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Indonesian EFL Higher Education Students' Motivation in Online English Learning in the Emergency Remote Teaching Context

Miftahul Janah

Universitas Muhammadiyah Pringsewu, Universitas Negeri Malang, Indonesia
Email: mjanne@umpri.ac.id

Bambang Yudi Cahyono

Universitas Negeri Malang, Indonesia
Email: bambang.yudi.fs@um.ac.id

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Abstract

Due to the massive spread of the coronavirus disease (COVID-19) in Indonesia, teachers are demanded to make immediate plans for online teaching. Online teaching aimed to maintain the teaching quality as well as to get the students to feel more motivated in learning. Of the various studies on motivation and its role in students' English learning, research that specifically focused on how students promote motivation to learn English remotely is still limited. This study, therefore, investigated the higher education students' motivation in online English learning and found factors that affect their motivation. To get the data, an online survey questionnaire was created and distributed by using Google Forms. Interviews were then conducted as a follow-up of respondents' responses to the questionnaire items. The interviews were conducted to obtain the specific information which was not revealed in the questionnaire. The results show that students have a medium level of positive motivation in online English learning. Some factors that strongly affect the level of motivation includes learning attitudes (having a strong desire to learn English), self-confidence (the capability to join the online English learning well) and influence of other people (family members and lecturers).

Keywords: EFL higher education students' motivation; English learning; factor; online English learning

Introduction

Motivation is needed as an important factor for success in learning English as a foreign or second language, even though creating motivation among learners can be a challenging task for teachers (Ahmed & Al-ward, 2020). Maintaining learners' motivation can be even more difficult in rural and suburban classrooms since the learners' opportunities to obtain access to English are far less than those who live in urban settings (Hsu-Hsiao, 2019). Moreover, the spread of coronavirus disease (COVID-19) in Indonesia required the government to advise all teachers to do emergency remote teaching. It resulted in a situation where teachers and students were required to change their teaching and learning system from a face-to-face session in the classroom into a

digital/virtual one using various online platforms or applications (Amin, 2020). They must quickly learn and adapt their teaching and learning management to cope with this unprecedented situation (Amin, 2020), make immediate plans for online teaching and learning to maintain and guarantee teaching quality (Pu, 2020), and get the learners motivated in the online learning by urging a potential source of motivation either from the inside or outside of the classroom (Rahman & Sahayu, 2020).

Myriads of studies explored factors affecting students' motivation in learning English, e.g. Cahyono and Rahayu, (2020); Hsu-Hsiao, (2019); Nasihah and Cahyono, (2017); Muslim et al, (2020); and Ulfa et al., (2019). Ulfa et al. (2019) and Muslim et al. (2020), for instance, reported that students' motivation relates to some factors such as socioeconomic status (e.g., school geographical location), classroom learning situation, future dream job or profession, parental supports as well as teachers' roles. Other factors are including of gender as well as language proficiency (Cahyono & Rahayu, 2020; Hsu-Hsiao, 2019). However, there were limited numbers of studies that focused on students' motivation towards online EFL learning and the factors that contributed to the motivation. For instance, Natalya and Halim (2021) found that in the early months of the pandemic, there was no significant difference in the Indonesian EFL students' motivation in EFL learning compared to their motivation before the pandemic. However, they observed a significant decrease in the students' motivation in EFL learning one year after the implementation of online learning. Unfortunately, there was no detailed explanation of factors which might affect the decreasing motivation of the students although they recommended the importance of adaptation to the situation and creation of learning innovation. In a study conducted by Phuong (2022), the learning motivation of Vietnamese EFL learners in fully online classes during the COVID-19 pandemic can be kept constant (no decrease) both intrinsically and extrinsically. Some factors that contributed to the motivation of the students included pedagogical strategies, teacher support, and the perceived usefulness of online learning. Thus, a study which focuses on the EFL students' motivation in online learning during the COVID-19 pandemic in the Indonesian context and the factors that contributed to the motivation needs to be conducted. By portraying students' motivation in online English learning as well as the factors affecting them, the present study was expected to strengthen the existing theory that students' motivation should be a major concern to be considered in the teaching and learning process in any learning environment, both online and offline.

