

Interference and the Pandemic: Students' Problems in Learning English Online in an EFL Country

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Abstract: Interference and the Pandemic: Students' Problem in Learning English Online in an EFL Country. Objective: The focus of the current study was to learn more about EFL students' attitudes about online learning during the COVID-19 pandemic and the challenges they faced. **Methods:** This study administered a survey of 88 university students as well as an interview for three of them who had low motivation and self-esteem. **Findings:** The findings revealed beside the technical challenges, the distance learning, as a virus-prevention, had limited their convenience, especially for those with low-motivated and low-self-esteem students. They were deprived of the benefits of peer dialogue and scaffolding. Not to mention, they also tend to missed their teacher's supervision and help. The results also showed internet service might also could create problems. **Conclusion:** Some implications and recommendations are inferred from these findings for teachers, parents, and schools.

Keywords: covid-19 pandemic, motivation, self-esteem, problems, online learning.

Abstrak: Gangguan dan Pandemi : Permasalahan Siswa Pada Saat Belajar Bahasa Inggris Online, sebuah studi di negara pengguna Bahasa Inggris sebagai Bahasa Asing. Tujuan: Fokus penelitian ini adalah mencoba untuk mempelajari lebih lanjut tentang pandangan mahasiswa yang mempelajari Bahasa Inggris sebagai bahasa asing dengan pembelajaran online selama pandemi COVID-19. **Metode:** Penelitian ini menyelenggarakan survei terhadap 88 mahasiswa serta wawancara terhadap responden yang terindikasi memiliki motivasi dan rasa percaya diri yang rendah. **Temuan:** Selain tantangan teknis, pembelajaran jarak jauh telah membatasi kenyamanan para mahasiswa, terutama bagi mereka yang memiliki motivasi rendah dan rasa percaya diri yang rendah dalam belajar Bahasa Inggris. Mereka kehilangan manfaat berdialog dengan teman sebaya. Mereka juga cenderung melewati pengawasan dan bantuan dosen. **Kesimpulan:** Selain layanan internet yang dapat menimbulkan masalah dalam proses pembelajaran, pembelajaran online ternyata memiliki beberapa kelemahan. Beberapa implikasi dan rekomendasi juga ditampilkan dalam studi ini untuk orang tua, guru, dan sekolah.

Kata kunci: pandemi covid-19, motivasi, harga diri, masalah, pembelajaran daring.

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■ INTRODUCTION

The covid 19 virus is spreading rapidly in many countries, including Indonesia. This has had an impact in many sectors, including the Education sector. The government and principals must take appropriate policies to prevent the spread of the virus. The learning process that has been used with face-to-face processes must be abandoned and follow a new system according to health protocols.

Avila& Cabrera (2021) mentioned that during the Pandemic, online teaching mode and the corresponding changes in learning behavior are very related with the psychological distress. As the spearhead at the very bottom level of an educational institution, headmasters are expected to make quick decisions in response to the Ministry of Education and Culture's requiring schools to implement distance learning. Educators have to change the system, syllabus and learning process as quick as possible. Students are also stammering because they get piles of assignments while studying from home. There are many challenges to be faced when implementing the online learning. Students and teachers are expected to adapt digital face-to-face learning.

A number of government's policies and strategies issued to set up the solution for the education problems during the pandemic. The continuous development in the respects of school management, and teaching methods are featuring the current government commitments as well as actions. In practice, however, the evidence shows complaints and dissatisfaction reflecting the less competitive education quality particularly when compared to the time before pandemic era. Sluggish access to education, high rate of drop out, and exclusion are typical victims yielded from distance learning once criticized for less applicable for all students, the feeble management is critical to the quality education crisis.

Learning problems are a common occurrence among students, and they obstruct the individual's ability to achieve a new insight. These learning issues can affect students who are above average in ability, as well as those who are delayed in their learning. The three (3) sorts of difficulties that can be assessed, they are cognitive, motivation, and self-esteem. They are more than likely to be the source of academic problems or failure. Academic, behavioral, and physical issues are all linked to these three types of learning impediments (Saccuzzo, & Kaplan, 1997).

