
Exploring Motivation and Challenges in Online Learning: Insights from English Students at One Islamic University in Indonesia

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Abstract

The rapid advancement of technology has revolutionized education, leading to the widespread adoption of online learning platforms. Understanding the motivations and challenges faced by students engaged in online learning is essential in this evolving landscape. This research delves into the current phenomena of motivation and challenges in online learning, focusing specifically on the English department at One Islamic University in Indonesia. Through interviews with fourth-semester English students, valuable insights are gained regarding the factors that influence student motivation and the various challenges encountered in the online learning environment. The findings highlight a prevailing sense of boredom and disinterest among some students, stemming from monotonous material, difficulties in understanding lectures, and the lack of direct interaction with instructors. Furthermore, limitations inherent in online learning, such as poor internet connectivity and reliance on digital devices, impede engagement. Qualitative methods shed light on the importance of creating a supportive learning environment, addressing interaction and comprehension challenges, and leveraging external motivators to enhance student engagement and motivation in online learning. The research outcomes provide valuable guidance for educators and institutions seeking to optimize the online learning experience and foster academic success within the English department at One Islamic University in Indonesia.

Keywords

Online learning, Motivation, Challenges, English students, One islamic university, Indonesia

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Introduction

The Indonesian government has been obliged to enact study and work-from-home regulations during the COVID-19 pandemic since 2020. The government introduced distance or online learning since this issue impacts numerous aspects of life, including education.

Some studies agree that online learning has several advantages, such as the flexibility to learn from any place. Convenience and flexibility are considered to be the main advantages of online learning (Muthuprasad et al., 2021), as it can be accessed worldwide. Online learning enables students to connect with others both inside and outside the country (Dos Santos, 2022), and it also offers cost savings. E-learning provides benefits such as flexibility, eliminating the need to travel to school, and lowering costs. However, some studies have found shortcomings in online learning, including the lack of direct interaction among students during their studies (Rawashdeh et al., 2021). Other challenges include the absence of face-to-face meetings between teachers and students, distractions, difficulties in maintaining focus, and technical issues (Le, 2022)

Moreover, limited interaction between teachers and students in online learning will impact the learning process because the teacher cannot guide and supervise the students during the online learning process as conducted in face-to-face education. So online learning became a challenge for the teacher to maintain students' motivation to learn English online because motivation is needed when the students follow the learning process. Online learning presents many challenges when it comes to keeping students motivated to achieve their goals of learning a second language (Meşe & Sevilen, 2021).

On the other hand, motivation is an essential factor for students to succeed in their learning process and achieve their goals and targets. Brown (2000) stated that motivation has become crucial to succeeding in studying a language. In the learning process, motivation is an essential factor influencing the students' attitude and performance. Students with problems at school show low motivation due to a lack of support from teachers, friends, and the environment. Teachers need to increase students' motivation by providing support, appreciating their achievements, paying attention, giving feedback, and making them feel confident in their abilities.

In this phenomenon, some previous studies have been related to students' motivation for online learning. Hizbul and Putri (2021) stated various aspects might affect students'

motivation during online learning, including the goals they have to reach, their ability, their environment, encouragement from others, and the lecturers' efforts in teaching. But it would be good if teachers and students could collaborate to establish a conducive and comfortable learning environment to minimize things that can reduce student learning motivation.

In another study by Rosita et al. (2021) about students' motivation for virtual learning of English language and literature (ELL) courses, the researchers revealed the students have two responses: motivated and unmotivated. The students were motivated because the assignment was simple and did not put pressure on them. For the unmotivated students, it was said that they found it difficult to concentrate on their studies and that they preferred offline classes. In addition, the researchers said learning English online during the pandemic significantly impacted students' enthusiasm to learn English and affected their performance. Some students may learn more from various sources, but others also desire to avoid studying.

Another study conducted by Sujarwo et al. (2020) stated that students are interested in using online learning amid the COVID-19 pandemic because it can be used conveniently, wherever, and at any time. Besides, educators must employ various techniques to raise the standard of online instruction so that teaching and learning activities can run smoothly and uninterrupted. On the other hand, a study by Meşe and Sevilen (2021) at a private, non-profit university preparatory school in Turkey found that online learning negatively affected students' motivation because of a lack of social interaction between students and lecturers during the course and a mismatch in the learning environment.

Based on previous studies of motivation in learning English online, the researcher is interested in conducting research about students' motivation in learning English online at UIN Sultan Thaha Saifuddin Jambi. The researcher expected that online learning could be good for students' motivation because the students in the fourth semester of the English department at UIN Sultan Thaha Saifuddin Jambi conducted the online learning system. The researcher conducted this study to analyze students' motivation to learn English online in the new normal and to analyze factors that discourage and encourage students' motivation to learn English online. The researcher expected this research would be beneficial as input and a reference for educators, lecturers, schools, and institutions. To achieve the purpose of the study, the study formulated research questions as follows: 1) How is students' motivation in learning online? 2) What factors motivate students in learning online?

