Pandemic Curriculum demanded students to have extensive individual learning that required high motivation force to do, something which was hard to immediately teach students due to how reliant the Indonesian classroom was on face-to-face learning. This requirement had mentioned by Hrastinski, S. (2008) in Meç, Sağlam, and Şener (2020) "Online teaching requires more learner autonomy than face-to-face teaching."

The research findings shed light on students' perspectives on emergency online classes during the Covid-19 pandemic. Despite students perceiving online classes as monotonous, the study revealed that the incorporation of various technological tools significantly enhanced their learning experience. Students effectively utilized interactive learning platforms, educational applications, and online language resources to improve their English proficiency. Furthermore, the findings indicated that students possessed a clear understanding of the importance of English in their future endeavors. They acknowledged that English proficiency would unlock a myriad of opportunities in the global era. This awareness served as a strong motivation for students to actively participate in online classes and strive to enhance their language skills, recognizing that English proficiency is an indispensable asset for their future success.

To conclude from the facts and prior research findings, students are more prone to be unenthusiastic about online learning as time goes on. Thus, this research tried to describe and to find out the students' motivation in attending online classroom and the factors influencing their motivation. To address this issue, the researcher has posed the following research questions: (1) what factors play a crucial role in shaping students' motivation, including their intrinsic motivation including physical and spiritual aspects and extrinsic motivation covering family, school, and environment factors? (2) What is students' perception toward factors influencing their motivation in learning English in online classroom.

2. METHODOLOGY

This qualitative research was conducted by using descriptive design with questionnaire and interview as data collection method. The questionnaire was composed to investigate factors of students' both intrinsic and extrinsic motivations. Those factors were taken from Ryan and Deci's (2000) Theory of Motivation called Self Determination Theory. Slameto (2013), added details that in learning, intrinsic motivation dealing with physic and spirit aspects, while extrinsic motivation links to family, schools, and environment aspects. These aspects of extrinsic and intrinsic motivations would be used as codes in the Thematic Analysis and as the basis of developing their themes. The questionnaire contained 20 questions, with questions 1-6 deals with intrinsic motivation, questions 7-15 relates to extrinsic motivation, and questions 16-20 are about online classrooms.

Further, the questionnaire responses would be measured using Likert Scale of 1-5 levels. This original 5-levels were adapted into 4-levels by avoiding the neutral answer. The result of the questionnaire range was from strongly disagree to strongly agree: SR = strongly disagree; D = disagree; A = agree; and SA = strongly agree. In addition, at the end of the questionnaire there will be an optional simple essay question to find if there are any other factors that students think influence their motivation. After taking participants' responses for the questionnaire via google forms and analyzing them, an interview was conducted.

The researcher conducted semi-structured interviews at school and recorded them with participant consent using a phone recorder or zoom meeting feature. Purposive sampling was used to select participants based on their questionnaire responses, particularly those who strongly agreed or disagreed or provided an optional essay response. The number of participants chosen varied as needed and interviews were personalized based on questionnaire answers, focusing on extrinsic and intrinsic motivations for participating in online English classes. Pre-planned questions regarding intrinsic & extrinsic motivations and students' perception of online class were used as a guide, but topics were flexible to address problems that aroused unexpectedly and naturally.

The data from the questionnaire and interview were analyzed using Thematic Analysis to identify patterns in the dataset that addressed the research question. This approach was based on Alhojailan's idea (2012), which highlights that Thematic Analysis enables the researcher to connect the analysis of theme frequency with the entire content. Furthermore, Maguire (2017) explains that Thematic Analysis involves the process of identifying patterns or themes within qualitative data. The analysis followed the 6-Step Process suggested by Braun and Clarke (2006) in Maguire (2017). The Six-Step Process for conducting Thematic Analysis included the following steps: 1. familiarizing oneself with the data; 2. generating initial codes; 3. searching for themes; 4. reviewing themes; 5. defining themes; and 6. writing up the analysis.

In employing Thematic Analysis, the researcher utilized a deductive approach to precisely define themes and classify the corresponding data. The motivation aspects derived from Ryan and Deci's (2000) Self Determination Theory, Slameto's specifications (2013), and factors influencing learning motivation from Dimiyati and Mudjiono (1994) were adapted to generate the initial codes. These codes encompassed themes such as Dream, Future Readiness, Learning Ability, Family, School, Environment, and Online Class. Table 1 presents the codes and the corresponding themes that were utilized in the current research.