In addition, one of the current research by Alolaywi (2021) showed that technical concerns related with inefficient internet access were one of the most significant challenges that students experienced when it came to e-learning. Despite the fact that the majority of the participants were able to handle educational platforms and manage their online studies with ease, the majority of the participants preferred offline learning.

According to studies, one of the most important components of learning in every context is motivation that initiates and sustains behavior. As a result, when it comes to learning in e-learning environments, the level of intrinsic motivation would influence the process of learning. Despite the fact that there is a large body of literature on the subject, the source of motivation for traditional learning, the research about e-learning and motivation is still limited (Firat, et.al, 2018). This is as important as maintaining strategies so that all students gain the learning objectives through online access during a pandemic (Avila et al, 2021).

A large-scale investigation of willingness to communicate in foreign-language (EFL) classrooms was also been done. Communication confidence, motivation, learner beliefs are the factors that can influence the students to

communicate in learning English (Peng & Woodrow, 2010). Furthermore, there are factors which can influence the process of learning a language. The similarity between L1 and L2, learner age, personality, learning attitudes, parents, peers, societal factors, as well as the learner's motivation, which is impacted by all of the aforementioned factors (Güçlü & Ahan, 2017; Łockiewicz, 2019; Waning & De Bot, 2014). Recent researches also have revealed a connection between learning and motivation (Clement, 1980; Yan & Horwitz, 2008). What often makes students fail in improving English skills is the lack of motivation such as intrinsic motivation and self-efficacy (Schunk 2003; Schunk & Greene, 2018; Schunk & Zimmerman 2007).

Some other researches on the leaning behavior proved that students need motivation for challenging tasks that can improve their competence (Dweck, 2000; Stipeck, 1993). The results of study imply that it is essential to help students to grow the motivation for the increasing competence and avoiding learning difficulties. Other study mentioned that the development of pupils' productive skills has received more attention in recent years. For language learners in academic settings, it appears to be one of the most difficult aspects (Wenjuan & Bai, 2019). Hence, this study was aimed to find out students' motivation; self-esteem; and students' problems towards the English online learning process in EFL context.

Motivation and Self-esteem

Personality is described as an individual's relatively stable and distinct patterns of behavior, as well as his or her reaction to the environment (Kaplan and Saccuzzo, 1997). Motivation is an inner strength that propels someone to make plans in order to achieve a goal. Learner motivation is a complex phenomenon with many variables that make it difficult to comprehend and measure (Khojah & Thomas, 2021). Motivation is defined

by Epstein & Rogers (2001) as internal state which precedes behavior. Also, according to Pintrich & Schunk (2002); and Eggen & Kauchak (2004), motivation refers to a force that motivates, maintains, and coordinates behavior toward a goal. Motivation is the variables that drive behavior, impact the course, or influence the direction or goal, as well as the motivation and assurance to success (Dweck & Elliott, 1983).

Furthermore, according to Acat and Demiral (2002) in Hava (2019), there are three kinds of motivation that influence students' decision to learn a foreign language: (1) internal causes (such as a person's desire in learning a foreign language), (2) instrumental causes (such as job promotion), and (3) integrative causes (such as engaging with a different culture or interacting with others). Motivation is a force in a person's life stimulates someone's activities and maintains the desire to do anything to satisfy their will. Motivation begins with a person's desire to plan anything to achieve a goal (Stipeck, 1993; Wigfield & Eccles, 1992). Therefore researchers are obliged to also research on matters related to mental health such as self-confidence, anxiety, and student motivation in new normal conditions during the pandemic and its solutions.

METHODS

Participants

The sample population of this study are 88 students of university who join online class and their English teachers.

Research Design and Procedures

This research used cross-sectional survey design since the researcher collected data at one point in time to examine current practices of the teaching and learning process in English Classes. This research is also supported by qualitative data from interviews to clarify the results from questionnaire. Despite the fact that the survey

research showed clear evidence, qualitative data on the student's motivation and self-esteem was presented to strengthen the quantitative findings. This qualitative data was collected through an in-depth interview in the form of case study mainly addressed to selected students particularly to the one whose motivation and self-esteem appropriate questionnaire response were low.