Methods

This study used a qualitative case study approach to explore and develop an in-depth understanding of students' motivation for learning English online and the factors that motivate students to learn online. This research design aligns with Creswell's (2013) perspective that a case study is one characteristic of a qualitative study to develop an in-depth understanding of a single case or explore an issue or problem. The researcher used purposive sampling in this research. According to Creswell (2012), purposive sampling is a sampling technique based on coincidence. Anyone who incidentally meets the researcher can be used as a sample if the person they meet is suitable as a data source. The participants in this research were the students in fourth semester of the English Department program at Islamic University in Sumatera, Indonesia. The researcher chose nine participants provided an overview of how this research was conducted. The researcher asked nine students to participate due to the limited number of participants during the semester break. Consenting to ethical standards, their names were made into pseudonyms.

Table 1 Participants Demographic Information

Participants	Gender	Age
Adit	Male	20
Akbar	Male	19
Amel	Female	20
Friska	Female	21
Nova	Female	19
Nurman	Male	21
Umi	Female	20
Viona	Female	19
Wahyu	Male	20

Data Collection

In collecting the data, the researcher used interview question and audio recorder as the instrument of this research. Interview questions were given to the students as an instrument of the research. In conducting an interview, the researcher used English or Indonesian. Then, the researcher allowed the students' responses to the questions in English or Bahasa to facilitate their answering the questions. After that, the researcher translates the interview results into English. In this study, the researcher used a smartphone recorder and Zoom meetings to record interviews with nine students. The interview was conducted once every 15–20 minutes, and the language was mostly Indonesian and English. In this study, the

researcher used a semi-structured interview. Blanford (2013) stated that a semi-structured interview is one where the questions are already planned in advance but the interviewer gives the interviewee a chance to elaborate and explain a particular issue through an open-ended question. The researcher used a semi-structured interview because it allowed the interviewer to be prepared and develop the question according to the interviewee's responses. To obtain information and data for this research, it was carried out during the semester break in February 2023. Before the interview, the researcher gave the letter of research permit to the head of the English department program with the number of the letter: 698/UN21.3/pt.01.04/2023. Then the researcher asked the contact person of the student's fourth semester to contact the chairman of class A to contact them for an interview and make an appointment, and the interview was conducted face-to-face or via Zoom meeting. There are seven students interviewed by audio recording on smartphones, and two students interviewed by Zoom meeting.

Techniques of Data Analysis

The following stage of the data analysis used Creswell's (2012) techniques: first, the researcher interviewed the participant and transcribed the interview result. Secondly, the researcher was able to identify the data by reading through the transcript. In the identification process, the researcher filtered out some of the necessary data and the unnecessary responses that did not relate to this research. Then, the researcher coded the data. In the coding step, the researcher read through the whole transcript one by one, highlighting the phrases or sentences that seemed related to this research topic. Next, the researcher generated the theme based on the collected codes. The same codes are collected into one theme. After that, the researcher analyzed the themes. Then, the researcher reported the findings of two research questions through a narrative discussion. Finally, the researcher interpreted the whole data by reviewing the major findings, how the research questions will be answered, the researcher's reflections on the data, and the researcher's views compared to the literature review and previous studies.

After transcribing the data in the data analysis, the researcher gave back the transcription to the participants to ensure what they said was right, as a system of checks on the data or member checking (Patton, 2002). In this research, the participants' names are

pseudonyms to keep the participants confidential and make them feel well-being as participants (Allen & Wiles, 2015; Miles et al., 2018). The researcher provides interview transcripts to participants and allows them to review the interview results so that the participants can see and assess what answers have been given to improve the quality of the answers. An article by Birt et al. (2016) said the first transcript of the interview is conducted before the second interview, where the researcher concentrates on the confirmation, revision, and verification of the interview transcript. According to Holloway & Wheeler in Elo et al. (2014), "member checking" is whereby participants check the interview results to make sure that they are true to their experiences.

In qualitative research, Creswell (2014) stated that researchers have to explicitly identify their biases, values, and personal interests in their research topic, process, and access to the research participants. The problem with qualitative research is that the researchers find what they want to see, and then they write up their results. One potential threat to trustworthiness that researchers must be careful to watch out for is called "researcher bias." Researcher bias tends to result from allowing one's personal views and perspectives to affect how the data are interpreted and how the research is conducted. Here, the key strategy used to understand researcher bias is called reflexivity, which means that the researcher actively engages in critical self-reflection about his potential biases. Through reflexivity, the researcher becomes more self-aware and can control her tendencies.