Table 1: Codes and Themes

Codes	Themes	Codes	Themes
- Dreams	- Students had dreams or aspirations that self motivate themselves to follow online class	- Schools	- Schools provide incentive, infrastructure, and enabled teacher to support online class lesson.
- Future Readiness	- Students felt that lesson from online class will prepare them for future examination and goals	- Environment	- Students had infrastructure that support online class at home
- Learning Abilities	- Students felt that they can follow the online classroom	- Online Class	- Media, tasks, and lesson from online class was easily accessible students.
- Family	- Family supported their children and did not bother them when they attended online class.		

3. RESULTS AND DISCUSSION

The section is about the research findings of the data obtained from the questionnaire and interview which were analyzed by using thematic analysis.

3.1 RESULTS OF QUESTIONNAIRE

For intrinsic motivation, according to the result of the questionnaire, majority of the students (74%) were able to operate online class devices with only a small number of students (5%) were choosing strongly in not able to operate them. Next was that more than half of the students (60%) seemed to experience physical discomfort when taking an online class and that they felt less discomfort because teachers did not directly supervise them in class. For spirit factors, it seemed that students generally agreed that online classroom could not improve their English skills sufficiently enough for their future English tests and readiness from how the two questions related to that show above 60% and 70% result. These factors were crucial because having the feeling of improvement in one self is very important for motivation according to Deci and Ryan's (2000) Self Determination Theory. Students also seemed to generally disagree (71%) that they felt more comfortable without facing face to face with the teacher, even though the majority in physical factors felt less discomfort because they were not directly supervised by teachers in the teaching learning process (60%). This implies that students mentally felt the need for direct guidance from the teacher in a face-to-face class, but prefer the offhand supervision from an online class. Table 2 shows the recapitulation.

Table 2.1: The Physical Intrinsic Motivation

Questions	Strongly Agree	Agree	Strongly Disagree	Disagree
1 I can operate online class devices.	44%	30%	19%	5%
2 I feel physically disturbed (body aches, eyes tired) when taking online classes.	13%	47%	27%	11%
3 I feel freer or my body is not tense with online classes because I am not directly supervised by the teacher.	30%	30%	22%	16%

Table 2.2 : The Spiritual Intrinsic Motivation

Questions	Strongly Agree	Agree	Strongly Disagree	Disagree
1 I feel that online classes can improve my readiness for tests (national exams, last semester examination, etc.) in the future	2%	25%	33%	38%
2 I feel that online classes are able to improve my listening/listening, speaking, reading, and writing English skills through digital media (audio/video, YouTube, google classroom, etc.) provided with online classes	5%	36%	27%	30%
3 I feel more comfortable taking online classes because I don't have to deal with the teacher directly.	11%	16%	30%	41%

Based on the questionnaire results, a significant majority of participants (above 70% positive result for all three related questions) in this research expressed agreement with the school's provision of necessary facilities, training, and socialization required for online classes. In terms of family support, it was observed that parents or guardians generally extended their support by providing facilities, offering encouragement, and showing interest in their children's online classes. Regarding the environment, a substantial number of students (63% strongly agree) expressed feeling challenged when attempting to socialize in an online class. As for their willingness and ability to collaborate on group projects, the responses were fairly varied, with an equal distribution among all four answer options, except for the strongly disagree category. In terms of the quality of devices and facilities, such as computers and internet connectivity, both at school and at home, a significant majority (77% positive) agreed that they were sufficient for participating in online classes. The following tables prove the findings.

Table 3.1: The School Extrinsic Motivation

Questions	Strongly Agree	Agree	Strongly Disagree	Disagree
1 The school has provided facilities for online classes.	47%	33%	11%	8%
2 The school has provided training to take online classes.	36%	38%	22%	2%
3 The school has socialized an online class program that students take part in with their parents.	47%	27%	19%	5%

Table 3.2 : The Family Extrinsic Motivation

Questions	Strongly Agree	Agree	Strongly Disagree	Disagree
1 My family can afford to provide the facilities and infrastructure to take online classes.	58%	27%	5%	8%
2 My family actively asked about the schedule for conducting online classes.	22%	36%	30%	11%
3 My family gave me encouragement, motivation, and advice when I faced difficulties taking online classes.	44%	30%	19%	5%