Instrument

In order to assess motivation and self-esteem in this study. The test has three dimensions: personality traits, personality type, and personality states. Personality traits refer to traits that are relatively long-lasting, such as a hardworking attitude, perseverance, and proclivity to act, believe, or feel in a specific way and in a specific scenario. Personality state refers to emotional reactions in various contexts, whereas personality type pertains to adaption or social interest. In this study, a special instrument was constructed in two methods to evaluate motivation and self-esteem: the dimension and the construction strategy. The instrument includes personality characteristics, personality types, and personality states in terms of dimensions. Personality characteristics are relatively long-lasting dispositions such as hard effort, perseverance, and tendency to act, think, or feel in a certain way and scenario. Personality type relates to adaption or social interest, whereas personality state refers to emotional reactions in various contexts. The component of the instruments used to assess motivation to learn

and self-esteem in this study was taken from Comrey Personality Scales by Comrey using Guilford's analytic method and evolved into a 180 item-test. It was created and standardized solely for college students.

Data Analysis

Comrey Personality Scales (CPS) is an eight-personality-scale self-report questionnaire. Each scale has 20 items that are evenly divided between positive and negative comments. Another 20-item scale is included to test the validity and social desirability response bias. Trust vs. Defensiveness; Orderliness vs. Lack of Compulsion; Social Conformity vs. Rebelliousness; Activity vs. a Lack of Energy (A); Emotional Stability vs. Neuroticism (S); Extraversion vs. Introversion (E); Empathy vs. Egocentrism (P). The grading system was based on proper responses being graded from greatest to lowest levels of motivation and self-esteem. Each item that was correctly responded to was scored "1" (one) out of a total of 25 items, and "0" (zero) for an incorrect response. While, the interview was carried out on the individual basis. Using the guide and protocol, the interview was conducted by phone. The result was analyzed and then checked to the teachers as well as to the documents result and the textbook. This qualitative data verification was based on the Data Collection Matrix proposed by Creswell (1998) adapted to the data collection procedure and method of verification for this qualitative case study.

Table 1. Data collection matrix and method of verification

Information Source	Interview	Document	Materials
Students Involved	Yes	Yes	Yes
Student at Large	Yes	Yes	Yes
Teacher	Yes	Yes	Yes

■ **RESULTS AND DISCUSSION**

Quantitative Data Results

Questionnaire Data Results about Questionnaire

It appears that students tend to have low motivation when English is taught online. The data showed that they were happy if the class ended sooner, there was no homework, time off added, and they also disagreed that after the pandemic the learning system would still be done online.

The data also shows that students have motivation in the form of extrinsic motivation such as they want to show their ability to their English teacher and they want to get reward and good mark from the teacher. Although they have low motivation in the process of learning English online, but it turns out they tended to have intrinsic motivation in English. This is demonstrated by the response of students in answering questionnaires showing that they wanted to learn English, and were not willing if English lessons were replaced.

Intrinsic and extrinsic motivations are not two separate things or dichotomy. Instead, they are ignited as a continuum (Eggen & Kauchak, 2004). This is in line with the opinion described by Pintrick & Schunk (2002), that intrinsic and extrinsic motivation are of a two-edge of a continuum, which means that the higher the intrinsic motivation, the lower the extrinsic motivation, and vice versa.