Findings and Discussion

Findings

The findings of this study were categorized into two main questions: 1) how is students' motivation in learning online, and 2) the factors that motivate students in learning online. The details of the findings are as follows:

“I felt bored. Honestly, I didn't like it because some of the lecture's material was not conveyed, and I didn't understand. I was not interested in learning English online. I was not enthusiastic because it was monotone” (Wahyu, interview 18 February 2023)

"I felt less enthusiastic, and online learning wasn't interesting to me. Sometimes, we have to study alone without friends which make me feel bored during learning online." (Nurman, interview 19 February 2023)

"Learning online is boring for me. Sometimes, the timing is not synchronized, and the lecturer suddenly speeds up the pace, which further reduces my interest in learning English online." (Friska, interview 17 February 2023)

"I felt very bored during online learning because the information conveyed was sometimes difficult to understand, unlike face-to-face interactions. The lack of comfort in the online learning environment also contributed to my lack of enthusiasm" (Akbar, interview 14 February 2023)

Based on the interviews data, the findings revealed a consistent sentiment of boredom and lack of interest among some students during online learning. Three students expressed feelings of disinterest and boredom towards the online learning experience. They mentioned that the monotony of the material, difficulty in understanding the lectures, and the absence of direct interaction with the instructors contributed to their lack of enthusiasm. Poor signal quality and the reliance on laptops and smartphones further hindered their engagement. One student highlighted the challenges of studying alone without the presence of friends, which intensified the sense of boredom during online learning.

Furthermore, the findings indicated that the limitations of online learning impacted students' motivation. The lack of synchronous timing and sudden increases in lecture pace led to decreased interest and disengagement. The participants emphasized the difficulty in comprehending the information conveyed through online platforms compared to face-to-face interactions. The overall lack of comfort in the online learning environment also contributed to a diminished level of enthusiasm for learning English. Collectively, these experiences reflected the challenges faced by the students, including boredom, difficulty in understanding, and a reduced sense of engagement and motivation in the online learning setting.

In the other hand, most of participants did not motivate in learning online due to the bad connection. Some of them did not pay attention to the material because it was boring. Besides, the student did not understand the lecturer's explanation without direct interaction with the lecturer. As the respondents said during interview:

"I believe that online learning is not an effective method to be used because it presents many obstacles to understanding the lessons, such as network constraints and limited time." (Umi, interview 17 February 2023)

"I found online learning rather difficult because the material presented was hard to comprehend due to signal constraints". (Wahyu, interview 18 February 2023)

"In the language field, especially in listening, online learning is very challenging due to signal constraints." (Akbar, interview 14 February 2023)

"When I studied online, I struggled to understand the material. The signal constraints made it difficult to grasp what the lecturer was teaching, and this made me feel uncomfortable and uninterested in learning English online." (Amel, interview 26 February 2023)

From what I observed, the signal factor plays a significant role. Some of my friends face difficulties in understanding English during online classes because some lecturers use full English. (Friska, interview 17 February 2023)

"In my opinion, online learning is not good because I face problems with the signal." (Viona, interview 19 February 2023)

One strong finding from the interviews with the participants is the significant impact of poor internet connectivity on their motivation and learning experience in the online setting. The findings indicate that the participants were demotivated by the challenges posed by bad connections, which hindered their ability to fully engage with the online learning material. Several students highlighted the difficulties they faced in comprehending the lessons due to signal constraints and limited access to a stable internet connection.

The participants expressed frustration with the signal-related obstacles, as it affected their understanding of the material and created discomfort during online learning sessions. They emphasized that the lack of direct interaction with the lecturers further compounded the issue, making it harder for them to grasp the concepts being taught. The inability to have real-time clarifications or ask questions directly to the lecturer hampered their learning experience and reduced their motivation to participate actively in online English learning.

This finding highlights the critical role that internet connectivity plays in facilitating effective online learning experiences. The participants' struggles with signal-related constraints

underscore the importance of addressing infrastructure limitations to ensure a conducive online learning environment. Improving internet access and stability can potentially enhance students' motivation and understanding, enabling them to fully benefit from online language learning programs.

In terms of the interaction between teachers and students, this study found that some students were not interested in studying online due to the lack of interaction between students and lecturers. In some instances, the lecturer solely assigned tasks through Google Classroom, resulting in a limited understanding of who the lecturer was teaching. Consequently, students were left to learn on their own without substantial guidance or interaction. As stated by the participants:

“I don't like it (learning English online) because of the lack of interaction between students and lecturers because not all lecturers apply to learn through zoom-meeting or Google meetings. Some lecturers only send assignments via Google Classroom. So we don't know who the lecturer is teaching, and we don't know where to ask, so we just learn on our own (self-learning)” (Adit, interview 17 February 2023)

“It was not effective because we didn't understand the material being discussed, and we also felt bored because we only met face to face via camera, so we can't meet friends directly face to face” (Nurman, interview 19 February 2023)