In light of the gap of the research on motivation and its contributing factors during the implementation of online EFL learning of the Indonesian EFL students in the COVID-19 pandemic, this study intended to investigate the Indonesian EFL higher education students' motivation in online English learning, especially during emergency remote teaching context and to find the factors that affect their motivation. To achieve the research objective, the present study was guided by the following research questions:

- (1) How is the Indonesian EFL higher education students' motivation in online English learning in the emergency remote teaching context?
- (2) What factors affect Indonesian EFL higher education students' motivation in online English learning in the emergency remote teaching context?

Literature review

EFL students' motivation

Being highly motivated are required for students to achieve the desired learning goals (Kumari et al., 2020). Learning and motivations are two fundamental components necessary to

reach a goal; learning enables students to obtain knowledge, and motivation attracts them to become involved in the learning process (Al harthi, 2016). Motivation plays an important role in English language teaching and learning. Muslim et al. (2020) states that motivation is a strong trigger for more independent and autonomous learning. Students with high intensity of motivation often perform better than those with a low intensity (Hsu-Hsiao, 2019). However, although studies on the role of motivation in learning EFL have been well documented (Setiyadi et al., 2019), it is still a daunting task for many language teachers in the world (Ulla, 2020). Thus, teachers need to pay attention to motivation since the success of English language learning is not only a matter of teaching methods, but it also involves motivation (Agustrianti et al., 2016). Considering the importance of learning English and all subjects, Hsu-Hsiao (2019) adds that recognizing and fostering individual students' motivation as well as identifying and responding to their concerns are very crucial for teachers.

Factors contributing to motivation

Literature shows many factors affecting students' motivation in learning EFL. Students' motivation relates to internal or external factors, which is related to the types of motivation, namely intrinsic or extrinsic motivation. Intrinsic motivation refers to the internal feelings of a person (Cahyono & Rahayu, 2020). Extrinsic motivation, otherwise, refers to the factors coming from outside of the person's concern. Motivation can also be affected by two antecedent factors; the 'educational factor' and the 'social factor' (Gardner, 2012; Xaypanya et al., 2017). Educational factor refers to the educational environmental features that motivate students to learn a language, including the policy, administration, teacher quality, and course structure. The social factor refers to the students' beliefs on the importance, purposes, and expectations of learning the language, as influenced by family support and peer pressure.

In the language (English) learning context, motivation can be classified into three main aspects: language, learner and learning situation (Dörnyei, 1994; Muslim et al., 2020). Language aspect relates to two main components of motivation: instrumental motivation (e.g. to get a good or high salary job) and integrative motivation (e.g., to learn the culture of the native English speakers). The learner aspect relates to some elements such as the need for achievement, self-confidence, language use anxiety, perceived second language competence, causal attributions, and self-efficacy. Meanwhile, the learning situation aspect includes three elements: the course, teacher, and group. Muslim et al. (2020) investigated EFL students' motivation by constructing individual motivation and social motivation. Following Muslim et al., the present study uses the term individual and social motivation to portray EFL higher education students' motivation in online English learning. Individual motivation is about the students' attitudes on the new learning environment in terms of learning attitude, self-confidence (the beliefs the learners hold about their own ability), and ideal (ought to) self. Social motivation includes family influence, lecturer's influence, learning materials and instructions, peer's influence and learning experience (Kusumawati, 2020).