Epstein & Rogers (2001) remark that students with intrinsic motivation achieve better than students who study because of extrinsic motivation. This implies the greater extrinsic motivation imposed to students will reduce the amount of the students' intrinsic motivation to study. Thus, the learning is expected to grow from the interests of students instead of from rewards offered by teacher. More importantly, intrinsic motivation grows because of the teachers' proficiency in inculcating the importance of good topic to learn. However, it does not mean that the extrinsic motivation is not important. In the

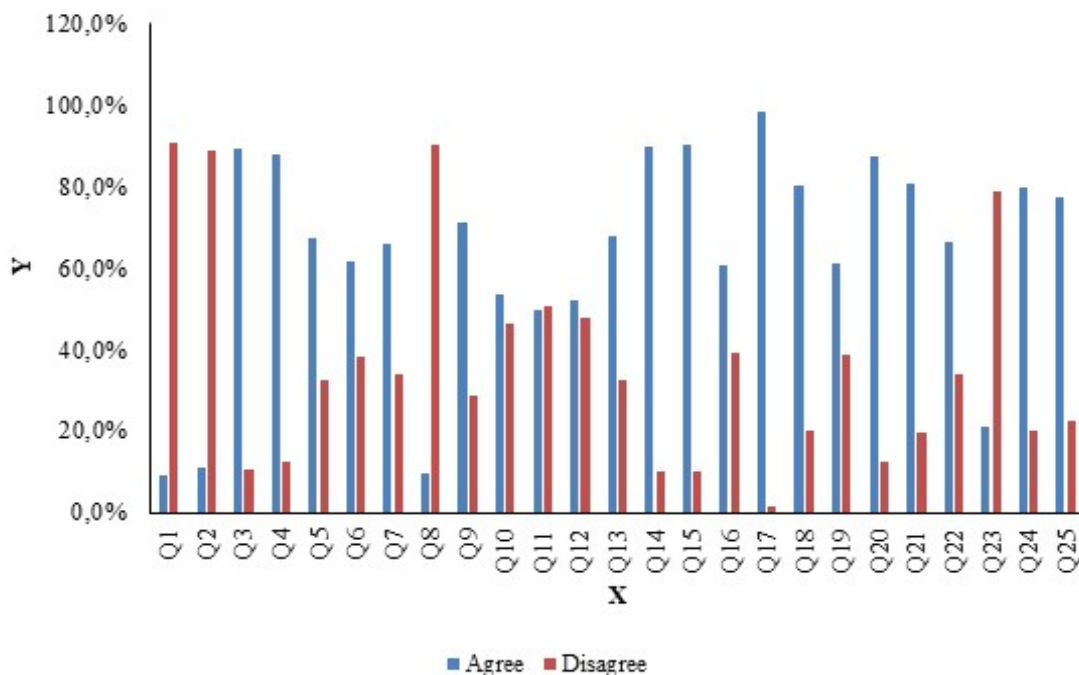


Figure 1. Students' motivation in participating in online English classes

situation that does not enable the students to be intrinsically motivated, the teachers, in turn, need to give students rewards that make them learn better.

Motivation holds an important role as an effort to support the academic achievement and performance. Some researchers have proved the existence of a high correlation between motivation and achievement (Eggen & Kauchak, 2004). In addition to cognitive ability, motivation also contributes a large amount in determining the degree of achievement attained by students at school. The process of motivation to achieve the goal involves both cognitive and affective domains. This can be seen at the time when someone is attempting to realize his desires, he will generate the initiative to find possible ways that endorses the desires most effectively.

The purpose of learning plays important role of determining the intensity of behavior to achieve the desired goal. The higher the desire or the purpose of learning, the more intent of behavior is drained to attain the objective. On the other hand, students with vague intention to learn will lose the focus to control of energy to learn. Some researches on the impact of objective on the leaning behavior proved that students with clear purpose of learning work hard for challenging tasks that can improve their competence (Dweck, 2000; Nicholls, 1983). Another research also concluded that students who have a goal to learn respected as a source of learning to search for knowledge and learning strategies. They put a greater focus on the academic achievement of learning so that they achieve better than other students who do not do so (Stipeck, 1993).

The motivational effects of language teaching are important because, despite increased mobility and increased access to foreign languages online, the majority of learners' encounters with the second language (L2) still take place in the online classrooms, and these

encounters may shape attitudes and determine students' willingness to invest more in the L2 (Lamb, 2017)

Questionnaire Data Results about Self Esteem

The surprising things appear in the response of students in answering questionnaires about self-esteem. Some students tend to have low self-esteem symptoms. The survey results show that when using online platforms in learning English, some students feel disturbed because there is a feeling of deficiency. Some students also feel inferior to their friends who they consider better in English.

