Uncovering EFL Learners' Demotivation towards English Online Learning during the Covid-19 Pandemic in Indonesia

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Abstract
Online learning during the Covid-19 pandemic has demotivated Indonesian tertiary EFL students to learn English, which affected their English performance and achievement. This article ferrets out the features of the EFL students' demotivation, the factors affecting their demotivation, the solution to reduce their demotivation, and the implication of their demotivation towards their English performances and achievement. The data for this descriptive quantitative research were collected through an online open-ended questionnaire to the EFL students of two Islamic state colleges in East Java, Indonesia. The questionnaire was distributed when the Covid-19 pandemic was still at its peak. There were 71 out of 76 respondents who completed the questionnaire claimed to experience demotivation with online learning mode. The data from those 71 respondents were then analyzed descriptively. The results of this study indicate that online learning experiences were found to be the main factor that affected their demotivation. This was further evident in their English performance and achievement. Meanwhile, the aspects of teachers, online

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learning infrastructures, family, and student-related demotivators contributed to conducting effective online learning. This study utilized qualitative data from the learners' perspective so that further studies which take a different perspective, such as family, teachers, lecturers, and policymakers, would enrich these findings.

1. INTRODUCTION

Online learning amidst Covid-19 pandemic is assumed to demotivate students in their learning of English. This online learning platform which has been used frontally and massively due to this pandemic has forced both teachers and students to be able to use online learning media and applications, equip themselves with good digital skills, and have an adequate internet connection. Moreover, the unpreparedness of the lecturers to employ online teaching was assumed to be the emergent cause of students' demotivation which further affected students' academic and learning process. This demotivation within online learning is due to the lack of social interaction with classmates and teachers (Gonzalez-Ramirez et al., 2021) and internet connection (Adara & Najmudin, 2020). Jahedizadeh et al. (2016) pointed out that the demotivation of EFL learners has a negative impact on their language mastery and achievement. Meanwhile, motivation as the negation of demotivation is proved to be the most important variable in their performance and learning outcomes (Zeynali et al., 2019).

There have been some previous studies on demotivation in English online learning which focused on the factors affecting demotivation at various levels of education. A study at a high school level conducted by Soviana (2018) found that vocational senior high school students were demotivated both internally and externally. This proved that the external demotivators, which cover teacher's habits and competencies, teaching methods, learning environment and subject matter, have a more influential than the internal ones i.e., students' attitudes towards English, failure experiences, and students' self-esteem. In addition, studies have proved that the demotivators in online learning include teachers, classmates, textbooks and activities, student characteristics (Khusyabaroh et al., 2018), lack of facilities and learning resources in schools (Haryanto et al., 2018), and learning failure experiences (Gloria, 2020). At the college level, EFL students' demotivation is caused by a lack of teacher competence and a lack of student intrinsic motivation (Adara, 2018), a lack of social interaction, a mismatch between expectations and learning content, as well as problem-setting and learning environment (Meşe & Sevilen, 2021), learning materials and interest in language learning (Pathan et al., 2020), and student's attitudes towards the need for learning English (Evans & Tragant, 2020). This literature fact indicates that a study exploring the EFL learners' demotivation during EFL online learning in a comprehensive manner which includes its form, causes, solution, and implications to their English performance at Islamic state colleges in Indonesia during the Covid-19 pandemic is under-researched.

Meanwhile, to reveal the factors affecting the EFL learners' demotivation to attend English online learning and other variables such as types of demotivation and

its implication to their English performance is significant to achieve the learning goal. As indicated by Minalla (2022), EFL learners' demotivation affects the EFL classroom interactional process. For example, various levels of demotivation dramatically influence the quality of request and refusal speech acts produced by the learners in their English classes (Molavi et al., 2018) and contribute to their English listening and speaking achievement (Zhang et al., 2020).

This present study aims at filling this gap by illustrating how online learning has affected students' demotivation amid the Covid-19 pandemic in Indonesia. This study demonstrates that the most significant construct variable influencing Indonesian EFL learners' performance and proficiency in English is their demotivation during the Covid-19 pandemic. Therefore, this article raises four main questions, namely: (a) what are the forms of demotivation in English online learning during the Covid-19 pandemic? (b) What are the factors that cause their demotivation? (c) What are the solutions to reduce their demotivation during the online learning? (d) What are the implications of their demotivation toward their English performance and achievement?

According to the social and literature facts presented in this section, this paper investigates the EFL learners' demotivation in online English learning during the Covid-19 pandemic. This was carried out based on an argument that online learning that emerged as a result of the Covid-19 pandemic has caused demotivation among EFL learners in their learning of English. This further affected their decreasing performance during the process of learning English. Moreover, the demotivation experienced by EFL learners while learning English online negatively affected their English performance.