“I lack enthusiasm for learning online, and I am not satisfied. If I can choose, it's better to choose offline learning because there are many shortcomings and obstacles in online learning, so it's not optimal, and I am not interested. It's also boring because we only listen, but there is no interaction” (Umi, interview 17 February 2023)

The findings of this study highlight that some students are not interested in online learning due to the lack of interaction between students and lecturers. The use of platforms like Google Classroom, where assignments are simply shared without direct communication, leads to a sense of disconnect and isolation. Students expressed their frustration regarding the absence of real-time communication channels such as Zoom or Google meetings, which hindered their ability to engage with their lecturers and peers. Consequently, this lack of interaction negatively affected their understanding of the material being discussed and resulted

in feelings of boredom and disengagement. Students preferred offline learning as it provided more opportunities for interaction and a more satisfying learning experience.

On the other hand, participants in this study stated that they did not understand the material due to unclear audio in online learning, and sometimes lecturers taught while taking care of their children. As evidenced by their statements below:

“I have some difficulties such as, unclear sound when the lecturers explain the material, the lecturers voice very small it difficult to hear, and some lecturers just sent the material via Whatsapp and Google classroom without explaining so it difficult to understand.” (Wahyu, interview 18 February 2023)

“The signal factor poses challenges during online learning. Sometimes, my peers unintentionally leave their microphones on, resulting in noise and disturbance for other students. Moreover, some lecturers teach while taking care of their children, which create an environment that is not conducive to effective learning.” (Nova, interview 25 February 2023)

“I face various difficulties during online learning. One such challenge is when a lecturer explains the material, but their sound becomes unclear due to signal problems. Furthermore, some lecturers have such low voices that it becomes hard to comprehend what they are saying” (Amel, interview 26 February 2023)

As seen in the interview data, the participants in this study face the difficulties in understanding the material due to various factors related to online learning. Three participants specifically mentioned challenges related to unclear sound and distractions during online classes. They expressed concerns about the quality of audio transmission, noting instances where lecturers' voices were too small or the sound was unclear, making it difficult to hear and comprehend the material being presented. Additionally, participants highlighted the issue of background noise caused by peers unintentionally leaving their microphones on, which disrupted the learning environment for other students. Moreover, some lecturers were observed teaching while simultaneously caring for their children, creating a less conducive and distracting learning atmosphere. These difficulties further contribute to the participants' dissatisfaction and hinder their ability to effectively engage and comprehend the online learning content.

The Factors Motivated the Student in Learning Online

Students Goal in Learning Online

Based on the interviews conducted, one significant factor that motivates students in online learning is the desire to obtain good grades, achieve high values, and attain satisfactory results. Despite the challenges and limitations associated with learning online, the participants expressed a strong drive to excel academically and to be rewarded for their efforts. This motivation stems from their aspiration to maintain a sense of accomplishment and success in their educational pursuits, even in the online learning environment. The desire for positive outcomes serves as a powerful incentive for students to remain engaged, focused, and committed to their studies while adapting to the online learning format. This is evident from the interview data with the students as follows:

“My motivation for participating in online classes is to ensure I receive grades. Attending online classes is necessary for earning grades and any disruption in attendance could negatively impact my scores” (Viona, interview 19 February 2023)

“Despite the challenges of online learning, my goal is to get grades and follow English lessons even though online learning is not conducive” (Nova, interview 25 February 2023)

“I engage in online learning with the aim of achieving satisfactory results and getting grades” (Akbar, interview 14 February 2023)

“To avoid repeating the semester and fulfill the pressure from my family, my objective is to obtain good grades and complete my college education quickly, even though online learning poses challenges.” (Wahyu, interview 18 February 2023)

“Despite studying online, my goal is to achieve a high grade point average (IPK). I find motivation from my parents and friends, which fuels my enthusiasm for learning” (Amel, interview 26 February 2023)

“My objective is to successfully complete my course, as it is my obligation, even though I have to study English online” (Radit, interview 15 February 2023)

The findings from the interviews strongly support the statement that the desire to obtain good grades, achieve high values, and attain satisfactory results serves as a motivating factor for students in online learning. The participants consistently emphasized their motivation to succeed academically despite the challenges posed by the online learning environment. They expressed that their participation in online classes is driven by the necessity of earning grades and avoiding any negative impact on their academic performance. This desire for favorable outcomes was fueled by various factors such as the need to fulfill family expectations, avoid repeating semesters, complete college education quickly, and maintain a high grade point average (IPK). The participants acknowledged the challenges inherent in online learning but remained focused on their goal of achieving academic success and fulfilling their obligations as students.

Furthermore, the participants highlighted the role of external motivators in their online learning journey. Support and encouragement from parents and friends were cited as sources of motivation that fueled their enthusiasm for learning. Despite the less than ideal learning conditions, the participants found inspiration and drive from the belief and encouragement of their loved ones. This external support served as a significant factor in sustaining their motivation and commitment to online learning. It demonstrates the importance of a supportive social network in boosting students' determination to excel academically, even in the face of the unique challenges presented by online learning.

