

REMOTE LEARNING IN THE CRISIS OF COVID-19: MOTIVATING OR DEMOTIVATING THE EFL STUDENTS TO LEARN?

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ABSTRACTS

The implementation of virtual learning in the time of covid-19 pandemic had potentially affected the students' learning motivation. This research was aimed at finding out; (1) the level of the EFL learning motivation when the remote learning is implemented during the Covid-19; (2) How was the EFL learning motivation when the remote learning implemented during the Covid-19. This study was conducted at two different universities students majoring English language education and medical laboratory technology consisting of 202 students. To gain the data, a questionnaire on learning motivation was delivered to the students. The data was analyzed using the Likert scale of agreement or disagreement to interpret the types of learning English motivation. In analyzing the data, both quantitative and qualitative were used as a mixed-methods was applied. The findings of the study showed that the students' motivation was categorized into high level or slightly close to medium level of motivation. Other interesting findings were (1) the distance learning was claimed less effective because the materials were claimed to be difficult; (2) error internet connection; (3) less interaction between students and teachers, and so forth. On the other hand, some students argued that digital learning had built their independency, curiosity, and confidence to learn. The students' ability to utilize the learning media also improved through the implementation of remote learning.

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INTRODUCTION

Face-to-face interaction in the classroom is temporarily prohibited by the government. This policy was taken to prevent the outbreak of Covid-19. In response to this condition, the teaching and learning process was forced to move from direct learning to distance learning. The Utilization of online learning during this covid-19 pandemic became a new compulsory learning habit for both students and teachers. Hodges, et al (2020) argue that covid-19 has forced the teaching and learning process from face-to-face instruction to rapid distance teaching and learning. The teaching and learning process in the classroom between the instructor and the students was delayed and dramatically transformed into digital learning due to the existence of Covid-19.

Online learning can be defined as the teaching and learning approach that can be done anytime and anywhere as long as it is supported by the access to internet. Teaching through

distance learning can be conducted in two ways; synchronous or asynchronous mode utilizing different devices (e.g., handphones, computers, or laptops) using internet access (Singh & Thurman, 2019; Dhawan, 2020). Learning online is said to be synchronous when the teacher and students have real-time interaction and feedback. In contrast, in asynchronous mode, feedback or response from the teacher or the students can be delivered at any time. Online learning is flexible and interactive because it makes the teaching and learning process become no longer difficult for the teacher and the students as the teaching and learning material can be shared and accessed from any place. With online learning, the material and the assignment can be shared easily by the teacher without having direct interaction with the students. Studying through online classes, students can join the class under any circumstance. The students may just stay at home and open their mobile phone or laptop in any situation and any place. Based on the observation during the online class, some students sometimes joined the class while doing another activity. The students sometimes joined the class while still laying on the bed, having some food or meal, talking or chatting with others, etc. Schwartzman (2007) found in his study that online learning is also considered to be more flexible and compatible with other life activities such as work.

In the implementation of online learning, however, many challenges are often encountered by both students and teachers. Online learning is successfully conducted if it is supported by technological device and internet because the robustness of IT Infrastructure is a prerequisite for online learning (Ayebi-Arthur in Dhawan, 2021). The teaching material can be shared by the teacher or accessed by the students if the device is available. A strong internet connection is also the most primary thing needed to ensure that the teaching material is retrieved by the students. Another factor that commonly emerged when the teaching and learning through online learning was the students' financial problem. Some students sometimes stated that they were late and not able to join the class due to their lack of money to buy the internet quota. The migration of the learning approach to online learning also forced both the teacher and students to be familiar with some applications used to deliver the material or access the teaching and learning material. Some students sometimes were late in joining the class and not able to submit the assignment on time due to their failure in selecting appropriate items from the platform used in the teaching and learning process. Students and teachers having low digital mastery will be left behind in performing any steps in online learning. Omotayo and Haliru (2020) declared that digital competence as a variable with positive correlation and substantial effects on the application of digital library by higher education learners. In the implementation of online learning, disruption from the surrounding may also affect the teaching and learning process because sometimes noisy and unpredicted situations may ruin the concentration when the synchronous online mode class is progressing. Some students also argue that the assignment given is increased as the instructors just sent the assignment in every meeting.