2. LITERATURE REVIEW

2.1 Online Learning

Online learning had developed since 1995, when web-based learning, such as blackboards was built. This term has various meanings. Singh and Turman (2019) conducted a systematic review of the literature review of 37 definitions extracted from 151 articles published between 1988-2018 to explain this term. This paper adapts the concept proposed by the two researchers who bring it into the context of learning a second language as a foreign language. By adapting the concept that has been abstracted by Singh and Thurman (2019) from various sources, this paper defines online learning as a model of learning via the internet in an online classroom where students and teachers interact with each other even though they are physically separated. The definition emphasizes three aspects, namely the internet, interaction, and physical distance.

Online EFL learning that utilizes internet technology as a medium in its implementation can be seen in two forms; synchronous and asynchronous (Alibakhshi & Mohammadi, 2016; Memari, 2020; Perveen, 2016). Synchronous online learning utilizes a platform that allows virtual face-to-face interactions. Synchronous online EFL learning as a learning condition carried out during this pandemic shows that there are changing values in teaching strategies and assessment implementations which result in the emergence of discomfort in the teaching and learning process for lecturers and students. Meanwhile, online learning asynchronously is a learning that utilizes a

platform that uses the internet but has time flexibility in its use. Platforms that fall into this category include Google Classroom, Google forms, and Moodle (Basri et al, 2020; Dziubata, 2020). This asynchronous learning process results in no direct or personal interaction. For this type of online learning, it is necessary that students have high motivation and self-discipline, internet connections, and information technology devices for learning (Dziubata, 2020). In short, online EFL learning with synchronous and asynchronous forms has encouraged adaptation to the changes due to the Covid-19 pandemic from both lecturers and students. However, the failure to adapt to these changes can lead to demotivation

2.2   Demotivation

The concept of demotivation is defined as a lack of interest in and enthusiasm about your work (Cambridge Dictionary, n.d.). Operationally, Dörnyei and Ushioda (2013) defined demotivation as a specific external force that can reduce or eliminate the motivation which underlies the desire for ongoing behavior or action. In this concept, demotivation is seen as an external force that causes a decrease in motivation to learn. In the context of this study, demotivation is a condition where EFL learners' motivation decreases or disappears during online language learning. Kikuchi (2015) defined demotivation as a negative process that causes a learner's motivation to decrease due to both internal and external factors. The definition states two aspects: demotivation and internal strength in the form of reduced or lost drive or motivation. In addition, demotivation relates to external forces that cause a loss of interest and enthusiasm to do something or look at something. In line with the previous opinion, Zhang (2007) defined demotivation as a force that can reduce a student's learning energy or even eliminate a force that can encourage students to learn.

Internal factors do not cause demotivation without being influenced by certain external triggering factors (Dörnyei & Ushioda, 2013). This shows that demotivation is caused by two main demotivators, namely external which include teachers-related factors and classroom-related factors, and internal ones are students related factors (Sharififar & Akbarzadeh, 2011). First, external demotivators in the form of teacher-related factors are one of the main factors for demotivating EFL learners to learn English. Zhang (2007) revealed that incompetent lecturers are the main source of demotivation for EFL learners. They are characterized by tedious and confusing teaching methods, unfair assessments, and overloaded information delivery. Poor teaching practices (Evans & Tragant, 2020) and the negative impact of English teachers, such as inpatient lecturers (Kim & Seo, 2012), are also external factors that can cause EFL demotivation. Other external demotivators, namely classroom-related factors, include a learning environment that is not equipped with adequate language learning facilities (Khouya, 2018; Sharififar & Akbarzadeh 2011; Vakilifard et al., 2020). In addition, Çankaya (2018) proved that the characteristics and the classroom environment are the cause of the emergence of demotivation. In the context of online learning, the classroom learning environment refers to the availability of internet network resources, LMS, and software as well as digital literacy. Second, the EFL learners' demotivation is also caused by their internal conditions such as 'lack of interest' and 'experiences of failure' (Jahedizadeh et al., 2016), negative attitudes of their classmates, and personal issues (Han et al., 2019).

Demotivation is the negative counterpart of motivation. Learners who experience demotivation are characterized by reducing or losing interest in learning. In the context of online learning, demotivated learners are regarded as losing their interest in online learning. Demotivation in online learning, a learning condition that arises due to the Covid-19 pandemic, is influenced by various factors with different levels of influence. It is a complex problem in foreign language learning (Chambers, 1993), and it affects students' English learning outcomes. It is not only influenced by internal and external factors, but it is also a result of self-restraint and student personality dimensions (Pathan et al., 2020). Currently, one of the factors that influence learning is the Covid-19 pandemic which has changed learning from face-to-face classes to virtual or online classes, which contributes to the demotivating factor of students in learning.