One motivating factor observed among the participants in online learning was their strong desire to continue their studies at the Master's level and pursue study abroad opportunities. Three participants expressed their aspirations for higher education and international exposure as key motivators for their engagement in online learning.

“I have the desire to pursue my master's degree and participate in a study exchange program abroad, especially since it is a government program. It aligns with my personal goal.” (Umi, interview 17 February 2023)

“My motivation for online learning is to secure a scholarship and have the opportunity to study in another country. I also value the chance to interact with international friends and prove to my parents that I am capable of studying abroad. They believe that passing English will open doors to better job

prospects, which will allow me to support them.” (Friska, interview 17 February 2023)

“The reason I engage in online learning is primarily because of my parents. They want me to maximize my English language skills, even if it is through online mediums. Their hope is for me to become proficient in English, pursue higher education abroad, and have the chance to visit different countries, despite facing obstacles such as connectivity issues” (Akbar, interview 14 February 2023)

As seen on the data interview, one of the motivating factors identified among participants in online learning was their strong desire to continue their studies at the Master's level and pursue study abroad opportunities. This aspiration was expressed by three individuals who saw higher education and international exposure as significant incentives for their engagement in online learning. Umi, for instance, highlighted her personal goal of pursuing a master's degree and participating in a study exchange program abroad, particularly one supported by the government. This aligns with her long-term aspirations and serves as a driving force behind her commitment to online learning.

In summary, the desire to pursue higher education at the Master's level and the opportunity for study abroad experiences emerged as strong motivating factors for participants in online learning. The participants expressed their personal goals, aspirations for international exposure, and their parents' expectations as key drivers behind their engagement in online learning.

Additionally, with regard to their goals, the participants expressed their aspiration to comprehend English materials and attain fluency in spoken English, despite their online learning context. This observation emerged from the data interview, affirming the participants' motivation towards these specific objectives.

“My goal is to speak English fluently, even though I am studying English online. I am determined to improve my language skills” (Wahyu, interview 18 February 2023)

“I am motivated to study English online in order to understand and speak the language fluently. Despite the challenges of online learning, I am committed to reaching my goal.” (Nurman, interview 19 February 2023)

“I have the goal of mastering and comprehending English materials to a greater extent. Online learning provides me with the opportunity to enhance my understanding of the language.” (Amel, interview 26 February 2023)

“I recognize that English is an international language used in many countries, and I feel compelled to learn it. This motivates me to engage in online English learning.” (Radit, interview 17 February 2023)

Based on the provided information, it can be concluded that the participants in the online learning program share a common goal of achieving fluency in spoken English. They are determined and motivated to enhance their language skills despite the challenges associated with online learning. The participants recognize the importance of English as an international language and its widespread use in various countries, which serves as a strong motivator for their engagement in online English learning. In addition, the participants express a desire to comprehend English materials to a greater extent, indicating their commitment to deepening their understanding of the language. They perceive online learning as an opportunity to improve their language proficiency, acknowledging its potential to facilitate their language acquisition process. This collective focus on achieving fluency, combined with the participants' determination and recognition of the significance of English, highlights their dedication to leveraging online platforms for language learning and attaining their language-related goals.

Students' environmental support

Based on the findings of the study, it has been observed that a supportive environment plays a crucial role in facilitating online English learning. The participants highlighted the pivotal support they receive from their parents, who actively contribute to their learning journey by providing essential resources such as laptops, internet connectivity, and the installation of WiFi at home. This supportive environment, consisting of tangible provisions, acts as a vital enabler for effective engagement in online learning activities, as mentioned by the participants as follows:

“Yes of course, my parents support me. They give the facilities such as a gadget, a laptop, and internet quota” (Umi, interview 17 February 2023)

“My parents provided facilities such as wifi, a smartphone, and a laptop to follow online learning” (Radit, interview 17 February 2023)

For support my parents give me facilities like smartphone and internet quota.
(viona, interview 19 February 2023)

My parents give money to buy internet quota. (Amel, interview 19 February
2023)

Parents support by installing wifi at home and giving laptops. (Nova, interview
25 February 2023)

My parents provide facilities such as internet quota and wifi and give me
motivation and advice on how to face a lesson through online media. (Nurman,
interview 19 February 2023)

My parents support me by giving me the internet quota and reminding me
when class online. (Akbar, interview 14 February 2023)

Based on the data interviews, it is evident that the parents of the participants play a crucial role in supporting their online English learning. The parents provide various facilities to enhance their children's learning experience, such as gadgets, laptops, smartphones, and internet quota. This support enables the participants to actively engage in online learning activities. Additionally, the parents contribute by installing WiFi at home, ensuring a stable internet connection for seamless learning. The provision of tangible resources, including gadgets, laptops, WiFi, and internet quota, creates a supportive environment that facilitates effective engagement in online English learning. Moreover, the emotional support and guidance provided by the parents further contribute to the participants' motivation and commitment to their online learning journey.