Online English language learning

There was a shift from traditional instruction to online teaching over the past two decades (Almaghaslah et al., 2018; Martin et al., 2019; Meirovitz et al., 2022), in which using technology in the classroom and in online teaching and learning through distance and open education systems may have been commonly accepted as an effective means for teaching and learning in the 21st century (Almaghaslah et al., 2018; Bandalaria, 2018; Ulla & Perales, 2021). Hence, it is

understandable that the educational environment and learning situation in this era have been adjusted from face-to-face teaching and learning mode to online teaching and learning mode. The online teaching and learning methods offer alternatives for creating a new learning environment (Kusumawati, 2020). It is often the only platform through which educators can remain connected with millions of students (Meirovitz et al., 2022). It benefits students, as well as lecturers (Almaghaslah et al., 2018) since online teaching materials facilitate collaborative, interactive, project-based, and real-life activities (Meirovitz et al., 2022). Mishra et al. (2020) stated that in the past e-learning, distance education and correspondence courses were considered part of non-formal education, but for now, it seems that online teaching and learning would gradually replace the formal education system if the circumstances enduringly persist over the time.

The students' learning performance in an online learning environment could be influenced by their readiness to adopt this innovative learning approach (Kumari et al., 2020). So it makes sense that as online learning continues to grow, it is important to investigate students' overall experiences in online learning environments (Kumari et al., 2020). Further, instructional designers must consider motivation as an important issue utilized to improve the environment of language learning (Refat et al., 2020), including this online learning environment.

Research method

Design of the study

This study employed a descriptive research approach to investigate the EFL higher education students' motivation and the factors affecting their motivation. Power et al. (2022) quote in their study that a descriptive research approach provides a flexible, straightforward description of an experience. This research design seeks to discover, understand and describe an experience while staying close to participants' accounts (Kim et al., 2017; Power et al., 2022).

Participants

The participants were involved 64 students out of 100 students who were enrolled in the third and the fifth semester of the English Study Program of Universitas Muhammadiyah Pringsewu (UMPRi), Lampung Province, Indonesia. The participants who completed an online questionnaire were those who had experienced previously learning face-to-face and then joining online learning.

Instruments

Questionnaire and interview are two instruments applied in this study to collect the data. A *questionnaire* was constructed by including items on individual and social motivation and students' motivation in English learning (Agustrianti et al., 2016; Naima, 2017) to elicit data for this study. *Interview*, henceforth, utilized as a follow-up of respondents' responses to the questionnaire items to obtain the specific information which could not reveal in the questionnaire.

Procedures

The questionnaire consisted of three sections. The *first section* of the questionnaire requests the participants to give demographic information such as age and gender, and it is also used to confirm their possession of personal computers or gadgets. The *second section* deals with the students' motivation in online English learning and the factors which can affect their motivation. In the *last section*, through an open-ended question, the participants were required to provide answers related to the courses they felt most motivated to learn remotely and the platforms that the

lecturers used to teach the courses. The questionnaire was created by using Google Forms and shared through students' WhatsApp Group.

The second section of the questionnaire, particularly, was written on a Likert scale of 1-6 options, varying from Strongly Disagree to Strongly Agree. The middle-point option showing the students "neither agree nor disagree" is not included to avoid unclear motivational tendencies (Cahyono & Rahayu, 2020). The responses are classified into two categories; negative (1-3) and positive (4-6) orientations. The positive orientation, then, is classified into three levels of motivation; low (4), medium (5) and strong (6) (Muslim et al., 2020). According to Jabali (2018), positive orientation toward language may increase their achievement or proficiency.

Interviews, furthermore, were derived from 6 selected EFL higher education students who had participated in the online questionnaire. The selected interviewees were those who were not hesitant to speak, who were articulate, and who could share ideas comfortably. Voice notes and chatting on personal WhatsApp were chosen as the way of gaining the data of the interview.

Data analysis

The data obtained from the questionnaires were analyzed descriptively using IBM SPSS (Statistical Package for the Social Science) version 22. They included mean, minimum and maximum scores, standard deviation, and skewness. The findings are then, presented in terms of frequencies (f) and percentages (%). Moreover, the obtained qualitative data of this study proceeded through six steps commonly used in analyzing qualitative data such as preparing and organizing the data for analysis, coding the data, using the code to develop a more general picture of the data, presenting the findings, making an interpretation of the findings, and validating the accuracy of the findings. In-depth descriptions, afterwards, were displayed to make the findings of the EFL higher education students' motivation more meaningful.