There are five forms of factors that influence demotivation in online learning during the Covid-19 pandemic. Adara and Najmudin (2020) revealed five manifestations of these factors, namely test scores, teacher competencies and teaching styles, incomplete learning facilities, learning content and materials, and lack of intrinsic motivation. The first factor, test scores in the form of low-test results due to online learning, is the most influential. This factor results in students' low self-esteem (Krishnan & Pathan, 2013) because they think they have failed in learning (Kim & Kim, 2016). Secondly, teacher competence and teaching style also cause demotivation because even though the material provided is interesting, the teacher's competence is low. Their teaching style is not engaging, which makes students feel bored with learning (Adara & Najmudin, 2020). The third factor includes the incompleteness of learning facilities, inadequate information technology used in learning, and teachers' lack of competence in using it (Adara et al., 2019). The fourth factor is the content and learning materials, which emphasizes grammar rather than students' language skills (Adara & Najmudin, 2020; Kim et al, 2018). The last factor is related to the lack of students' intrinsic motivation. This does not significantly affect student demotivation during the pandemic because students feel they have more time to study and are not distracted by other things (Adara & Najmudin, 2020; Meshkat & Hassani, 2012). In short, the current Covid-19 pandemic has led to online learning, which on the one hand, is the right solution during the pandemic, but on the other hand, this causes demotivation in learning English.

3.   METHODS

This research implemented a descriptive quantitative method through an open-ended questionnaire delivered using Google Forms. It was originally written in English, but after getting feedback from an expert judgment, it was translated into Bahasa Indonesia, the respondents' mother tongue. The questions in the questionnaire, which were developed by referring to Dörnyei and Ushioda (2013) and Adara and Najmudin (2020) about demotivation, factors, and their manifestation, are divided into four parts. The first part contains the purpose and instructions of the questionnaire survey. The second part contains prerequisite questions that ask two things, namely their claim about the decline in their learning motivation due to online learning and their willingness to complete this questionnaire. Thus, the respondents who filled out this questionnaire were demotivated. The third part asks about the identity of the

respondents. The fourth part asks about their demotivating experiences when they attended English online learning during the Covid-19 pandemic with four open-ended questions in line with the research questions:

- What are the forms of decreasing motivation that you have experienced while learning English online during the Covid-19 pandemic? (For example, rarely attending lectures, not being enthusiastic about studying)
- What caused the decrease in motivation that you experienced while attending English online learning during the Covid-19 pandemic? (For example, lecturers' teaching strategies are not attractive, the applications used are not widespread, frequent connection problems)
- What did you do to overcome the decrease in motivation that you experienced while attending English online learning during the Covid-19 pandemic? and
- Has the decrease in motivation you experienced because of online learning during the Covid-19 pandemic affected your English learning achievement (for example, declining Semester GPA)?

The data collected through the questionnaires, which were distributed on April 24 to 28, 2021, are in the form of the respondents' statements which contain the forms of their demotivation, factors affecting their demotivation, the solution to overcome their demotivation, and the implications of their demotivation towards their English performance and achievement. The form of demotivation was revealed from demotivating indicators such as attitude, behaviors, and statements containing claims made by the respondents. Various attitudes and behaviors that showed demotivation were mapped out, and the student's claims were used as verification data. Meanwhile, the factors that caused demotivation in online EFL learning involved internal and external factors. Practical reasons were used as the basis for interpreting the emergence of their demotivation.

The data were analyzed qualitatively through the stages proposed by Miles et al. (2018) which began with condensing data—to select, focus, simplify, abstract, and transform data that appeared in the full body of the interview transcript—and displaying data related to forms of demotivation, factors affecting demotivation, solution of demotivation and its implication towards their English competence and performance in summary form, and verifying data for the inference process. Subsequently, drawing the conclusion was carried out by following an interpretation technique starting from the "restatement" of the data, and then they were described to find patterns or trends, and "interpretation" was made to reveal the meaning of the collected data.

4. RESULTS

Of 76 respondents who voluntarily completed the questionnaire, 2.6% (Respondents 3 and 6) did not experience demotivation. Thus, their answers were excluded. The number of answers to the questionnaire analyzed was 74 (97.4%). In the process of further analysis regarding respondents' self-identity, three respondents were found to come from different universities. Because the number of those three respondents did not match that from the other two universities, their answers were also excluded. Thus, the number of answers analyzed further was obtained from the 71 respondents. Four key findings emerged from this study: the type of demotivation

experienced by students while learning English online, the reasons behind this demotivation, the strategies used by students to cope with it, and the effects of demotivation on students' academic performance.