Furthermore, based on the participants' statements, it was observed that their learning conditions provided a supportive environment for their online English learning endeavors. Two participants specifically mentioned that they did not encounter any obstacles during their online learning experiences, particularly in relation to internet connectivity.

“If the conditions depend on the lecturer's teaching, we are excited if the lecturer is good. If the lecturer is flat, we feel bored. Sometimes zoom meeting is not conducive because it's noisy. Sometimes the lights blackout and the signal interrupted” (Nova, interview 25 February 2023)

“When studying online, my condition is fine. There are no obstacles or anything that disturb me, like a bad connection” (Akbar, interview 14 February 2023)

“The condition is quite comfortable because the network is not difficult to get in our area. But when it rains, the network is difficult due to interference. If in a Zoom meeting, the condition is nothing the distraction except when it's raining” (Wahyu, interview 18 February 2023)

In conclusion, the learning environment for online English learning can vary based on several factors. Participants mentioned different aspects of their learning conditions, including the quality of the lecturer, noise during Zoom meetings, and the impact of external factors such as rain on internet connectivity. One participant expressed that the condition was comfortable, with no obstacles or disruptions, except during rainy weather when network interference occurred. Another participant emphasized the importance of having a good lecturer for an engaging learning experience, as a flat teaching style could lead to boredom. Additionally, one participant highlighted that Zoom meetings could be noisy, and interruptions in lighting and signal could occur.

These accounts indicate that while some participants had favorable learning conditions with minimal disturbances, others faced challenges such as network interference during rain or suboptimal teaching styles. It suggests that the learning environment for online English learning can be influenced by various external factors that may impact the quality of the learning experience. Therefore, creating a conducive and supportive learning environment, including reliable internet connectivity and engaging teaching methods, is essential to optimize the online learning experience for students.

Self-Confident

In terms of interaction, it was discovered that not all students demonstrated not enthusias for online learning. Several respondents explicitly stated that they did not feel nervous while delivering presentations or engaging in discussions within the context of online English learning. This lack of nervousness was attributed to the absence of direct face-to-face interactions with lecturers and classmates, which they would normally encounter in traditional offline classroom environments.

“I didn't feel nervous because I didn't meet my friend in real life but just in virtual learning” (Viona, interview 19 February 2023)

“I felt more confident during online English learning presentations because I didn't present face to face. So I'm not nervous” (Akbar, interview 14 February 2023)

“I didn't feel nervous during presentations and discussions when learning English online, it's fine because we use a smartphone, so we can use Google Translate to translate what we don't understand” (Umi, interview 17 February 2023)

For me personally, it depends on the situation. Normally, I don't feel nervous in learning English online. (Friska, interview 17 February 2023)

I fear being constrained by the signal but don't feel nervous during presentations. (Radit, interview 17 February 2023)

The data findings reveal that not all students experience nervousness during presentations and discussions in online English learning. The absence of face-to-face interactions emerged as a significant contributing factor to this phenomenon. Students expressed that the virtual nature of online learning, where they do not physically meet their peers, alleviated the pressure and nervousness typically associated with in-person presentations. Further, the use of technological resources played a role in reducing nervousness. Participants mentioned utilizing tools such as smartphones and translation software, which allowed them to overcome language barriers and enhance their understanding of the material.

However, it is important to note that individual preferences and comfort levels varied among the participants. Some students mentioned that their level of nervousness depended on the specific situation, suggesting that certain online learning scenarios may still evoke some degree of nervousness. Nonetheless, the overall findings indicate that the virtual environment of online learning provides a more comfortable space for students to engage in presentations and discussions, allowing them to feel less nervous compared to face-to-face interactions in traditional classroom settings.

Students' involvement

Based on the results of interviews conducted with nine students, an additional significant finding emerged regarding the factors that motivated students in their online learning endeavors. It was observed that student involvement in the teaching and learning process played a vital role in driving their motivation. The active engagement and participation opportunities provided by the lecturers proved to be influential in motivating the students to actively participate and engage in their online learning activities.

Participants emphasized the value of assignments such as presentations, group discussions, and speaking practice sessions conducted through platforms like Zoom. These interactive activities allowed students to take an active role in their learning journey by actively contributing their ideas, collaborating with their peers, and honing their communication skills. By being actively involved in discussions and group activities, students felt a sense of ownership and responsibility for their learning outcomes, which served as a strong motivator to actively participate and excel in the online learning environment.