The survey also shows that they every so often unhappy when teacher appointed them to answer questions. They feel that in many ways they are inferior to other friends when learning English. They are not willing to be appointed by friends to be the group leader. They would give in rather than argue with friends when they are right. Occasionally, they also feel that they often cannot do the English assignment. They find it difficult to entertain themselves when they are not confident in English class.

It is shown that self-esteem is another crucial part of students' problems in learning English online since person's lack of confidence will bring a slew of issues. Stipeck, 1993 mentioned that confidence is the most valuable trait in a person's life since confidence allows a person to realize all of his or her potential. Their abilities and skills might also impact their confident. Students with high confidence will find it easier to interact with other students, and they will be able to act and think positively when making decisions, whereas students with low confidence will find it difficult to communicate, argue, and will feel unable to compete with other students. The level of confidence that a someone possesses will undoubtedly influence their success. Individuals that are self-assured will be promoted

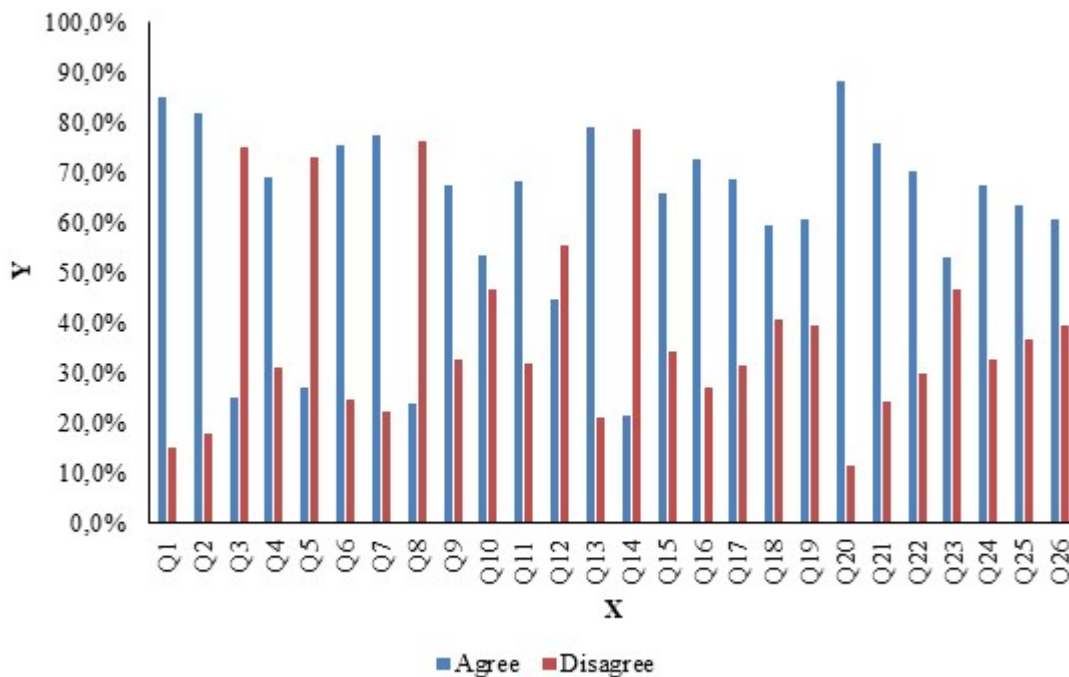


Figure 1. Students' self-esteem in participating in online English classes

since they consistently think positively and believe in their own abilities. On the other hand, self-assured people will have inadequate learning outcomes because they are constantly negative and do not believe in their own abilities and potentials (Stipeck,1993).