Learning in this pandemic situation in which the students only learn from the distance will probably contribute to the students' motivation to learn and their learning achievement. Quick transformation instruction may potentially affect the students learning achievement. Besides, one of the most vital aspects that stimulate the students' English achievements or performance is the students' motivation (Kurt & Kecik, 2017). Students' motivation gives a significant role in the EFL students' performance because it drives people to do something. Motivation is one of the vital factors that should be possessed by the learners to achieve the learning goal. In English teaching, motivation has an essential role not only in the students' aptitude but also in intelligence (Zhang, 2015) because students' achievement and motivation are correlated. Students with high motivation are more likely to achieve their learning objectives than those having low motivation (demotivated ones). Motivation is divided into intrinsic and extrinsic. The intrinsic motivation comes from the students; meanwhile,

extrinsic motivation is stimulated by other things such as teachers, other students, the learning process, instructional materials, and so on. In this covid-19 situation, students must possess high motivation to learn because they entirely depend on the electronic device with internet to learn. Li (2020) has confirmed that learning second language is succeed if the students are able to optimize their own motivation through actively utilizing any resource and ability in the education environment. However, the present study focused on the effect of the implementation of remote learning in the time of Covid-19 pandemic towards the students learning motivation. The present study *aimed* at determining (1) the level of the EFL learning motivation when the remote learning is implemented during the Covid-19; (2) How was the EFL learning motivation when the remote learning is implemented during the Covid-19.

RESEARCH METHOD

This research integrates or mix two types of data, quantitative and qualitative data. This present study employed a mixed-method study. Figure 1 explains the research activities.