Findings

The demographic data record of the students showed that all of the 64 students (100%) had their own personal computers. Twenty-five students (39.1%) use their personal computers for learning purposes, and the other students (60.9%) use their computers for various purposes. All students stated that using information and communication technology (ICT) in learning English is very useful and more than 90% of them are interest to use this ICT to learn English. In the following sections, the findings are revealed in the order of the research questions.

EFL higher education students' motivation in online English learning

The students' motivation in online English learning is elaborated into individual and social motivation. Based on the individual and social motivation, the factors that affect the students' motivation can be revealed briefly.

Individual motivation

To know the students' individual motivation, the questionnaire of this study covered three aspects: learning attitudes, self-confidence, and ideal self. The results of the students' individual motivation are shown in Table 1.

Table 1. EFL students' individual motivation in online English learning (N = 64)

| Category | Indicators | Min | Max | Mean | Average |
|--------------------|-----------------------------|-----|-----|------|---------|
| Learning attitudes | Strong desire | 3 | 6 | 5.55 | 4.93 |
| | Read and learn autonomously | 2 | 6 | 4.80 | |

| | | | | | |
|-----------------|-------------------------------------|---|---|------|------|
| | Like the platforms | 3 | 6 | 4.80 | |
| | Like challenging exercises | 2 | 6 | 4.58 | |
| Self confidence | Join learning well | 3 | 6 | 5.28 | 4.51 |
| | Cooperative in pairs | 1 | 6 | 4.94 | |
| | Understand audio recording | 2 | 6 | 4.03 | |
| | Confident in monologue or dialogue | 2 | 6 | 4.08 | |
| | Understand paragraphs/ texts | 1 | 6 | 4.27 | |
| | Like to have lots of activities | 2 | 6 | 4.47 | |
| Ideal self | To get highly paid-job | 1 | 6 | 4.92 | 4.80 |
| | To get respect | 1 | 6 | 4.72 | |
| | To get more success and achievement | 2 | 6 | 4.77 | |
| Total Average | | | | | 4.71 |

Table 1 shows that score of each aspect of individual motivation is close to 5. More specifically, the average learning attitudes, self-confidence and the ideal self respectively stand at 4.93, 4.51 and 4.80, with a total average score of 4.71. Refer to the categories abovementioned, in which negative orientation is for the range 1-3 and positive stands on range 4-6, and the positive orientation, then, is classified into three levels of motivation; low (4), medium (5) and strong (6), so, the score displayed in Table 1 indicates that all students tend to have a medium level of positive individual motivation.

Four statements provided in terms of learning attitudes to know EFL higher education students' attitudes toward online English learning. As many as 62 students (96.9%) agreed and strongly agreed to the statement "having strong desire to know all aspects in English." Meanwhile, 44 students (68.7%) agreed and strongly agreed to the statement "read and learn the material autonomously." Moreover, 46 students (71.9%) agreed and strongly agreed to the statement "liked the platforms used by the lecturer in teaching English." Then, only 35 students (54.7%) stated that they agreed and strongly agreed to have challenging exercises in online English learning.

Self-confidence is the next aspect elicited in the questionnaire. The data derived from six statements showed that 58 participants (90.6%) can join the learning well, 51 participants (79.7%) are cooperative in pairs or group works, and 37 participants (57.8%) like to have lots of activities to participate actively. Meanwhile, there is only a small number of the students who agreed to the statements on understanding audio recording (32.8%), confidence in using English in monologue or dialogue (29.7%), and understanding the paragraph/texts (46.9%).

Subsequently, three items were used to know the students' ideal self, in which as many as 46 participants (71.9%) agreed to the item stating that studying English enables students to get a highly paid job. The statement that "being proficient in English are in very high respect in the country" was agreed by 42 participants (65.7%). Meanwhile, the statement on "being proficient in English can lead to more success and achievement in life" agreed by 46 participants (71.9%).