Qualitative Data Presentation on Students' Problems in the Online Learning Procces Teachers' Role

R#1 was 18 years old student. On the motivation test, he got 12 appropriate responses (48%), on the self-esteem test he got 10 appropriate answers (44%). He was often less motivated to study in English online teaching. Moreover, according to his teacher, he was a low self-esteemed boy.

Being interviewed about the Online English class, he answered he often worried about the speaking practices, especially those dealing with individual presentation and interview with the teacher. In the past, when he learnt in the offline learning, he felt helped when the practices or the

examination was made through peer conversation, since her friend made the draft of the conversation. However, during the pandemic, it was challenging to have the discussion during the class or after the class, therefore, the practices as well as the examination was commonly in the form of individual task.

Being asked about writing, he said that his group leader usually did it, since it was not possible to discuss it in the online class as well as after the class due to the social distancing. It was also quite difficult to discuss by phone to depict the group's idea and build an essay together at the same time. Hence, the author tried to look at the tasks in the textbook used by the students. There, the author found some directions that the teacher has to divide students into groups to produce a text. For example, in the activity students are asked to write a report text in groups about a simple social phenomenon. They can search interesting things through the Internet, discussing with friends and Social Studies

teachers. Otherwise, with the guidance of their Social Studies and English teachers, they can make simple observations of people's behavior that include teachers, students, and employees. It is hoped that students can find and report interesting findings about habits or the behavior of their own school community. According to the respondent, the things ordered by the book are very difficult to do. He could not observe other people's habits while he had to keep himself at home during the pandemic.

Related to the persistence to learn, the researcher asked a question about how long he usually studied English at home. He answered "not certain, but I usually did my homework after in the evening". "Is there any new habit for you after the online class administered? he commented: "Probably yes, but... I feel a little bit tired since there is more homework". One of the reasons could be the fact that the teacher, Mrs Rani (pseudonym) gave more homework during the online class to let the students more become autonomous learners since it was not possible to let the students have the discussion with their mates in the online class using breakout rooms. It was not possible for her to supervise the discussions like what happens in the face-to-face meeting. Apparently, the online system made the teacher difficult to apply group discussion method and had the complications to supervise her students in doing the exercises especially writing practices. Such a challenge often made her feel worried to some extent.

In this case, teachers should create clear criteria for pupils engagement in class and offer material about course prospects and procedures to their students. When it comes to incorporating technology into a course, there are a few things to keep in mind that learning arrangements can help students take greater responsibility for their own learning, engage students in deeper and broader interactions with course content, and

(Heuer & King, 2004). Teachers are also expected to look for and adopt effective tactics for fostering online conversation, such as motivating students to participate in constructive discussions, attracting students in socio-emotional thoughts, and discussing contextual phenomenon and tasks. Teachers also expected to have evaluation on the students' comments, offer positive responses on their commentaries, share ideas with learners, inquire students questions, inspire students to discover innovative ideas, retain the students' focus on the tasks, encourage shy or reserved students to speak, and praise students' productive efforts when facilitating discussion (Hung & Chou, 2015).

In short, learners' desire to study is influenced by their perceptions of their ability to complete classroom objectives and understand different aspects of the L2. By increasing the likelihood that L2 activities will be successful and by creating an emotionally satisfying learning environment, teachers can increase learners' self-efficacy (Mills, 2014) Besides, according to research, the teacher-student interpersonal interaction is crucial for fostering student motivation (Maulana et al, 2013).

Lack of Scaffolding

R#2 was 18 years old student. Her teacher said that compared with the whole class, she learned more slowly than the others. From the beginning of the semester, the teacher was worried about her success in learning English. It was understandable because her progress on the four English skills showed pessimism.

She realized herself that she was not good at almost all the English skills especially productive skills. Besides, she showed low confidence and looked low self-esteemed. On the self-esteem test, she got 10 (40%) out of 25 test items. She was a little bit below average but she was confident. Her result of the motivation test was

foster student cooperation in learning processes 14 items correct (56%) meaning that her motivation was quite low.

