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# English Graduate Students' Motivation in the Emergency Remote Learning amidst Pandemic in a Public University in Indonesia

Khusna Irfiana

*Universitas Pendidikan Indonesia, Bandung, Indonesia*

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## ABSTRACT

Keeping students motivated is the key to adding to the quality of the process and learning outcomes. However, due to the coronavirus outbreak disruption, students have to move to temporary remote instruction. Moving through a changing time has significantly influenced the motivation of students. The research investigated the students' motivation towards remote learning and the factors that influenced their motivation. The investigation method was qualitative descriptive using questionnaires involving 38 English graduate students at one of the public universities in Indonesia. Interviews and document analysis were carried out to further explore the participants' answers to the questionnaire. The findings showed that regardless of the pandemic disruption, the student's learning motivation was relatively high, as indicated by students' willingness to learn, students' beliefs about learning outcomes, students' participation in online learning, and student's performance on course assignments. Various factors, such as the environment, the school system, and social life, have also influenced their education. The lack of interaction between teacher and student has affected their understanding during the learning process. Hence, the study recommends institutions' involvement in a cooperative learning program that can assist students in need of additional support and reinforce their English learning motivation during emergency remote learning.

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## 1. Introduction

Due to the outbreak of COVID-19, the educational institution's closures lead to an unprecedented impact on education (Kapasias et al., 2020). In Indonesia, the national school closures began on March 23 2020, and the local closures started on March 16 2020, in some provinces, including West Java (Prasetyo, 2020). The national school closures have impacted 60.2 million students and 2.3 million educators at 425,451 educational institutions from early childhood to higher education (Rahiem, 2020). As a result, Indonesian universities have changed from traditional in-class face-to-face learning activities to online learning. The academic tutoring activities and educational support activities such as conferences, workshops, and symposia are postponed and implemented online (Wahyuddin, Maharida, Jusriadi, & Syafaruddin, 2020). Such drastic changes have a significant impact on students. They have to adapt to a significantly changed situation in a short period (Meeter et al., 2020). The disruption has the potential to reduce the motivation of students to learn (ImpactEd, 2020). Students' motivation is essential for the current pandemic situation, in which teachers must deal with pandemic learning modes.

The current pandemic condition, characterized by remote learning for students, is likely to have a positive impact on kids' willingness to learn and their academic performance. The expeditious implementation of instructional transformations has the potential to impact students' academic performance. Furthermore, the students' motivation has been identified as a crucial factor that influences their English successes or performance (Kurt & Kecik, 2017). The motivation of students plays a crucial part in the performance English students, as it serves as a driving force for individuals to engage in certain actions. Motivation is a crucial determinant that learners must possess in order to attain their learning objectives. Motivation plays a crucial role in English language instruction, impacting not just students' aptitude but also their intellect (Zhang, 2015). This is due to the observed correlation between students' accomplishment and motivation. There is a positive correlation between high levels of student motivation and the likelihood of achieving learning objectives, as compared to students with

low motivation or demotivation. Therefore, the present study aims to investigate students' learning motivation during the pandemic crisis.

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\* E-mail addresses: [khusnairfiana@upi.edu](mailto:khusnairfiana@upi.edu) (*irfiana*)

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### *1.1. Learning Motivation*

Motivation is identified as an essential factor for the development and support during the learning process. Someone who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated (Ryan & Deci, 2000). Motivation influences both students' learning and performance (Schunk and Usher, 2012). It is supported by Gardner (2006) who states that higher-motivational students will do better than lower-level students. He further adds that if someone is motivated, they are motivated to do the relevant activities, expend efforts, continue the tasks, achieve the goal, and enjoy the activities. The quality of that motivation will depend on how much esteem the person places on the result he wishes to attain. Therefore, motivation explains why people decide to do something, how hard they will pursue it, and how long they are willing to sustain the activity (Dörnyei, 2001, p.7). Students' lack of motivation can be a tough issue in this uncertain time, such as disengagement from learning. If a student is not engaged in the class, it can lead to learning obstacles (Oroujlou & Vahedi, 2011).

Gardner (1985) and Krashen (1988), as cited in (Chee & Ganapathy, 2017), categorized the learner's orientation or factors of motivation into two types, integrative motivation and instrumental motivation. The instrumental reflects the practical value and advantages in learning, such as getting into one's job. While the integrative is a sincere and personal interest in the people and culture represented by the other group (Allen, 1974).