The aforementioned findings mean that despite being at a medium level of positive individual motivation, the students have self-awareness about learning English even though conducted online. This is certainly good news considering that self-awareness to learn is the main point students must have in learning something. Hosen et al. (2021) argue that a person must have the ability which is determined by individual factors, to perform a behaviour in a social networking system definitely. According to them, individual factors also examine the self-efficacy level that can help boost a person's altruism to share knowledge in a virtual community.

Social motivation

Social motivation covered a number of items including family influence, lecturer's influence, learning materials and instructions, as well as peer's influence and learning experience. The results of the questionnaire are displayed in Table 2.

Table 2. EFL students' social motivation in online English learning (N = 64)

| Category | Indicators | Min | Max | Mean | Average |
|------------------------------------|---|-----|-----|------|---------|
| Family influence | Family has negative attitudes | 2 | 6 | 5.09 | 4.45 |
| | Family supports to learn English | 5 | 6 | 5.61 | |
| | Finish all works due to family's help | 1 | 6 | 2.64 | |
| Lecturer's influence | Lecturer is a great inspiration | 2 | 6 | 4.77 | 4.98 |
| | Lecturers' support | 3 | 6 | 5.20 | |
| Learning material and instructions | Clear instruction, material, and assignment | 3 | 6 | 4.64 | 4.74 |
| | More space for discussion and consultation | 2 | 6 | 4.84 | |
| Peer's influence | Finish all works due to pairs/ group members | 2 | 6 | 4.27 | 4.27 |
| Learning experience | Learn English outside school through internet sources | 2 | 6 | 5.37 | 5.37 |
| Total Average | | | | | 4.48 |

The findings show that EFL students' social motivation in online English learning displayed in Table 2 are more heterogeneous than those displayed in Table 1, which deals with individual motivation. Two categories have low positive social motivation, in which family influence (4.45) and peers influence (4.27). The other categories show medium positive social motivation, namely lecturer's influence (4.98), learning material and instructions (4.74), and learning experience (5.37). However, the total average score is 4.48, which means that the students have positive social motivation at a low level. It makes sense, as Papi and Teimouri (2014) state in their study that the L2 learning experience may include learning that takes place outside the classroom. So, it is not necessarily limited to the narrow classroom context (e. g. the teacher's personality and teaching materials). Moreover, Kantaridou et al. (2021) say that it may also include influences from the broader sociocultural context such as the family background and the neighbourhood where the learners reside.

The combined scores of the means of both the individual motivation and social motivation indicate that the average score of the students' motivation in online English learning stands at 4.62. This means that, in general, the students' motivation in online English learning was at a medium level. According to Yu et al. (2019), the most critical predictors of students' learning and personal development in higher education are their motivation and engagement.

Through an open-ended question, the last section of the questionnaire was ultimately distributed to the participants. In this section, the participants were required to provide comments regarding the courses they are mostly motivated to learn along with the platform that the lecturer used to teach the courses. The result found that most students answered learning writing is the course which they mostly motivated to learn. Some of them were motivated to learn speaking and translation. A small number of the students chose structure and grammar. Some examples of students' responses in the open-ended questions section showing the course they are mostly motivated to learn are as follows.

What I like most is the writing course because learning writing is fun and what the lecturer explained is easy to understand. The platforms frequently used by the lecturer to teach this course are WAG, GC, and YouTube, Sometimes the lecturer used Google Meet (Participant 1).

I am motivated to learn speaking because of quite challenging, tense and it teaches me public speaking. The lecturer used Google Meet and Google Classroom (Participant 2).

I am motivated to learn translation since I like to analyse texts and translate them into Indonesian. This becomes a new thing for me. The lecturer used WAG and GC (Participant 3).

The students' answers to the open-ended questions show that the lecturers used various platforms. Yet, it is apparent in the excerpts that the platforms most frequently used by the lecturers to teach the courses was Google Classroom (GC), WhatsApp group (WAG), YouTube, and Google Meet.