4.1 Forms of Demotivation During English Online Learning

The results of this study indicate English learners' demotivation during the Covid-19 pandemic. The decreasing motivation experienced by respondents is in the form of reduced enthusiasm and experiencing failure (see Table 1).

Table 1. Forms of demotivation.

No	Form of demotivation	Variant
1.	Decrease in enthusiasm	Unmotivated / lazy / forgetting/studying
		Lazy / forgetting / not doing assignments
		No desire to improve / not wanting to review lessons / rarely
		Just skipping classes
		Weak/sick / quickly feel tired/dizzy/sore eyes
		Passive
2.	Experience of failure	Not understanding the material
		Forgetting to attend classes
		Learning difficulties
		Waking up late in the morning
		Feeling isolated
		Disappointed these

4.1.1 Decrease in enthusiasm

Students' lack of excitement is observable from attitude or actions. Respondents who experienced a change from in-person instruction before the pandemic to online learning during the pandemic experienced a significant change in attitude. They became less enthusiastic and even not enthusiastic at all. They were lazy, had no intention to study, and were not passionate about participating in online learning, as expressed in the following quoted respondent's statement:

(1) "...but something bad happened, my enthusiasm for learning during this pandemic suddenly dropped". (HNK)

Their demotivation was also shown through the changes in their behavior during online lectures. They tended to be passive learners, rarely studied and some even did not study at all. They also ignored the assignments, as stated in the respondent's statement:

(2) "I always participated in learning activities, but sometimes I had no passion or enthusiasm to be actively involved in class discussions with lecturers". (SM)

The learners expressed their demotivation in various forms, all of which led to the reduction or loss of their motivation to participate in online English language learning.

4.1.2 Experience of failure

Another form of demotivation is the experience of failure. Many respondents claimed that they did not understand the material and felt disappointed. It was also found that they did not attend some online classes, missed lectures, forgot to fill the attendance list, encountered some difficulties, felt that attending class was a burden, and even believed that online lectures did not give them any progress. Those findings are reflected in the following respondents' quoted statements.

(3) "I often missed the class and assignment". (AS)
(4) "…lacked understanding of the materials delivered by the lecturers". (YNS)
(5) "…online learning was boring and made me disappointed". (SZ)
(6) "Even though I never missed classes, I was not motivated to join the class and felt that attending the lecture was a burden". (YG)

Forgetting to fill out the attendance list in online learning was an unexpected finding because many of them thought that their presence was more important than achieving the goal of studying itself. This is implied in the following quotation from the respondent's statement:

(7) "... Not enthusiastic about studying and only relying on filling out the attendance list". (WAA)

The demotivation on a broad and acute scale impacted their performance in and out of virtual classes while doing exercises assigned by the lecturers, as implied in the respondent's quoted statement:

(8) "What I felt was that I became lazy to follow the learning process. This happened because of a total change in the learning process". (HNK)

The data shows that online learning increased the number of assignments given by lecturers to be completed in a short period. This made students more demotivated, which resulted in their despair during the online learning. Even, it was found that filling out attendance sheets was considered more important for them than the lecture itself. As reflected in the respondent's statement:

(9) "Online lectures were only available during attendance; besides that, they were not too enthusiastic about attending lectures". (AB)

Such conditions had an impact on decreasing both their English learning performance and competence. Thus, the quality of English graduates during the pandemic will also be affected by such a condition.

4.2   Factors Causing Demotivation During English Online Learning

From the 71 responses, 19 of them provided more than one cause of demotivation, such as less exciting teaching strategies and complex learning material. However, from the results of data analysis, there were six points (See Table 2) claimed as demotivational factors, namely: (1) lecturers, (2) students, (3) internet connection, (4) learning environment, (5) learning ecosystem, and (6) supporting facilities. Of the

seven factors, there were three dominant factors, including lecturers (cited by 34 respondents), students (29 respondents), and an internet connection (29 respondents).

Table 2. Factors that cause demotivation.

No	Factors	Variant	Form
1	Lecturer	Teaching Strategy	1. Less interesting
			2. Less effective
			3. No/lack of explanation
			4. Lack of feedback
		Assessment	Unfair
		Teaching materials	Lack of application/ Supporting materials
2	Students	Time management	Too many activities/tasks
		Understanding	Do not understand
		Negative attitude	1. Lazy
			2. Relaxed
			3. Bored
			4. Tired
3	Study environment	not ideal for learning	
		Lots of distractions from family	
		Boring	
4	Internet Connection	Distraction	1. Disturbed (blackout, rain, bad signal)
			2. Limited internet data package
5	Learning Ecosystem	1. Too many portals used for absent, collecting assignments	
		2. College time colliding	
		3. (difficult to adapt) with new learning models	
6	Supporting Facilities	Laptop error	