Motivation is considered an integral factor in academic performance. High levels of motivation are associated with good academic performance (Meeter et al., 2020). Tinto (1998) indicated that university integration, a student's commitment to university academic life, is essential to students' retention. In other words, the more students are content at college, and the more they connect with it, the greater would be their chances of staying. He further adds that social integration, students' social relationships with peers and faculty members, also underpins high motivation. Students would find it more difficult to persist in their studies without social integration. In line with self-determination theory, this implies that the need for a relationship is a fundamental precursor to motivation (Ryan & Deci, 2000). Furthermore, Trolan et al. (2016) emphasized that students with more interaction with their friends and faculty members are usually more satisfied and motivated than students with less social interaction.

### *1.2. Emergency Remote Learning*

Interchangeably, the words 'online learning' and 'remote learning' have been used as schools are now moving into virtual classrooms. Atmojo and Nugroho (2020) state that online learning implies a set of learning activities in a subject provided by a network that enables access and knowledge exchange. It is one form of distance learning, the concept for any learning taking place through distance and not in a typical classroom. For decades, online learning has been studied, and effective online learning results from careful instructional design and planning (Hodges et al., 2020). It originates from distance learning, which can be defined utilizing technological tools and internet connections as learning experiences (Moore, Dickson-Deane, & Gaylen 2011; Onyema et al. 2020). The standard online courses have been developed to be offered online purposely and start with several weeks of preparation and design (Hodges et al. 2020; Shisley 2020). On the other hand, emergency remote learning can be described as a quick transition from instruction delivery to alternative delivery due to crisis circumstances. It involves using fully remote teaching approaches to education that might be delivered face-to-face or as blended or hybrid courses, which will revert to that model once the crisis or emergency ends (Hodges et al. 2020).

An emergency remote teaching (ERT) study showed that many faculties had not been equipped or underprepared to convert or develop good quality online learning experiences (Brooks & Grajek, 2020). Many teachers had access to LMS and other technology before the pandemic; most higher education institutions (93%) reported providing technological training and support to instructors (Brooks, Grajek, & Lang, 2020). The educators were obliged in a short time, often in days or a week or two, to switch from traditional learning to remote online learning. However, the existing studies has not yet demonstrated the impact of this shift on students'

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motivation. The use of technology in emergency remote learning has given rise to a novel concern among students. During the pandemic, students have many problems, such as the availability of support resources and unforeseen advantages. Based on the findings of Shim and Lee (2020), a significant number of students believe that network instability, unilateral interactions, and decreased concentration as factors contributing to their worries. Zalat et al. (2021) arrived at a comparable finding, indicating that the primary obstacles encountered in transitioning to e-learning during the pandemic were insufficient or unreliable internet access, inadequate computer laboratories, a scarcity of PCs or laptops, and technical difficulties. This particular challenge can be a significant barrier, leading to feelings of frustration and a lack of motivation among students.

### *1.3. Related Previous Research*

Remote learning may significantly impact since such instructions contribute to a significant decrease in students' motivation. It is in line with the study conducted by Aguilera-Hermida (2020) on the use and acceptance of emergency online learning due to COVID-19 of college students. The findings showed that motivation decreased when students transitioned to online learning, and interaction was a motivating factor for students. Similarly, studies on Massive Open Online Courses (MOOCs) have demonstrated that frequent online social business in the course is related to learning engagement and MOOC completion (Sunar et al., 2016).

Another study conducted by Mulyani (2020) also showed that students are less motivated and lack the excitement of learning English through e-learning. It is reflected in the attitude of students who are more inactive in the classroom than before. In comparison, a study conducted by Rahardjo and Pertiwi (2020) indicated that a change in the learning system that occurs during the outbreak impacts student learning motivation. That students' learning motivation changes have an impact on students' achievement. However, the results of data analysis show that the correlation between both is in a low category.

On the other hand, Wahyuddin et al. (2020) studied the obstacles students face in online learning during the pandemic. The authors found that although students face many challenges during the learning process, students' learning skills fall into high categories. Students have a desire to succeed, commitments, initiative, and an optimistic attitude in learning.

To sum up, motivation refers to the learner's intrinsic motivation to learn. It leads behavior to specific goals, whether a student will give up or move forward, and thus motivation influences students' choices. Motivation also leads to more energy and effort and determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude. Research has shown that lack of motivation and self-regulation skills in online learning may result in individuals spending extra time completing assignments, turning in late tasks, or overall poor-quality work (Aguilera-Hermida, 2020). Even though the topic of student motivation during pandemics has been extensively studied, it is still unclear what particular factors influence students' motivation during pandemics. The present study contributes to the existing body of literature by investigating the relationship between factors such as technology challenges and motivation in online courses. It specifically focuses on investigating motivation in a university that did not have an established online education system prior to the sudden shift to emergency remote learning caused by the pandemic. Thus, the questions leading the study are: 1) To what extent are English graduate students' motivation towards learning during the COVID-19 pandemic? (2) What are the factors that affect English graduate students' learning motivation during the COVID-19 pandemic? This study's current results may provide a basis for higher education institutions to recognize pandemic factors that affect students' motivation and make adjustments in line with their educational programs to better support students and promote their learning. It also can support and complement previous research and future research after the pandemic period.