Interviews data analysis

An interview with the six selected respondents henceforth was generated to make more in-depth findings. This interview was a follow-up to the questionnaire to confirm the respondents' responses to the questionnaire session. As mentioned previously, this interview was derived from 6 selected respondents. The respondents were those who were not hesitant to speak, who were articulate and could share ideas comfortably. The questions of the interview were chosen from the questionnaire items with the most responses, both positively and negatively. The first question talked about '*Confident in monologue/dialogue*' where most students indicated Slightly Agree (SLA) in the questionnaire.

I feel very uneasy to do a monologue/dialogue in English. I got more confident to express my ideas through writing (Respondent 1, 3, 5).

I don't have enough vocabulary to do oral English. So, I am not confident in doing monologue/dialogue (Respondent 2).

The above statement shows how students were not confident to speak English (to do monologue/dialogue) because of the limited vocabulary they have and 'stage fever' as well. Some respondents, however, indicated neutral attitudes like the following displayed.

Both spoken and written English have the daunting task to do. The difference is we can refer to the dictionary to do written English which could not apply to spoken English where we have to share our ideas spontaneity (Respondent 4 and 6).

Similar statements were also avowed by students when the question of the questionnaire talked about '*understanding paragraphs/texts*'. Most interviewees admitted that they were difficult to understand English paragraphs/texts as the limited vocabulary they have, made them bewildered in grasping the meaning.

Interestingly, in the question of '*to get a highly paid job*', '*to get respect*', '*to get more success and achievement*', most students posited themselves in the 'agree' even 'strongly agree' option. This indicates that they have a strong belief in English which can lead them to have a bright future. Here are the students' responses to the questions.

I believe smart people are respectable. The townspeople cherish those with a good brainy in all aspects of life, including those in the working world. And learning English is one way for me to be one of those people who are respectable (Respondent 1).

I learn English to get a highly paid job in the future. I am sure, I would be more successful and have good achievements in my life when I am good at English (Respondent 2 and 6).

Surely, every person has their own goal for their life. English is my way to being a good person with good achievements. Someday, hopefully, it will lead me to have a good job too (Respondent 3 and 5).

I learn English because it seems like those who are smart in English or other foreign languages are the brightest people. They would be able to reach their dream future easily and be able to go around the world as well (Respondent 4).

Subsequently, the last question of the interview talks about ‘*family and lecturer’s support*’ as well as ‘*learning English outside class through internet sources*’. For family-supporting systems, students said that their families fully supported their English learning activities, such as enrolling them in private English lessons since high school. Nevertheless, albeit not all students have had private English lessons, they all said having a full family-supporting system.

My family supported me well to learn English. Hence, they enrolled me to have private English lessons since I was a student in junior school (Respondent 1 and 6).

I started to have private English lessons at high school when I was going to encounter National Examination, then I took English as my department in higher education. I think it was my family-supporting system in learning English (Respondent 2, 3, and 5).

I never joined private English lessons. The family-supporting system I have in learning English was my parents who always allowed me to buy any book, for instance, to improve my English skill. And for now, they would give me internet access to learn English online like joining an English online community etc (Respondent 4).

Talking about lecturers’ support, most students had similar statements, in which the lecturers provided them with more space outside class, such as a class WhatsApp Group (WAG) and Google Classroom, to discuss deeply the subject they were studying. Additionally, the lecturers would also supply another link of material to be learned by students. It makes sense that the students’ responses to the interview question about learning English outside class, all of them answered learning English through YouTube and other social media platforms.

To make us more understand the subject we were studying, the lecturers provided us with WAG. Sometimes, they would send Voice Notes (VN) to explain more about the subject. They would also send us the links to learn English. So that for learning outside class through internet sources, we utilized the platforms like YouTube and Facebook to join the online English community or other social media platforms (Respondent 1, 3, 4, and 6).

To support us in learning English, lecturers provided us with WAG and GC to discuss more outside class. Through those platforms, we could understand deeply about the topic. The

lecturers frequently send us the links to learn English outside class through internet sources such as YouTube or other links to the subjects (Respondent 2 and 5).