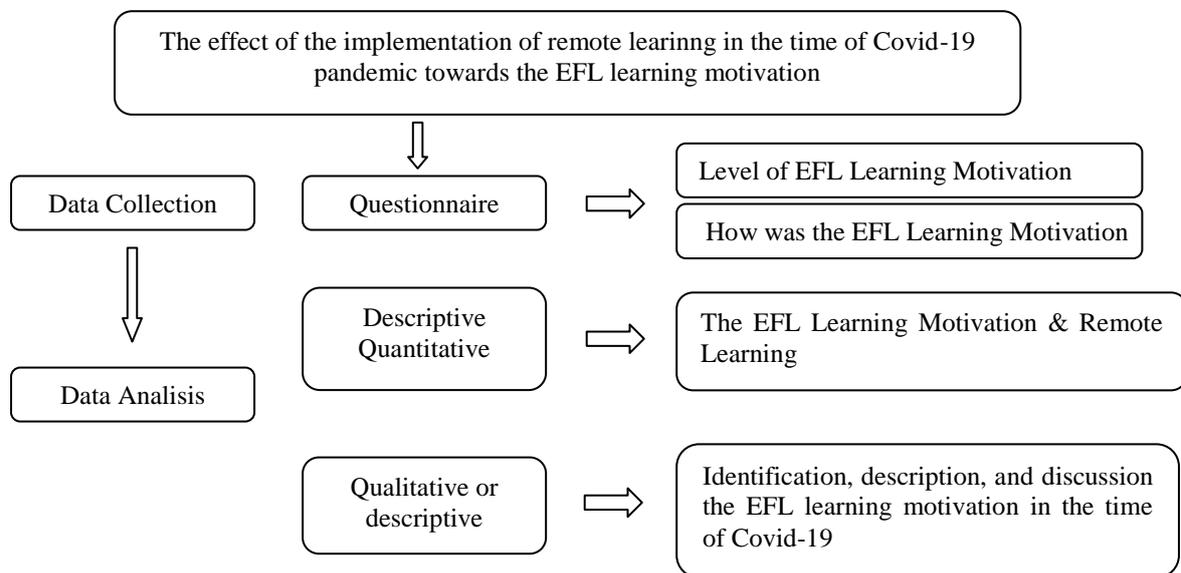


Figure 1. Research Activities

The participants of the research were 202 students taken from two universities majoring in English language education and Medical Laboratory Technology. They participated in the course using remote learning due to the covid-19 pandemic. The research was the situational Motivation Scale (SIMS) adapted from Keller (2010). The data analysis uses the Likert scale of agreement or disagreement to interpret the types of learning English Motivation.

Table 1
Interpretation of Question' Category and Students' Motivation Level

Scale	Category	Motivation level	Scores
1	Strongly Disagree	Lowest	0 – 20
2	Diagree	Low	21 – 40
3	Neutral	Moderate	41 – 60
4	Agree	High	61 – 80
5	Strongly Agree	Highest	81 – 100

The instrument used in this study was a questionnaire, which consisted of closed and open-ended questionnaires. The design of the questionnaires was based on what was

suggested by Keller (2010) regarding to some indicators of motivation such as (1) attention; (2) relevance; (3) confidence; and (4) satisfaction. To obtain the data the questionnaire was distributed to the participants by sharing a link to google form at the end of the online course. It was aimed at knowing the students' responses after studying through online class. In this way, the participants are able to access the instrument by clicking on a link provided.

In analyzing the data, both quantitative and qualitative data were analyzed as a *mixed-methods was applied in this study*. The data analysis was aimed to answer the research objective that is to identify the students' motivation on the utility of online during the Covid-19 pandemic. The data collected were analyzed through SPSS Statistic to gain descriptive statistical analysis. The data rate has required detail on the frequency, mean, maximum, minimum score, and standard deviation of the variable investigated. Pearson's correlation is applied to meet the data. For the qualitative data, the data was obtained from the students' learning motivation during the implementation of online learning in the time of Covid-19. The students' participation was analyzed based on their responses on open-ended questionnaire which was based on the indicators of learning motivation. After the data was obtained, the codification of the data was arranged to ease the analysis of the data qualitatively supported by some related theories.

RESEARCH FINDINGS AND DISCUSSION

The following table depicts the students learning motivation affected by remote learning model

A. The level of the students learning motivation

Table 2
Students' Learning Motivation affected by online learning

No	QUESTIONNAIRE	SA	A	N	D	SD
1	I am interested in following the lesson through online learning.	21	51	75	34	21
2	I understand the material easily through online learning.	18	47	77	40	20
3	I am happy to study through online learning.	19	44	85	40	14
4	I am happy to study through the activity on online learning and happy to give appreciation to others.	21	69	70	29	13
5	I am sure to be succeed in this lesson.	55	60	60	17	10
6	The application of online learning makes me active in learning activity.	17	55	71	46	13
7	Through online learning, i have bravery to ask some questions.	21	51	79	39	12
8	I feel more enjoyable in learning English through the online learning.	23	42	87	36	14
9	The materials is related with daily activity.	28	78	64	24	8
10	Learning English using	24	47	83	32	16

	online learning makes sense of happiness in learning process					
11	The application of online learning helps me to remember the lesson easier	22	41	82	44	13
12	Learning English using online learning can train my creativity	23	49	85	29	16
13	Online learning makes me more focus toward the lesson.	18	39	73	53	19
14	Learning English using online learning helps me to understand the material more easily	24	40	80	43	15
15	Studying through online learning is relevant with the current situation.	30	60	82	20	10
16	Studying trough online learning can solve my problems in learning English	21	41	85	43	12
17	Online learning makes me very enthusiastic in receiving the materials in learning process	21	48	86	31	16
18	Online learning helps me to be more attention in listening to the teacher's explanation.	17	68	75	29	13
19	I become more confidence in doing learning process.	27	60	85	22	8
20	The things I learned in this study will be useful for me, especially in everyday life.	49	65	69	9	10