## **2. Methods**

This study aimed to investigate students' motivation towards remote learning and the factors affecting their motivation. To achieve the objectives, this study used a descriptive qualitative approach, as it aimed to explore the range of issues and personal experiences of the respondents (Creswell & Creswell, 2018). The population of this study was first-half English graduate students at a state university in West Java, Indonesia. The participant was purposely chosen because they pursue their education through emergency remote learning, and access to study is also taken into account.

The primary data collected through an online questionnaire using Google Forms was distributed to the students. Of 45 questionnaires shared with the students, 38 participants gave informed consent and completed the questionnaire. The questionnaires utilized a Likert scale with five response options ranging from "strongly agree" to "strongly disagree." These response options were adapted from the work of Pintrich, Smith, García, and McKeachie (1991). Pintrich et al. (1991) obtained data regarding the reliability of the Motivated Strategies for Learning Questionnaire (MSLQ) in three phases of data collection: 1986 (326 students), 1987 (687 students), and

1988 (758 students). They calculated alpha coefficients for three subscales: intrinsic goal orientation, extrinsic goal orientation, and learning and performance self-efficacy. The adapted version of the MSLQ employed in this study consisted of a total number of 13 items. In addition, a survey consisting of open-ended questions was administered to the participants in order to investigate the students' perspectives on the various aspects that influence their motivation. The survey comprised six open-ended inquiries that explored three distinct categories of factors: environmental, school system, and social, which were experienced by students during the period of emergency remote learning. The instrument had been previously validated by multiple researchers prior to its electronic distribution to participants.

The questionnaire data were analyzed using descriptive statistics, taking into account the research questions and existing literature on students' motivation in emergency remote learning. The findings from the analysis of the questionnaire data were presented and thoroughly discussed to provide answers to each research question: 1) To what extent are English graduate students' motivation towards learning during the COVID-19 pandemic? (2) What are the factors that affect English graduate students' learning motivation during the COVID-19 pandemic? Descriptive statistics involved the use of numerical measures to describe and summarize data. Furthermore, the current study employed a triangulation technique methodology that involved conducting interviews and analyzing student work to validate and confirm the findings.

### **3. Results and Discussion**

This study shows some flaws and limits of this approach, describes examples of English students' motivation to learn during the COVID-19 pandemic, and qualitatively analyzes the factors underlying such motivation that may impact how they learn during the COVID-19 pandemic. This research focuses on student learning motivation during pandemic situations, in which students must cope with pandemic learning modalities.

#### *3.1. English graduate students' motivation*

There were four points revealed in this section, as follows: 1) students' willingness to learn, 2) students' beliefs about learning outcome, 3) students' participation in online learning, 4) students' performances on courses and assignments. The diagram below presents most students' responses to each item of the statement in the questionnaire. Four answers are coming up in major: strongly agree, agree, neither agree nor disagree, and disagree. The following result represents the results of research on students' learning motivation.