The interview ultimately continued with the question which asked students for revealed their further expectations regarding online English learning. Responding to the question, the students wished that lecturers could give them a golden experience in online English learning. They were eager to avail internet sources as well as possible. Eventually, they hoped that online English teaching and learning would be continued and made congruence with the offline one.

Factors affecting EFL higher education students' motivation in online English learning

The obtained data show that students' motivation in online English learning holds a medium level of positive orientation. Having a strong desire to learn English is one of the aspects that affected their motivation mostly, in which 62 participants (96.9%) agreed to the statement, with a mean of 5.55 (high). Then, on the statement of "they can join the online English learning well", as many as 58 participants (90.6%), with a mean of 5.28 (medium), agreed to the statement. The next aspects which mostly affected students' motivation were derived from social motivation. On the statement of "family have negative attitudes towards English", as many as 54 participants (84.4%), with a mean of 5.09 (medium), disagreed. It was in line with the statement of "family supports students to learn English well", in which as many as 39 participants (60.9%) strongly agreed, and as many as 25 participants (39.1%) agreed. The mean of this statement is 5.61 (high). It means that all students have support from their family to learn English. The next is "lecturer's support", in which as many as 60 participants (93.7%), with a mean of 5.20 (medium), agreed to the statement. The last aspect which most affected students' motivation is the "learning experience" where they learn English outside through movies, songs, YouTube videos and other internet sources. There are 59 participants (92.2%), with a mean of 5.38 (medium), who agreed to the statement.

Thus far, numerous theories of motivation have examined the effects of different factors such as learning environment or individual characteristics on motivation (Zeynali et al., 2019). Hence, the present study endeavour to avail the online learning situation during the pandemic to grasp how this new learning environment affects the students' motivation in learning English and the other factors as well. The above findings show the factors that most affected their medium-level motivation of positive orientation in online English learning were derived from individual motivation such as *learning attitudes* where they have a strong desire to learn English, followed then by *self-confidence*, in which most students stated that they could join the online English learning well. Implicit attitudes are the result of past experiences that may create favourable predispositions to learning which may not necessarily materialize (Kantaridou et al., 2021). Positive attitude and high motivation among learners have the potential to facilitate the learning of a second language (Eshghinejad, 2016; Lai & Aksornjarung, 2018). When learners have positive attitudes towards learning English, they show their interest in the language and are willing to learn more (Lai & Aksornjarung, 2018). While self-confidence is defined as the beliefs the learner holds about his or her own ability (Hong et al., 2014; Waluyo & Rofiah, 2021; Y. M. Liu & Hou, 2021).

Likewise, the aspects of social motivation like *family influence*, *lecturer's influence*, and *learning experience* take a role in motivating students. It is congruent with the study of Jayawardena et al. (2020), who found that parental involvement positively affected the students' learning. Kantaridou et al. (2021) posit families as the supporting system that may create opportunities for exposure to and use of the L2, which will be beneficial for students and may even inspire and promote the learning of additional foreign languages. Moreover, regarding social

motivation, Kantaridou et al. (2021) quote in their study that social capital in the form of individuals' social networks is critical in creating learning opportunities as a means of providing learning resources.

Discussion

The results of the study showed that the average score of each aspect was close to 5. Thus, it can be concluded that students have positive motivation at the medium level. The total average score of individual motivation is 4.71. The average score for learning attitudes is 4.93, self-confidence is 4.51, and for the ideal self is 4.80. Meanwhile, the social motivation aspect showed that the total average score is 4.48. The average score of family influence is 4.45, the lecturer's influence is 4.98, the learning material and instructions is 4.74, the peer's influence is 4.27, and the learning experience is 5.37, which is the highest obtained average score. However, it is interesting to note that students, overall, have positive attitudes toward online English learning even though in the medium level. Gardner (2001, cited in Öz, 2015) asserts that students' attitudes towards a specific language community influence the degree of success in incorporating aspects of that language since the correlation between students' attitudes towards learning a language is deeply related to their performance. Furthermore, through an open-ended questionnaire and interview, the results revealed that the course the students were most motivated to learn was a writing course in which the platform used by lecturers were Google Classroom, YouTube, and WhatsApp.