Table 2 demonstrates the EFL learning motivation in the amidst of covid-19 pandemic affected by the implementation of remote learning model. Overall, the questionnaire on the EFL learning motivation was shared with the students consisting of 20 items in which the students must response each item of the questionnaire to state whether they are Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. In detail, Strongly Agree was selected as the lowest rate chosen by the students because there were two items shows the highest score; they are items no 5 and 20. The highest number of students who gave a response for strongly agree were 55 students for the item no 5 that indicates “the students is believed that they will succeed towards the course given”. Besides, item no 20 indicates “the materials given through online learning were believed to be useful for students in their daily life”. This item was at the second position option for by the students as it was chosen by 49 students.

Table 2 also displayed the number of students giving responses strongly agree for each the items (except items no 5 and 20) from 17 to 30 students. Another response indicates the students learning motivation was shown by the number of students choosing Agree option. According to the data obtained, the item which was chosen most by the students was item no 9 (78 students) stating that the materials given correlated with the students' daily activity. Another interesting finding is the lowest number of students' responses to the Agree

statement was addressed to item no 11 as it was elected by 39 students which explains about the students become more focused on the lesson given by the teacher when online learning model was implemented.

Another response to recognizing the students learning motivation is that stating for modest for each item. This answer was considered to be the most realistic choice by the students as this option was chosen by almost two-third of the subject. The table depicts the number of students' responses to the learning motivation questionnaire that was started from 60 students. This lowest number of the students can be seen on item no 5 stating the students' optimistic for their success in the lesson presented via online learning model. From each item questionnaire was delivered to the students. Item no 8 explains about the students feeling of enjoyment to learn English when they were teaching through digital learning. This item was the most suitable item for the students feeling regarding the teaching-learning process as it was preferred by 87 students.

Disagree was also one of indicators to reveal the students' learning motivation. This item expresses the students feeling towards their learning motivation during the implementation of remote learning during covid-19 pandemic. The data in table 1 displayed a quarter of the students selecting disagree opinion towards the questionnaire. One of the largest number the subjects selecting disagree with the questionnaire was the item no 10 which express whether the students feel happy studying through the application of remote learning. There were 64 out of 202 students shows that they were unhappy learning English with online learning. However, stating disagree feeling toward the questionnaire was shown at the item no 20 in which there were only 9 students stated that the material given through online learning in the time of covid-19 was not necessary for their daily life. The last choice showing the students learning motivation is that strongly disagree. The data shows that the number of students who prefer this option reached the highest number which was 21 students who stated that the lesson delivered through online learning did not meet the students' interest to learn. Another finding also revealed that it was only 8 students prefer to disagree with the response for the item no 19 and that the students were not confident in the teaching-learning process through online learning.

Table 3
Descriptive Statistics of The EFL Learning Motivation

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance
	Statistic	Statistic						
motivasi	202	80	20	100	12967	64.19	1.090	15.487
Valid N (listwise)	202							

The data shown in table 3 explains about the mean score of the students' learning motivation influenced by the application of digital learning. As the mean score of the student was 64.19, it can be concluded that the 'student's motivation to learn was at a high level or slightly close to a medium level of motivation.

B. The EFL learning motivation influenced by the implementation of the remote learning in the time of Covid-19 pandemic.

Various responses gained from the students in relation to their learning motivation. This motivation was considered affected by the application of virtual learning in the amidst of covid-19. The questionnaire given discovered about the students' motivation regarding with their attention, relevance, confidence, and satisfaction.

1. The students learning motivation pertaining to the their attention towards the virtual learning showing positive and negative perspective from the students as can be seen below:

Applying a digital learning approach in the amides of covid-19 pandemic gave a positive effect on the students' attention. This approach was believed to be able to improve the students ability in utilizing the technology media. The students claimed that they felt happy being involved in the online class because they only needed to listen to their lecturer explaining the teaching instruction through to their electronic device. The teaching and learning that fully relied only on the usage of technology insisted the students on learning how to use the technology itself. Distance learning in the amid of covid-19 pandemic helped the students to interact with others and do the task and assignments virtually (Dhawan: 2020).