4.2.1 Teacher-related factors

Table 2 shows seven factors influencing student demotivation in online learning during the pandemic. Most respondents (47%) claimed that lecturers were the leading cause of the decline in their motivation. It did not refer to their personality but was related to teaching strategies, teaching materials, and assessments carried out during the teaching process. They consider that less attractive and less effective online teaching strategies are the biggest causes of demotivation. It was found that during online learning, many lecturers gave assignments without sufficient explanation and no feedback. This was shown in the following respondents' quoted statements:

(10) "... the lecturer gave assignments without explaining the material, so every week they gave assignments without any feedback". (WAA)
(11) "... I got bored easily because there were so many assignments, and I did not understand because there was no explanation". (BL)

Students were trapped in a confusing condition to understand and practice English. In addition, less applicable teaching materials, lack of supporting materials, and materials without being equipped with sufficient explanations from lecturers were also the main demotivators. Moreover, the evaluation system without being adjusted to the online learning system and unfair tests were also considered the main

demotivators. In other words, lecturers who did not apply interesting teaching strategies and objective assessments were the leading causes of learners' demotivation.

4.2.2 Student-related factors

The questionnaire showed that 41% of respondents stated that they were also the main demotivator during online learning amidst Covid-19 pandemic. During this time, most respondents (58%) worked as part-timers. This indicates that in addition to being busy with college assignments, they had to do their job. Most of them claimed that they did not have good time management skills, which had an impact on decreasing their motivation to learn English. In addition, the impact of the pandemic, which required students to spend much time at home, has made them actively pursue their hobbies and help with housework. Poor time management for completing coursework and other assignments ultimately increased demotivation. This was exacerbated by negative student behavior, such as laziness, boredom, tiredness, and relaxation, as stated in the respondent's statement:

(12) "... there were too many tasks that sometimes I forget that something had not been done yet". (HRF)

In short, it can be concluded that students were the main demotivators due to their poor time management and negative attitudes.

4.2.3 Internet connection

The internet connection problems due to a sudden blackout, rain, and bad signal were the cause of the EFL learners' demotivation during online learning. A respondent stated:

(13) "...the electricity often went out, which interfered with the internet connection" (ERK).

Power outages caused by emergency conditions such as fallen trees, maintenance, and other wire network problems when students were learning online led to internet connection problems. The concentration and mood of students' learning were suddenly disturbed, along with the emergence of internet connection problems. Likewise, the student's internet connection is disrupted when it rains heavily while attending online lectures. They abruptly joined and exited cyberspace, and it was claimed that this lowers their motivation. This was more problematic for respondents who lived in signal-poor areas, such as in mountainous regions and around the southern seas of Java, necessitating their search for locations. Some respondents complained that online learning policy was not backed up with free internet data from the government, which made them also unmotivated to learn English online.

4.2.4 Learning environment

Another demotivator is the unsuitable home learning environment during the Covid-19 pandemic, as revealed in the quoted respondent's statement:

(14) "Because I studied at home, there were many other activities to do in addition to attending online learning classes, which sometimes overlapped with the class schedule which was changed in short notice by the lecturers". (SM)

Some students reported that when learning online from home, there were many distractions from the family, especially in a crowded home situation due to various activities of all family members at the same time and place, calls or requests from parents to help with housework, attending family events, and the list continues. Besides, the impact of a two-year online learning made them experience boredom because they could not physically interact with their classmates or lecturers while learning.

4.2.5 Learning ecosystem

The data of this present study show that the online learning ecosystem during the pandemic was also a demotivating factor. During online learning, each lecturer used various online learning applications so that students who took several courses with several different lecturers had follow different platforms to submit assignments, complete attendance, and perform other learning activities. This is implied in the following quoted respondent's statement:

(15) "The teaching system was too complicated, such as filling out the attendance list by attaching the assignment as the attendance proof, which had to be sent to the course coordinator. Filling out the attendance list through GC, Edmodo application, and e-learning made me sometimes negligent and forgetful because there were too many different media provided by the lecturers". (SM)

This variety of learning media was claimed to be their demotivator. Meanwhile, the changes in the learning platform from offline to online mode, which required several adjustments, evaluation systems, and learning instruments, led students to make some adaptations. The difficulty of adapting to these changes was claimed to be a contributing factor to the decreased motivation to learn English. The learning ecosystem also covered the sudden changing schedule made by lecturers. These distractions resulted in students' inconvenience because they had to revise their schedules.