Table 3.3 : Environment Extrinsic Motivation

	Questions	Strongly Agree	Agree	Strongly Disagree	Disagree
1	I find it difficult to socialize with friends and teachers in the online class period.	63%	19%	5%	11%
2	The quality of devices and facilities at home and school is sufficient for me to take online classes.	44%	33%	16%	5%
3	I am able to work together with my friends to do online class assignments effectively.	27%	30%	33%	8%

When they were asked about their overall perceptions of online classes, such as whether they found themselves enjoyable and whether they encountered any technical difficulties in submitting their tasks and accessing course materials, the majority of students expressed agreement (60%+ positive for both questions) that online classes were indeed enjoyable and easier to access. Students also agreed that their English teachers effectively utilized and enhanced the available online class tools provided to them (80% positive). However, when the fact of their decreasing motivation which happened over time as they continued with online classes was questioned, the majority concurred about their declining motivation was in tied to the prolonged online learning. While only a small number of students disagreed or was reported exhibiting unaffected motivation. This finding aligns with previous studies conducted on online classrooms during the pandemic period.

The results obtained from the questionnaire led to the conclusion that as the duration of online classes increased, students tended to experience a decline in their learning motivation. This condition could be attributed to the monotonous and disconnected nature of online classes, as indicated by their agreement that they faced challenges in socializing with their peers and noticed the drop in their motivation over time. Additionally, they admitted that their progress in online classes was not significant. Their perceptions are listed in table 4.

Table 4: The Students' Online Class Perceptions

	Questions	Strongly Agree	Agree	Strongly Disagree	Disagree
1	English online class teachers are able to utilize and develop available online class tools.	33%	47%	16%	2%
2	Online English lessons and media classes are fun and easy to understand Online	13%	50%	30%	5%
3	Online class media is easy to access.	19%	50%	19%	11%
4	I feel like my motivation wanes the longer I take online classes	41%	41%	8%	8%
5	English online class learning is free of internet distractions.	8%	41%	30%	19%

3.2 Results of Interview

This sub-section discusses the results of an interview conducted with 9 students who were selected based on their questionnaire responses and availability. The interview aimed to explore their intrinsic, extrinsic, and online class motivations, as well as the physical and spirit factors influencing their motivation. Regarding the physical factors affecting intrinsic motivation, the students expressed how the online class environment posed challenges in maintaining focus and motivation. They expressed missing the face-to-face interaction with teachers and peers, noting that the online class lacked the same level of engagement as a traditional classroom. The students also mentioned that the absence of structure and routine in the online class made it more difficult to stay motivated and on track. Without the physical presence of a teacher to provide guidance and accountability, some students found it easier to procrastinate or even neglect assignments altogether.

On the contrary, the students' spirit factors played a significant role in motivating them. They expressed a strong determination to enhance their English skills, not only for future career opportunities but also for personal development and self-improvement. Numerous students shared their aspirations of traveling or studying abroad and recognized learning English as a vital milestone towards realizing those dreams. Furthermore, students drew inspiration from diverse sources, including popular Western media like music, movies, and TV shows, as well as influential figures in their lives who had encouraged them to pursue their passions.

As for extrinsic motivation, although students acknowledged the importance of their families' support and encouragement, their motivation was not solely dependent on external rewards or incentives. Instead, they were driven by an internal desire to succeed and

enhance their skills. Nonetheless, some students expressed gratitude for the occasional token of appreciation or recognition they received from their families for their academic achievements.

In terms of motivation directed by school, the primary driving force appeared to be the aspiration to achieve good grades and progress to the next level. However, students also expressed frustration with the excessive workload, which at times resulted in burnout and a loss of motivation. While some students resorted to shortcuts like copying from online sources to complete assignments, others expressed a need for more hands-on guidance and support from their teachers.

Lastly, the students' learning environment appeared having a mixed impact on their motivation. While they appreciated the convenience and flexibility of online learning, they also found it challenging to connect with their classmates and engage in collaborative activities. Some students expressed feelings of isolation and disconnection from the learning process, which made it harder for them to stay motivated. On the other hand, students who had access to high-quality online learning resources, such as a reliable internet connection and user-friendly learning platforms, felt more motivated and engaged in the online class.