Being asked about Reading, she answered “ It was difficult, the questions in the text book are difficult to answer” This meant, she had a problem in understanding the ideas through reading. She also tended to have problem on getting information from reading. The writer then checked the textbook. It was found in the book that the teachers have to ask the students to read the text silently. The teacher asked questions about the contents of the reading text, especially to get the ideas. With the guidance of the teacher, students answer the question one by one.

According to the respondent’s statement, he had difficulty in discussing with his friend when using online platform. Before the pandemic, he used to ask his seatmates for answers, in online class, it could not be done. He, then, preferred to close the camera so as not to be pointed at by his teacher. Sometimes he felt unlucky when the teacher picked a student at random. He sometimes shut the video or remained silent until another friend answered the teacher’s question. This made his self-esteem dropped, he wished that there was a friend beside him who would help him in answering the questions. At least, in his opinion, he could study and discussed the answers with his classmates, but in online class, it was almost impossible to do. His friends who excel in English would answer the teacher’s questions and it was annoying because it made him feel inferior. In summary, R#2 was a bit below average in confident. He found that learning English were difficult mostly because she believed that he had no capability in English.

It is shown that the students needed an appropriate scaffolding from his friends and his teacher or even his parents in facing the online learning problems. Scaffolding can be in the form

of interactions and collaborations between students and more skilled partners, be they caretakers, siblings, or classmates, build competencies and higher mental capacities necessary for successful functioning within a given society (Rogoff, 1990; Vygotsky, 1978 in Murnelstein, 2017).

Scaffolding behaviors that can help the students can be categorized into three categories: cognitive support, emotional support, and responsibility transfer (Mermelshtine, 2017). Cognitive support can help students learn new skills; emotional support can help them stay motivated and complete tasks; and transferring responsibility can help the students to develop agency and autonomy. Teacher and mates can give simpler task, give more demonstrations, and give labeling of essential aspects to build cognitive help. Teachers can also give warm and compassionate method of instruction to give emotional support (Wood et al, 1976). The third, transfer of responsibility between friends and the idea that the student should be able to ‘pace the activity for himself’ also a form of scaffolding. Parental behaviors and verbal input may also be more imperative in ensuring the success of the scaffolding process.

In short, in addition to adjusting learning materials, technology adaptation, and time management, teachers are required to pay attention to their students as individuals who are also adapting to the new normal. Teacher communication is also needed in maintaining the quality of learning by ensuring that all students can absorb knowledge well and can practice English with the necessary scaffolding (Avila et al, 2021)

Technological Constraints and Psychological Problems

R#3 was a 17 year-old girl. She was quite good at English especially reading and speaking. Her motivation to study was not so bad. Her score

on this test was 18 items correct 11(44%). Such scores could probably mean that she was low motivated. She was had somewhat low self-esteem in the English online learning.

She had low self-esteem in Listening. She said understanding the information and doing the tasks simultaneously were complicated. This implied that she had listening problems for two reasons; personal capacity and teacher's teaching strategy. In term of personal capacity, she had limited skill on vocabulary and accent familiarization.

In addition, while in the listening section process, there were often several obstacles faced, including the signal that sometimes buffer. This, of course, created its own problems. According to R#3 sometimes she wanted to ask the teacher to re-play the listening material but then again, she was worried that the request would interfere the learning process of other friends. If that's the case, she usually just stayed silent and left the answer sheet blank though he understood that it would have an impact on the score of his listening practice. This shows that R#3 had low self-esteem so that he did not dare to convey the problems he was facing either to the teacher or to his friends. Her motivation was also low according to the low effort he made to overcome the problems he faced. Another indicator of low motivation was that he did not have a maximum score target by leaving his answer sheet blank.

One reason for this discrepancy is that when it comes to integrating technology into classroom learning, students often encounter a variety of challenges. Even when technology is available, teachers may feel as if they do not have access to it because it does not work well (Ertmer & Ottenbreit-Leftwich, 2013). It is implied that significant progress has to be made in overcoming technology barriers. The average number of students per Internet-connected computer has to be improved.

money in infrastructure, training, and support for online learning.