Another positive impact of the online learning approach was that the students' curiosity was improved to get more knowledge about the lesson given as the students felt more enjoy the learning from the distance. The students also stated that distance learning built up their independency to seek more comprehension of any material which was unclear yet. Online learning is also more self-directed, requiring students in online settings to focus more on time management and self-motivation (Quintana et al., 2005; Xu & Jaggars, 2014). Motivation can be stimulated by adopting the technology and distance learning tools due to a crisis (Tull et al., 2017). Besides, students also explained that through distance learning, and assignment or task can be submitted or done any time and anywhere. This condition generated them really understand the material. Thus, they have to be more serious to comprehend the material delivered by the lecturer. Pertaining to attention, the students also reported that studying from distance also forced them to be more focused on listening to the teachers' explanations. This is very crucial as they have to practice their creativity in understanding and looking for any source and material related to what was instructed by the lecturer.

In terms of negative effects, the application of remote learning in the time of covid-19 was considered boring by the students as they were not able to see their friends directly in the classroom. As a result, virtual learning was said to be less effective for the students. The students argued that "They found the online learning was little interesting as they felt bored for not having interaction in the classroom in the class ". The interaction between the students and the teachers was restricted due to the application of digital learning (Dhawan: 2020). Thus, they were bored easily and really hard to understand the material"

The teaching and learning process which was conducted through digital learning contributed to the students' tendency to be sleepy, lazy, and bored joining the class. Therefore, the material delivered by the lecturer did not attract the students' attention due to some obstacles at home. Humans and pets which suddenly interrupted when the distance learning was in progress were also considered the disruption of digital learning participants' attention (Adedoyin & Soykan: 2020). Thus, anytime the students had an assignment or excercises, they only relied on the internet by searching the answer to google or copying and pasting for their friends' tasks. The students also comment that online learning made them confused to understand the material given because the material was given in English.

Moreover, they were not able to deliver the questions directly to the lecturer. Another problem encountered by the students was that internet connection trouble. Virtual learning was not able to be accessed by both the teacher and the students if the internet connection was bad because digital learning is fully based on electronic devices and internet (Adedoyin & Soykan: 2020). The students expressed that they had problems with the unstable network and lacked of internet package because sometimes the materials were

difficult to understand. Broadband internet connections, supportive devices, and lacked in low-income households are considered common problems in virtual learning (Anderson & Kumar, 2019). Students with insufficiency of money will rely only on free internet or wifi to join the class. This condition may slow down them to retrieve the learning material (Demirbilek; 2014). Other responses also displayed that internet connection was a crucial part of the virtual teaching and learning due to signal interference. The technical problems when using online learning could hamper the teaching and learning process (Favale et al., 2020).

Error connection also made the students fail to focus on the explanation given by the lecturer. Fishbane and Tomer (2020) found that affording broadband internet connection due to the low socio-economic was one of the causes for the students to be left behind or encountered failure to interact with others in virtual learning. The students were blocked by the network to access the online teaching being conducted when they had not enough internet packages. Dhawan (2020) explained that students with adequate virtual devices or internet connections might lose out on the materials or tasks given by the teachers.

2. The use of online learning in this covid-19 pandemic was relevant to the current situation.

The implementation of distance learning in the amid of covid-19 was claimed to be relevant by the students because they become creative in joining the teaching and learning process as any resources were able to be accessed from the internet. Learning online that was depending on the internet trained the students to use the technology. As technology is a crucial element in the students' evaluation of the online learning. The students also reported that they didn't find the online learning difficult in terms of internet package as the institution had provided the data package internet for the students. In contrast, distance learning was not appropriate for some students as not all students had the electronic devices to support their learning. Another finding also showed that distance learning costs lot of money to buy the internet data. Thus sometimes some students failed to join the class or submitted the assignment as they had run out of internet data.