3.3 Discussions

The mandatory shift to online classes during the Covid-19 pandemic had a profound impact on students' learning motivation, as evidences from their personality traits and the novel internet-based learning model. This discussion explored the factors that played a crucial role in shaping the students' motivation, considering both intrinsic and extrinsic aspects and their perceptions related to the factors influencing their motivation in learning English in online classroom. The research investigation noted that students experienced a mixed of positive, negative, and neutral emotions and their perceptions regarding the factors influencing their motivation in learning English online varied. Obviously, the online learning challenges resulted negative emotions which demotivated students and disrupted their experiences in learning process. In other words, this study highlighted the importance of students' readiness toward online learning model and the need for teachers to be attentive and provided relaxing responses to address students' emotional problems or obstacles.

Moreover, in terms of intrinsic motivation, students' personal aspirations, interests, and passions emerged as key drivers of their motivation. It was discovered that students' intrinsic motivation regarding physical well-being was hindered due to an overwhelming number of tasks assigned during online classes. These overload of works created difficulties for them in managing their class responsibilities at home. They resulted feelings of being overwhelmed, tiredness, a lack of motivation and overall negative perception of online class. Dimiyati and Mudjiono (1994) affirmed that physical and mental conditions affected motivation, and an excessive number of assignments could lead to overwhelmed feeling and losing interest in studies. Additionally, students often found online assignments as the busier works which made them losing interest in their studies, and prolonged exposure to monitor screens also caused students dizzy and tired, which further impacted on their concentration and motivation. As online classes were scheduled similarly to face-to-face classes, the students were exposed to monitor screens from 07.00 am to 02.00 pm. This apparently taxed on their eyes. Therefore, to improve motivation, it was suggested to spread out the teaching schedule to provide students with particular time to rest their eyes.

In difference, students did not feel challenged by the homework assigned during online classes as they found it too easy and repetitive. A sense of stagnancy was detrimental to an individual's motivation in learning, according to Ryan and Deci (2000). To encourage students to seek activities and challenges to improve their abilities, homework aimed to challenge them and used open-ended questions to prevent cheating. Another potential drawback to motivation resulting from online classes was the lack of face-to-face interaction with both instructors and classmates. Virtual chat rooms and conference video calls often replaced physical classroom settings, depriving students of the same opportunity to ask questions and get immediate answers. Due to less supervision, some students may not have taken the online classes as seriously as face-to-face classes, leading to procrastination and lack of focus. The use of social chat applications like WhatsApp may also have been distracting to students. To address these issues, it was recommended for teachers and students to use different private chat rooms like Google Chat or Hangout that were not used in students' social life.

Also it was found that students' intrinsic motivation regarding their English proficiency was driven by their desire to achieve their dreams and aspirations and to have good scores in English subject. Good English proficiency was recognized by the students' as essential for finding jobs in the future, such as being a stewardess. Additionally, students' interest in western media such as music and movies also motivated them to learn more about the subject. However, they did not feel that they had improved their English proficiency much during online classes. The lack of practical practices of English and instructions in English classrooms might have been a contributing factor to this. Furthermore, the students' perception was that achieving good scores in online classrooms was easier due to the lower standard scoring. Conversely, it made them not taking the lesson seriously enough.

Concerning with extrinsic motivation family supports and expectations played a significant role as external motivators for students. Many students felt a sense of responsibility not to disappoint their parents, and a driven feeling of the academic high achievement. Parents could help motivate their children by expressing pride in their academic achievements. However, students noted physical

rewards or incentives from their parents mattered little for their motivation. Regarding school supports, some students felt that their school had provided them with adequate guidance and facilities, while others felt it was insufficient. The school had made efforts to teach their teachers how to use technology and create an infrastructure that supported online learning, which Rizcon (2020) highlighted as issues for Covid-19 online classes in Indonesia. To improve students' motivation to attend online classes, schools should direct their efforts towards fostering communication with parents so that they could become more involved in their children's education.

Of the external motivation environment side, the asynchronous nature of online classes made it challenging to create a sense of community among students. Furthermore, students were often placed in different classes each year, which led to a lack of continuity and isolated them from their peers. The lack of face-to-face interaction and the impersonal nature of online learning were identified as potential factors negatively affecting their motivation and sense of social connection. Students need social relationships, as Deci and Ryan (2000) noted that relatedness was a crucial aspect of motivation. The school should reconsider the policy of placing students in different classes each year, as it might contribute to a lack of socialization and anxiety during emergencies like Covid-19.