The results of the study is consistent with what is expressed by Raffini (1996) that students with low intrinsic tend to avoid the difficulties that they face. The low motivation is shown by the less self-sufficiency of getting things done for them. They will not give all their capacity to effectively beat the issues confronted. Meanwhile, student who has high extrinsic motivation see the learning as only a method for accomplishing something. He, for instance, might want to concentrate hard in light of the fact that there will be a test. The test is an apparatus for him on how he gets a decent score. In his brain, by the aftereffect of the test, he will get a reward. In this sense, praise, commendation, or positive remarks are reinforces that trigger and control his learning exercises. These kinds of indicators would not appear to those with low motivation. Students that are driven by motivation are more likely to be eager and willing to invest time in learning a language. In light of this, obstacles to language acquisition may result from a pessimistic outlook and a lack of drive. The obligation for educators are to overcome the hindrances (Oroujlou & Vahedi, 2011)

To summarize, engagement of students is a latent factor encompassing participation, constant attention, and an absence of boredom. This study propose that teachers can arouse their students' engagement by delivering an interactive teaching style, and encouraging low motivated and low self esteem students to be more active.

■ CONCLUSIONS

The quantitative analysis begins with showing the data on the description of motivation and self-esteem of the despondences' responses. In addition to quantitative results, qualitative analysis was carried out by means of interview to selected students with diverse background. The

School districts and policymakers have to invest significant time and interview was focused on the students' attitude toward the lessons, the strategy of teaching, and learning difficulties. In English online learning, learners tended to become less active in conveying their aspirations and thoughts, it was often resulting in saturated learning. A student who experiences saturation in learning will gain an impropriety in the learning outcomes. Therefore, it is necessary to encourage students to have the spirit of learning.

From the point of view of self-esteem theory, high self-esteem will result in successes on academic performance. Students with high self-esteem have higher performance in school. Conversely, students with low self-esteem have a worse performance in daily activities and are also estimated to have the prospects of low performance in the future (Owens, et al., 2001). This is also reinforced by Plummer (2001) that students who have healthy self-esteem is more likely to achieve the full potential and will establish an optimistic sense of success. On the other hand, it is said that students with low value or self-confidence tend to have difficulties in achieving the success. They find so difficult to set goals and discover a solution to overcome the academic and social problems. Therefore, educators need strategy to increase students' self esteem.

This study also explicated that the students tended to have low motivation in the process of learning English online, but it turned out they had high intrinsic motivation in English. Their motivation to learn English was also influenced by extrinsic factor such as reward and teacher performance in teaching. However the students had symptoms of low self esteem in joining the English Online Class. The best option to encourage students is through intrinsic motivation. Extrinsic motivation manifested through rewards

is secondary choice. Despite the criticism, rewarding as a learning motivation is still considered effective to some extent.

This study also portrayed that the students were required to complete the tasks given. These assignments were usually material that cannot be completed in the online class. Interactive dialogue between teacher-students and between fellow students were not as easy as when learning was done face-to-face. Students' understanding and output skills possessed by students on the material provided were also different, moreover, students' learning process was also influenced by their motivation and self-esteem. The presence or absence of parents or other people who provide assistance also gave influences. The type of quotas, cellphone, type of laptop, the provider used also contributed some impacts.

■ RECOMMENDATION

By looking at the data provided in this research which shows that students' motivation and self-esteem decrease when students face online English learning during the pandemic, it is hoped that schools and teachers can try to be more creative and innovative when conducting English online learning processes so that students do not feel bored. Teachers must also be sensitive to students who have low self-esteem and motivation. Those students should be given more space to practice more and be approached to address the problems they face and to improve their English skills.

When learning online, the role of parents is very important, parents are more required to be able to help their students to re-explain what is taught by the teacher and what is being discussed in textbooks. They are also expected to help their students in doing their homework. Another important role is to provide facilities such as mobile phones, laptops, internet, quotas, and

other necessary facilities. It is recommended that the government and schools can help students whose parents are affected by the pandemic so that all students can participate in the learning process better.

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