The questionnaire also revealed that even though almost all aspects have a positive contribution to the students' motivation, the aspect most affected this medium positive motivation are learning attitudes (having a strong desire to learn English), self-confidence (the capability to join the online English learning well), family influence, lecturer influence, and learning experience. Although this study did not obtain the data to confirm whether gender had affected students' motivation in online English learning, it should be noted that the findings of this study relate to the previous studies such as Muslim et al. (2020), who found that as for ideal self, most students strongly agreed that they need to have English language skills which are similar to the statement of "I have strong desire to know all aspects in English" contained the questionnaire of this study. As for students' self-confidence in joining the lectures well, this study conforms to the previous studies of Muslim et al. (2020) and Agustrianti et al. (2016), which have reported the students' confidence role in English learning achievement. Subsequently, even though it has a slightly different level of motivation resulted from the previous studies above mentioned, this study results showed most participating students believe that English is necessary for their success in future life.

The next findings deal with students who believed that family and lecturers strongly supported them to learn English well, as reported in the study of Muslim et al. (2020). These findings were relevant as well to the result reported in the study of Ulfa et al. (2019), which showed that the biggest factor affecting students' motivation in learning English came from the teachers (86.2%), followed then by the environment (85%) and parents (68.7%) although the findings were quite different from the result of this study in which 100% students agreed to the parental support, 93.7% to the lecturers' support, and 92.2% to the students' experience in learning English outside the class. The study conducted by Phuong (2022) also found that teacher support is one of the important factors that could maintain students' motivation in online learning. The present study's findings indicate that the factors mentioned in the previous studies, indeed, provide a big influence on English learning even though conducted online.

Although myriads of research have studied students' motivation, this study adds to the existing body of knowledge that this new learning environment (online learning) is not something that can prevent students from maintaining motivation to learn English as long as the environment, teachers, friends, parents and students' desire itself provide good support which may lead them to have great English proficiency as well. It was in line with the statement that personal characteristics and skills, the motivation to learn, as well as the tutor's role could affect motivational processes for making progress in foreign language learning (Escobar Fandiño & Silva Velandia, 2020; Jiménez et al., 2017). Online learning communities, then, according to Liu (2020), can trigger intrinsic motivations in learners, not only increasing their willingness to participate in competitive activities in the community but also positively improving their expected social self-efficacy through social interactions with peers, for instance. Nevertheless, the findings also make this study accentuate that even though online learning might students to study autonomously, in fact, they kept relying on teachers' roles thus it is important for English teachers/ lecturers to be concerned frequently their students' motivation to learn English and the factors can affect students' motivation. The learning environment certainly might change over time, yet, the students would get better English learning achievement when they could preserve their motivation to learn English. All related parties, therefore, would have the responsibility to motivate students to learn English well in any mode of teaching and learning environment.

Conclusion

Referring to the orientations of motivation, the result of this study is included in the positive motivation with a medium category as the average score of each aspect close to 5. It proved that even though English learning is conducted online, students' motivation to learn English did not disappear. Thus, the new learning mode can maintain students' motivation in learning English as long as the environment, teachers, friends, parents and students' desires itself provide good support to the students to attain good English proficiency. The findings of the present study also reveal that even though online learning might indicate that students were likely to study autonomously, in fact, they kept relying on teachers' role. Hence, it is important for English teachers/lecturers to pay attention more closely to the student's motivation in learning English as well as the factors that affected their motivation. However, there is a limitation of this study as it focused merely on the level of motivation and some possible factors affecting motivation. Further studies, therefore, are required to investigate more about the students' motivation in an online course of particular language skill (e.g. writing or reading) and factors affecting their motivation.

Declaration of conflicting interest

No potential conflict of interest was reported by authors.

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