3. The use of online learning was able to build the EFL confidence in learning.

Learning from a distance gave positive atmosphere for students to be more confident during the teaching and learning process especially when it was conducted synchronously. The students reported that their confidence increased because they can be seen by all members of the class when they studied with zoom platform. For some students, meeting or talking to others using English is a big problem but this digital learning could help them to enhance their confidence because in their opinion they dared to ask some questions or expressed their feeling virtually. The student confidence was improved and more trained to speak in English without feeling afraid of making any mistakes. The students also stated that the virtual learning made the teaching-learning became easily as they found the answer of any task or assignment from google.

Feeling confident was one of the aspects to indicate whether one is motivated or not. Based on the data obtained from the results of the questionnaires, it showed that various responses were gained from the students in relation to the application of virtual learning in the amides of covid-19 pandemic. The students reported that they prefer face-to-face interaction in the classroom because their confidence was not able to be built up due to the explanation for the materials given by the lecturer sometimes tended to be unclear. Less interaction between the teacher and the other students was also claimed by the students as the factor that causes them to feel afraid and shy to ask some questions in the online class. Having fewer opportunities to interact with other students and lecturers is viewed as online learning (Bali & Liu, 2018; Horspool & Yang, 2010; Platt, Raile, & Yu, 2014). The

students said that their skills didn't improve well because of having less interaction with others. Furthermore, some students also stated that joining the online class by only studying in front of electronic devices like gadget, handphone, or computers was not able to raise their confidence as they believed that confidence would lift up if they were in front of many people directly (learning in class). Students also expressed that to grow self-confidence; they actually had to be trained with others. Borup, et al (2019) found that students appeared to be more comfortable communicating with their on-site facilitators face-to-face and found them to be more accessible.

4. The students were satisfied with the application of online learning during this covid-19 pandemic.

Virtual learning in the time of covid-19 was conducted through many digital platforms. However, the students claimed that they were lazy to apply many applications recommended. The materials delivered through those applications were sometimes difficult for them to understand because the image and the sound were not clear. Virtual learning had decreased the students' satisfaction due to the COVID-19 pandemic (Means, 2021) due to the internet connection. Environment was also claimed as the cause of the failure of the virtual learning as the students sometimes were not able to listen to the explanation from the teacher because of the signal, a lot of noise in my house, the devices were suddenly in trouble and environment. The virtual learning was not able to meet the students' satisfaction to learn for students who lived in a remote area because of lack of internet access electronic devices.

On the other hand, numerous tasks or assignments had to be submitted on time. The students found the class tent to be boring. Thus, most of them felt sleepy joining the online class because certain application were having trouble or error if it was not supported with good devices got a lot of struggles like the signal, my laptop is lagging and more. Dhawan (2020) portrayed that the teaching learning process could be obstructed when the technology used was inadequate.

However, for some students, remote learning was able to meet their satisfaction because their curiosity increased as some materials tent to be explained briefly. Lin, Zhang, and Zheng's (2017) found that via digital learning, learner-instructor interactions had a positive relationship with student satisfaction. Thus, the students tried to search more details about the information to the material given through available online. The students also claimed that with online learning, any materials can be accessed anywhere and anytime.

CONCLUSION

The distance learning implementation during the amid of covid-19 pandemic contributed to the students learning motivation. The findings of the study showed that the students motivation was categorized into high level or slightly close to medium level of motivation. Positive and negative responses were revealed pertaining to the students' learning motivations which were affected by the implementation of remote learning. The findings showed that (1) the distance learning was claimed less effective because the materials were claimed tent to be difficult; (2) error internet connection; (3) less interaction between students and teachers, and so forth. On the other hand, some students argued that digital learning had built their independency, curiosity, and confidence to learn. The students' ability to utilize the learning media also improved through the implementation of remote learning.

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