“Some lecturers instruct us in zoom meeting to practice speaking with each other, and the lecturer gives assignments and then we collect them at the Google Classroom.” (Umi, interview 19 February 2023)

“Some lecturers such as speaking lecturers my friends and I practice speaking with each other at zoom meetings.” (Wahyu, interview 18 February 2023)

“Usually, lecturer orders us to make videos to practice speaking with each other and share them with the lecturer.” (Friska, interview 17 February 2023)

“We listened to the lecturer's explanation and discussed it with the lecturer. And presentation activities.” (Amel, interview 26 February 2023)

In conclusion, the findings strongly underscore the importance of student's goals, self-confidence, environmental support, and student's involvement as significant factors in motivating students in online learning. Students' goals, driven by their aspirations for higher education, international exposure, and language proficiency, provide them with a sense of purpose and direction, serving as a powerful motivator to excel in their online studies. Additionally, self-confidence plays a pivotal role in student motivation. Students who possess self-confidence in their abilities to navigate online platforms, actively participate in discussions,

and present their ideas are more likely to be motivated and engaged in the online learning process.

On the other hand, the supportive learning environment, including the support provided by parents and the availability of necessary resources, is crucial in fostering motivation. The provision of essential resources such as laptops, internet connectivity, and a conducive learning environment at home significantly contributes to creating a supportive atmosphere for effective online learning.

Furthermore, student's involvement in the teaching and learning process, through interactive activities, collaborative assignments, and engaging discussions, enhances motivation. Active participation allows students to apply their knowledge, develop their communication skills, and take ownership of their learning outcomes, which further fuels their motivation to excel in online learning.

In addition, to maximize student motivation in online learning, educators and institutions should emphasize the alignment of students' goals, foster self-confidence through targeted support, create a supportive learning environment, and promote active student involvement in meaningful activities. By addressing these factors holistically, educators can create an empowering online learning environment that enhances student motivation, engagement, and overall success.

Discussion

The findings from the interviews highlight several key issues that impact students' motivation and learning experience in online settings. One significant factor is the pervasive sense of boredom and disinterest among some students. They express a lack of enthusiasm due to monotonous material, difficulty understanding lectures, and the absence of direct interaction with instructors. The limitations of online learning, such as poor signal quality and reliance on digital devices, further hinder engagement (Catyanadika & Rajasekera, 2022). The absence of classmates and friends during the learning process intensifies feelings of boredom and disengagement. In support of this, Mustafa et al. (2022) have highlighted the correlation between student internet access and teachers' self-efficacy in conducting online classes. The authors suggest that the quality of internet access available to students can have a direct impact on the effectiveness of teachers' online instruction.

Another crucial factor found in this study is the negative impact of poor internet connectivity on students' motivation and learning experience. Participants express frustration with the challenges posed by bad connections, which impede their ability to fully engage with the online learning material. Limited access to stable internet connection leads to difficulties in comprehending lessons, and the lack of direct interaction with lecturers hampers their learning experience and reduces motivation (Francisco, 2021; Basar et al., 2022; Pavin Ivanec, 2022). As mentioned by Pavin Ivanec (2022), students who lack social interaction in the academic context may encounter difficulties in an online learning environment. This lack of social interaction can have a direct correlation with their learning experience and motivation.

Moreover, the lack of interaction between students and lecturers in online settings is another significant issue raised by participants in this study. The reliance on platforms like Google Classroom, where assignments are shared without direct communication, results in a sense of disconnect and isolation. The absence of real-time communication channels, such as Zoom or Google meetings, hinders students' ability to engage with their lecturers and peers, leading to feelings of boredom and disengagement (Rosalina et al., 2020). Participants prefer offline learning due to the opportunities for interaction and a more satisfying learning experience it provides.

Additionally, difficulties in understanding the material are highlighted, particularly related to unclear sound and distractions during online classes. Participants express concerns about the quality of audio transmission, noting instances where lecturers' voices are too small or unclear. Background noise caused by peers leaving their microphones on and lecturers multitasking further disrupt the learning environment and hinder effective engagement and comprehension (Mustafa et al., 2023; Le 2023).

Overall, these findings shed light on the challenges faced by students in online learning settings. Addressing these issues, such as improving internet connectivity, enhancing interaction between students and lecturers, and ensuring clear audio transmission, is crucial for creating a more engaging and effective online learning experience (Abidin et al., 2021).

In the aspect of factors that motivate students in learning, this study reveals several important factors that significantly motivated students in online learning. The desire to obtain good grades, achieve high values, and attain satisfactory results emerges as a prominent motivating factor among the participants (Escobar Fandio et al, 2019). The participants

expressed their strong motivation to succeed academically, driven by the necessity of earning good grades and avoiding any negative impact on their academic performance. This motivation is fueled by various factors, including the need to meet family expectations, avoid repeating semesters, complete college education quickly, and maintain a high grade point average (Shrol & Poliukhovych, 2021). Despite the challenges inherent in online learning, the participants remain focused on their goal of achieving academic success and fulfilling their obligations as students.