4.2.6 Infrastructure

Infrastructure, namely devices for online learning, such as laptops and smartphones, were found to be one of the causes of students' demotivation. One respondent who experienced a laptop error during his online learning process reported:

(16) "Connection problems and laptop errors made me demotivated to learn English online". (NAP)

This fact shows that a minor cause of demotivation was a damaged learning support devices. To sum up, those six factors leading to the EFL learners' demotivation during online learning can be grouped into two demotivators, namely intrinsic demotivators (students-related factors) and extrinsic demotivators (teachers-related factors, internet connection, learning environment, learning ecosystem, and infrastructure).

4.3 Student Solutions to Overcome Their Demotivation in English Online Learning

The students' demotivation was rooted in intrinsic and extrinsic sources (see Table 3). The data indicate that students tended to focus on improving themselves: (1) building independent learning, (2) motivating themselves, and (3) cooperating with friends and relatives to find solutions, as stated in a respondent's statement:

(17) "Discussion with friends and family". (SM)
(18) "...took notes…". (DMS)
(19) "...built a learning environment". (KPP)

These solved some of the demotivating problems. However, the problem with the lecturer as the external factor could not resolved. Building good communication and conveying problems with lecturers would undoubtedly be one solution to creating motivating online learning activities.

Meanwhile, the connection interruption could be solved by finding a better location or changing providers. Some students pointed out that the connection breakdown did not seem too serious. This matter indicated that the problem was not crucial because they could solve it. What was more crucial for them was to build independent learning. This could affect their learning outcomes so that some further solutions, such as moral support and counseling from campus and home environment, should be provided for them.

Table 3. Demotivators and solution of demotivation.

No	Demotivators	Solution
1	Lecturers	Communicating conflicting schedule
2	Students	Doing independent learning (finding other learning resources)
		Self-motivation
		Time management
		Adapting to a new habit
		Doing relaxation
		Doing morning activities as if going to college
		Collaborating with classmates
3	Learning Environment	Building a good learning environment
4	Internet Connection	Finding better connection

4.4 The Implication of Demotivation towards EFL Learners' Achievement

The data show that 68% of respondents (Figure 1) admitted that their demotivation for online learning during the Covid-19 pandemic influenced their achievements.
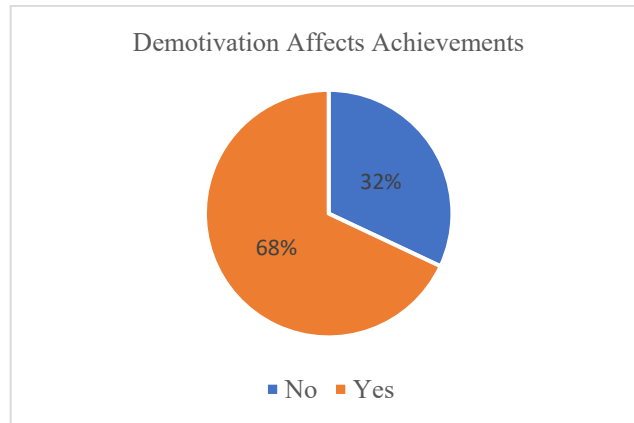
Figure 1. Implications of demotivation on achievement.

This demotivation has implications not only for achievement but also for their performance and psychology. Table 4 indicates that they found difficulties in understanding the learning material, and this decreased their Semester GPA. Their demotivation negatively affected their performance, which is characterized by a decrease in their scientific attitude during the online learning process. This can be clearly seen in the following respondents' quoted statements:

(20) "In addition to the decreasing my GPA, I think the implication of demotivation is that I became less curious, ignored the lesson during the learning process, paid less attention to the presentation by my classmates, did other activities while attending the course, and withdrew from the learning activities". (HNK)

(21) "Besides getting low GPA, my motivation to learn English through online mode decreased, and this made me difficult to understand the materials delivered by the lecturers. I completed the assignment without the necessity to understand it. As a result, I felt that it was useless because I was lazy to attend online learning". (ID)

Their curiosity decreased and they even tended to be ignorant. They did not intend to reach full understanding and achievement but, more importantly, to complete teachers' assignments. Students' dependence on the internet when doing quizzes had also increased along with the decline in their performance. The demotivation that they experienced during online learning also had implications on their psychology; namely, they become more emotional, stressed, and apathetic.

Table 4. The implications of demotivation for EFL online learning.