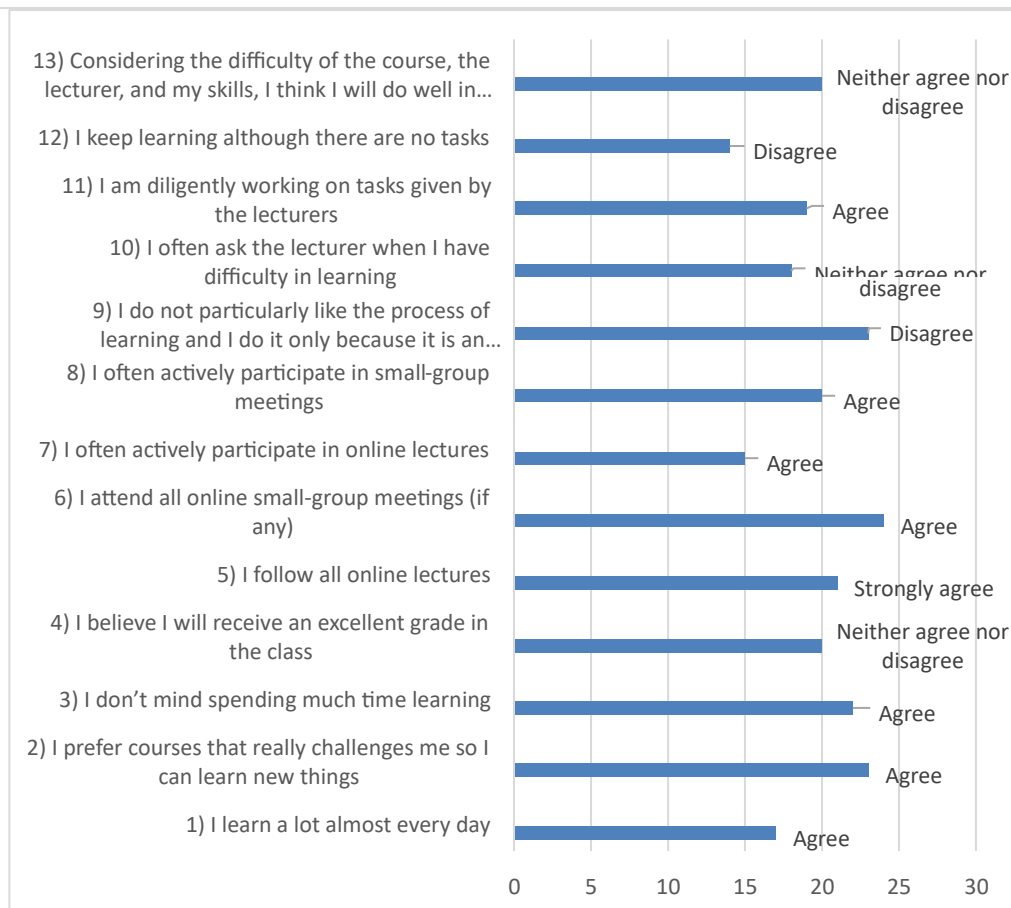


Figure 1. Students' motivation in the emergency remote learning

### 3.1.1. Students' Willingness to Learn

The questionnaire (item 1-3) showed that the participating students mostly agree with the statement. Seventeen students agreed with the first statement, 23 students agreed with the second statement, and 22 agreed with the third statement. It means that students have a high desire to learn some new things regardless of the disruption during the pandemic. Their willingness to learn is not only when learning new things but also when there is free time; they do not mind spending much time to study even almost every day; they keep study as well. This is indeed positive news, as willingness to learn is a fundamental attribute that students must possess when acquiring knowledge. It is in line with Gardner (1985) who states that motivation is believed to include three elements: attitude towards language learning, willingness to learn the language, and level of motivation. English students' willingness to learn towards online learning during emergency remote learning was further elaborated in the interview: "I tried my best to be present at each meeting, since I found value in the information presented. So, at least for me, the lecturer made it easy to grasp new ideas, and we were all given a chance to share our perspectives" (S13). The research finding demonstrates that students' desire to learn is necessary to address learning activities and managing students' time better in incorporating new strategies to achieve academic success. As Kurt and Kecik (2017) stated in the literature above, the motivation of students has been recognized as a critical factor that impacts their achievements or performance in English, since it acts as a catalyst for individuals to participate in specific actions.

### 3.1.2. Students' Beliefs about Learning Outcome

The data obtained from items 4 and 13 showed that from 38 students, 20 students choose neither agree nor disagree. It means that students were unsure whether they would obtain a higher outcome in remote learning considering the difficulties they face amidst the pandemic disruption, such as the course, the lecturer, and the assignments. Results from interviews reveal that students have a sense of unease when tasked with writing assignments due to a lack of supervision in executing the work. One student noted, "As a graduate student, I was frequently tasked with writing assignments. But because of the pandemic, there wasn't much talk between the student and the lecturer about the task. So, I am not confident to get a good score in writing assignments" (S30).

Moreover, students also were not confident whether their skills would effectively deal with their realities. It makes sense, as Abdi and Asadi (2015) state in their study that students' beliefs significantly impact students' learning processes. Students have presumptions about what they will learn and how a successful learning outcome should be obtained. These pre-existing beliefs can influence students' strategies and attitudes during the learning process (Abdi & Asadi, 2015). In this case, students' ideas about their learning outcomes are considered static. The static approach means that students make the best essential choices that best fit their interests, skills, values, and goals (van Aalderen-Smeets & Walma van der Molen, 2018). In other words, the students have made every effort to ensure that the results are successful, but they do not know whether they are doing well or not.