The role of external motivators in students' online learning journey is another significant finding of this study. Support and encouragement from parents and friends were identified as sources of motivation that fueled participants' enthusiasm for learning. Despite the less than ideal learning conditions, the participants found inspiration and drive from the belief and encouragement of their loved ones. According to Pieters & Agustina, (2021) the parent role as external support serves as a significant factor in sustaining student motivation and commitment to online learning, highlighting the importance of a supportive social network in boosting students' determination to excel academically, even in the face of the unique challenges presented by online learning.

Additionally, the finding of this study showed that the desire to pursue higher education at the Master's level and the opportunity for study abroad experiences emerged as strong motivating factors for participants in online learning. Several participants expressed their aspirations for higher education and international exposure, seeing them as significant incentives for their engagement in online learning. This finding highlights the participants' personal goals and their recognition of the potential benefits of higher education and international experiences, motivating them to actively participate in online learning (Quenfei et al., 2021; Siok, 2023; yasmin et al., 2022).

Furthermore, this study also found that the participants in online English learning shared a common goal of achieving fluency in spoken English. They demonstrated a strong determination and motivation to enhance their language skills despite the challenges associated with online learning. This findings in line with the study by Mese and Sevilen et al. (2021). The study found that the participants recognized the importance of English as an international language and its widespread use in various countries, serving as a strong motivator for their engagement in online learning. Their commitment to deepening their understanding of the

language and their perception of online learning as an opportunity to improve their language proficiency underscore their dedication to leveraging online platforms for language learning and attaining their language-related goals (Mese and Sevilen et al., 2021).

Moreover, the role of parents in supporting online English learning was also evident of this study. Participants highlighted the crucial role played by their parents in providing various resources, including gadgets, laptops, smartphones, internet quota, and WiFi installation at home. This tangible support created a supportive environment that facilitated effective engagement in online English learning (Gao et al. 2022). Additionally, according to Gao et al. (2016), the emotional support and guidance provided by parents further contributed to the participants' motivation and commitment to their online learning journey.

Regarding the learning environment, the study revealed that individual participants had different experiences and challenges. Factors such as the quality of the lecturer, noise during Zoom meetings, and disruptions caused by external factors like rain and network interference influenced their learning conditions. While some participants had favorable learning conditions with minimal disturbances, others faced challenges that impacted the quality of their learning experience. Ramadani & Simamora (2022) state that creating a conducive and supportive learning environment, including reliable internet connectivity and engaging teaching methods, is crucial to optimize the online learning experience for students.

The findings also indicated that the absence of direct face-to-face interactions in online learning alleviated feelings of nervousness for some participants during presentations and discussions. The virtual nature of online learning created a more comfortable space for them to engage in these activities, resulting in reduced nervousness compared to in-person interactions (Vasquez, et al., 2022). However, individual preferences and comfort levels varied among the participants, suggesting that certain online learning scenarios may still evoke some degree of nervousness (Vasquez, et al., 2022).

In conclusion, the findings highlight the significant factors that motivate students in online learning, including academic goals, external support, aspirations for higher education and international exposure, language proficiency goals, and parental support. Creating a supportive learning environment, addressing challenges in interaction and understanding, and leveraging external motivators are crucial for enhancing students' engagement and motivation in online learning.

Conclusion Limitation and Implications

This study highlights several key factors that influence students' motivation and learning experiences in online settings. The findings indicate that while students remain highly motivated by academic goals and external support, challenges such as boredom, poor internet connectivity, and the lack of interaction with peers and lecturers significantly hinder engagement. The desire to obtain good grades and the encouragement from parents and friends emerge as prominent motivators, driving students to continue their academic journey despite the limitations of online learning environments. Furthermore, aspirations for higher education and language proficiency also play a crucial role in maintaining students' commitment to online learning.

One of the primary limitations of this study is its reliance on self-reported data from interviews, which may be subject to personal biases or inaccuracies. Students may have overstated their challenges or underreported factors that hindered their learning. Additionally, the study focuses on a specific group of students, which may limit the generalizability of the findings to a broader student population. Another limitation is the absence of longitudinal data, as this study captures students' perceptions at a single point in time, without considering how their motivation or experiences may evolve over the course of their online education.

The findings of this study have several important implications for educators and institutions. To improve online learning experiences, there is a need to address issues such as poor internet connectivity and the lack of real-time interaction between students and lecturers. Enhancing the quality of online instruction through better technology and interactive platforms could help alleviate feelings of isolation and disengagement. Furthermore, institutions should consider the role of external motivators, such as parental support and clear academic goals, in fostering student motivation. By creating a more supportive and interactive online learning environment, educators can help students overcome the challenges they face and enhance their overall learning experience.

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