No	Implication	Variants
1.	Achievement	Decreasing GPA
		Stagnancy of GPA
		Dropping score
2.	Performance	Not optimal
		Absent from college
		Not completing quiz
		Reluctant to read
		Not concentrated
		Not doing the assignment
		Late to submit assignment
		No improvement
		Encountering learning difficulties
3.	Psychology	Decreasing learning curiosity

Table 4 continued…

		Not interested in studying
		No social interaction
		Image dropping
		Stress
		Feeling far from getting any knowledge
		Apathetic

5.   DISCUSSION

This paper shows that there has been demotivation in learning English due to the Covid-19 pandemic. The emergence of demotivation can be seen in two main forms, i.e., decreasing and losing motivation to learn English and feeling a failure to participate in online learning. The first form of demotivation is indicated by two sub-variants, namely psychological variants such as lack of enthusiasm, decreased enthusiasm, boredom, depression, lack of passion, laziness, upset, lack of intention, lack of focus, and even disappointment. This fact indicates that the implementation of English online learning has triggered students' demotivation. As found by Zaccoletti et al. (2020), the pandemic period had led to a decrease in students' motivation. The second type of demotivation is physical, including weakness, tired eyes from staring at the screen too often, quick tiresomeness, and dizziness. Octaberlina and Muslimin (2020) found that one of the main obstacles during online learning is the physical – tired eyes staring at the screen. The experience of failure proves the second form of demotivation during English online learning. This study ferrets out that the changes in online learning during Covid-19 made students encounter some problems, i.e., they could not understand the material well, found it challenging to study, forgot to fill out the attendance list, joined lectures late, and had less social interaction. Famularsih (2020) also found that online learning leads to a lack of interaction between lecturers and students. The finding of this study also supports the previous finding of Rahman (2020), revealing that online learning during Covid-19 could not fully facilitate understanding of the material that the students were studying.

The two forms of demotivation found in this study—decreased motivation and learning failure—occurred because of four demotivators related to lecturers, students, learning environment, and learning tools, as illustrated in Figure 2. First, this research revealed that teachers with uninteresting teaching techniques such as giving materials and assignments without adequate explanations became a demotivating factor. It is in line with Wang and Guan (2020), who found that the teacher was the main construct factor in demotivating language learners. Such a technique of teaching implies a decline in student performance and achievement. Elashhab (2020) stated that the application of motivational teaching strategies could increase active learning interactions and student achievement.

Allo (2020) also revealed that engaging online learning can be achieved by choosing the right strategies, such as collaborative learning and providing material and assignments that are preceded by explanations. Another important point revealed is that the lecturers needed to determine teaching strategies that could build active involvement between lecturers and students so that each could be actively involved during the learning process. As found by Martin and Bolliger (2018), the selection of learning strategies that involved active engagement between teachers and students

(engagement strategies) can strengthen the success of online learning. In addition, assignments given by lecturers without following by feedback can cause students to become increasingly unmotivated. Hence, their achievement decreased, as revealed by Li et al. (2020) that feedback given by teachers in online learning can increase participation in online learning assignments, but it must be accompanied by feedback. Additionally, it was revealed that students found the lecturers' unfair evaluation to be a demotivator during their online language learning. This is in line with Adara and Najmudin (2020) who proved that the test score became one of the main demotivating factors for students after the emergence of the Covid-19 pandemic.
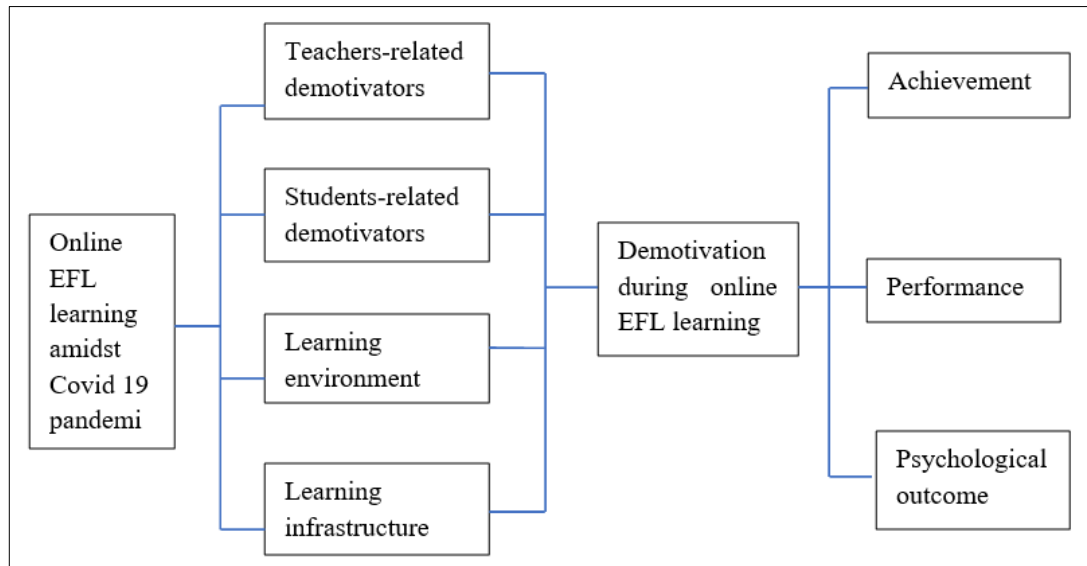

Figure 2. Factors and implications of demotivation in English online learning.