Another source of motivation and changes of students' perceptions toward learning popped up in the interview in the form of technological use, especially cell phones that became integrated into students' learning progress. Due to mandatory online classes, their phones acted as their guide or encyclopedia, changing their perceptions of the online learning as a solely communication and an entertainment device, to a valuable learning tool assisting them in their learning. On the other hand, there were some disadvantages related to cell phones in the online class, such as frequent interruptions due to constant notifications from social media, and how easily it was for them to get strayed or distracted from finding information on the internet. For example, finding media on YouTube often ended up with them playing entertainment videos instead. In general, cell phones were integrated into students' lives while in the mandatory online class. When they finally got back into face-to-face lessons after the online learning period was over, many students felt disoriented from the cellphone ban in face-to-face classrooms because they had been using it for a long time in all of their lessons. These situations show that technology cannot be thought of as a standalone subject; it should be integrated into all lessons even after online classes are over.

In conclusion, the shift to online classes during the pandemic presented challenges to students' learning motivation. Factors such as the overwhelming workload, lack of challenge in assignments, and limited face-to-face interaction had the negative impact on their motivation and sense of connectedness. Addressing these issues by providing a balanced workload, challenging assignments, and creating opportunities for interaction could help reestablish students' motivation and perception toward online learning.

4. CONCLUSION

In terms of intrinsic motivation, students' personal aspirations, interests, and passions were key drivers. Their desire to excel in English and achieve success in future career prospects served as strong intrinsic motivators. Additionally, students' physical and spiritual well-being could impact their motivation. For example, the lack of face-to-face interaction and the impersonal nature of online learning could negatively affect their motivation and sense of connectedness.

On the other hand, extrinsic motivation factors encompassed various aspects covering family, school, and the learning environment. Family support and expectations often acted as significant external motivators for students. Many students felt a sense of responsibility not to disappoint their parents, and academic achievement became an important driving factor. The role of schools was crucial in providing support, guidance, and creating an engaging online learning environment. Additionally, the overall learning environment, including the availability of resources and technology could also influence students' motivation in the online classroom.

The implementation of internet-based learning media has revealed additional factors influencing students' motivation to study English in online classes. The utilization of digital tools and resources, such as interactive lessons, educational apps, engaging songs, and educational video readily available through digital applications, has had a positive impact on students' motivation. These new learning tools have provided students with convenient access to information, anytime and anywhere, using their cell phones. In contrast to schools that have stuck to traditional educational media and tools during online classes, students have actively sought new ways to study and explore the internet as a valuable learning resource. Consequently, after transitioning back to face-to-face learning, students have experienced a sense of disorientation due to the discontinuation of mobile phone usage, which had become an integral part of their learning experience.

Students' perceptions toward factors influencing their motivation in learning English in the online classroom vary. The research indicates that students experienced a mix of positive, negative, and neutral emotions related to online English learning. Positive emotions were associated with factors such as the desire for achievement, the value of English materials, the teacher's learning method and attitude, abundant internet resources, and confidence in mastering the materials. These positive factors tended to promote students' motivation.

However, negative emotions also surfaced due to connectivity problems, the lack of personal contact, frequent use of online platforms, and insufficient knowledge of academic technology. These challenges demotivated students and hindered their learning experiences. The restricted personal contact with teachers and peers, in particular, triggered negative emotions. Students expressed a

need for more synchronous and creative learning activities, such as using Zoom meetings, to enhance engagement and motivation. Additionally, the study highlighted the importance of students' psychological well-being and the need for teachers to be attentive and provide soothing responses to address students' emotional challenges.

The findings of this study revealed that, students' perception toward factors influencing their motivation in learning English in the online classroom includes a range of emotions and experiences. Understanding and addressing these perceptions can help create a supportive and engaging online learning environment that fosters students' intrinsic motivation and ultimately leads to academic success. Creating a supportive and engaging online learning environment while encouraging students' personal aspirations and passions was crucial in growing intrinsic motivation and driving students to improve on their academic achievements. It was essential to address the challenges associated with online learning, including the overload of assignments, lack of challenge, and sense of disconnection. By providing adequate support and creating opportunities for students to pursue their interests and passions, schools could promote a sense of intrinsic motivation that could help students succeed both academically and personally. Furthermore, the integration of technology, especially cell phones, into students' learning progress should have been considered in all lessons, even after the online learning period was over, to keep up with the students' current way of learning.

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