Second, the demotivation during English online learning has also been caused by student-related demotivators, namely students' negative attitudes towards online learning. Laziness, boredom, or tiredness like sore eyes were a few. All of these had an impact on how well they learned. Some previous research revealed that attitudes, motivation, self-confidence, and the use of technology play an important role in building academic performance (Aguilera-Hermida, 2020) and achievements (Jee & Byun, 2020; Kim & Shin, 2021). Besides, the experience of failures such as the inability to follow the lessons well and their declining achievements was also revealed to be demotivating factors. This fact is consistent with a study which revealed that the experience of failure due to getting low scores leads to demotivation (Liu, 2020; Talpur et al., 2021). Another significant point revealed from this study is that self-regulated learning skills such as problems in time management were also a demotivating construct factor. It was found that the weakness of students in managing their time due to overwhelmed tasks and activities done simultaneously during the learning period also had implications for their decreased performance and achievement. This is in line with Carter et al. (2020) who revealed that self-regulated learning skills become one of the determinants of the effectiveness of online learning.

Third, demotivation in English online learning during the pandemic also occurred because of the poor learning environment. The online learning environment at home was conducive because of the distraction from the family. A family consisting of several family members with a variety of different jobs simultaneously could not

guarantee a good learning environment. Mauliya et al. (2020) revealed that apart from teachers, families also contribute significantly to the emergence of demotivation which has implications for poor academic performance, which results in decreasing students' learning performance. Moreover, the various applications offered by lecturers for each course triggered students' demotivation which further affected their learning performance and achievement. This shows that creating a pleasant learning atmosphere and environment can prevent demotivation from supporting good performance (Farjami & Takhti, 2020).

Fourth, students' demotivation was caused by poor internet connection. In line with this finding, Nartiningrum and Nugroho (2020) found that one of the main challenges during online learning is an unstable internet network which can demotivate students (Adara & Najmudin, 2020). Poor network and connectivity are proven to be the most disliked element in online learning (Hasan & Khan, 2020). The continuity of English online learning is highly dependent on an internet connection. Chung and Mathew (2020) stated that students with a good internet connection feel satisfied with online learning. Internet connection is determined by several aspects, including technical and natural disturbances such as rain and technical disturbances such as blackouts and bad signals. Internet connection disturbances that occur during online learning can have direct implications for students' performance and psychology because their enthusiasm and mood for learning are disrupted. In addition, it was also found that the availability and feasibility of online learning tools, such as good laptops compatible with advances in online learning devices and the familiarity of online learning applications also had implications for the success of online learning. This supports a study revealing that online learning readiness significantly influenced students' outcomes (Joosten & Cusatis, 2020). Hendrawaty (2021) also found that using online learning which is popular with students, can lead to positive experiences and a sense of comfort while studying online during Covid-19.

6. CONCLUSION

This study found that teacher-related demotivators caused students' demotivation in English online learning during the Covid-19 pandemic, such as the selection of appropriate teaching strategies, materials following learning objectives, familiar and applicable online learning applications, and fair assessments and grading. Determining these influential factors was essential to building a positive online learning environment. Lecturers play a significant role in determining students' motivation and involvement during the learning process. In other words, if lecturers fail to play their role during online learning, students will experience demotivation. Other demotivators come from students, learning environment, and infrastructure.

An analysis of the demotivation of English online learning has revealed two important findings. First, the demotivation of English language learners was dynamic and constructive, which occurred due to external and internal factors of the learner. This indicates that the meaning of demotivation during English online learning can be viewed from two equally significant angles. Second, the research also provided a new perspective in looking at the demotivation related to the solutions applied by the students. By examining the concept of internal demotivation and how students dealt

with it, research on demotivation in English online learning during the pandemic has led to the discovery of new strategies to prevent it.

This study is limited to analyzing one area of higher education located in the suburbs and at the level of English learners' perspective. This analysis does not allow the results to be used as a reference to explain demotivation in a broader scale and from a more complex point of view, such as students, teachers, and parents. Likewise, the view of students as the basis for inferring the occurrence of demotivation in English online learning does not provide a comprehensive picture of the emergence of demotivation during the Covid-19 pandemic. Due to these limitations, further research needs to be carried out by focusing on comparative aspects such as region, gender, and multiple data sources. Thus, a more representative formula will be found as a way to prevent demotivation in English online learning both during and after the Covid-19 pandemic.

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