### 3.1.3. *Students' participation in online learning*

Item 5-9 of the questionnaire results showed that 21 students strongly agreed with the fifth statement, 24 students agreed with the sixth statement, 15 students agreed with the seventh statement, 20 students agreed with the eighth statement, and 23 students disagreed with the ninth statement. Students' participation in emergency online learning is also shown in the interview: "Online learning is our only viable option due to the Covid-19 pandemic. We consistently participated in the lecture because it was beneficial to us" (S13). It can be seen that the participating students actively joined and participated during online learning and enjoyed the process of learning. Students actively engage in online learning and perceive it as a valuable tool for enhancing their comprehension of the subject matter being taught. This finding is supported by Hartnett (2012) that there is a correlation between students' motivation and quality of participation in online learning. As Zacharis (2009) say in his study that any online education program's success is a high communication level. Participation has been argued to affect learner satisfaction and retention rates (Hrastinski, 2008). Hrastinski affirmed that online participation is crucial for learning even though the conceptualization is somewhat different among classrooms. In this case, students follow all the online lectures, actively participate in the class, and know the importance of learning. Moreover, Xie, Debacker, and Ferguson (2005) found that learners' active participation in online discussions was related to their motivation level. If online discussions were perceived as valuable, meaningful, and enjoyable, students would more likely participate in the online class. To put it another way, the participating students report high levels of motivation to learn while participating during emergency remote learning.

### 3.1.4. *Students' Performances on Courses and Assignments*

The data obtained from the findings (item 10-12) showed that 18 students neither agreed nor disagreed with the tenth statement, 19 students agreed with the eleventh statement, and 14 students disagreed with the twelfth statement. The following are the responses provided by the students during the interview:

S9: "We are greatly influenced by meaningful learning experiences and engaging conversations. We've been getting to know the online learning tools through our own exploration and through talks with others." S35: "Having meaningful conversations and connecting with others is crucial. If there's something I don't fully get, I instantly reach out to my lecturer or friends to inquire about it. Many of my friends come to me for advice when they have questions about a topic. In this way, we are able to exchange ideas and information."

The aforementioned findings suggest that students frequently seek assistance from their lecturers or peers when encountering learning difficulties, and in the absence of assignments, they occasionally engage in studying. However, the students generally work vigorously on the lecturer's tasks even though they have to stand with the marathon assignments. It means that the students keep motivated in doing homework and that motivation can be classified as integrative motivation since they have positive and favorable attitudes throughout the learning process. As Chee and Ganapathy (2017) state that integrative motivated learners tend to have more perseverance in their learning, particularly when they experience challenging or troublesome assignments. They internalize their learning motive through their self-value scheme, which is why integrative motivated students make more efforts and get more notable accomplishments (Wang, 2008 as cited in Chee and Ganapathy, 2017).

## 3.2. *Factors affecting English graduate students' motivation during the COVID-19 pandemic*

Figure 2 reveals similar factors that have affected these students' motivation to learn during the COVID-19. These include lack of online learning facilities; favorable environment, online learning system; issues on courses, assignments, lecturers; Parental support; and future prospects, which have been set into three contexts: the environment, the school system, and the social factor.

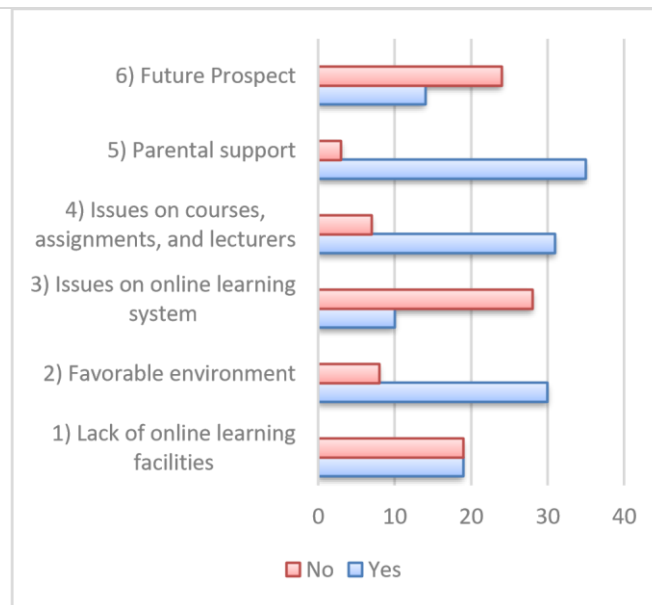


Figure 2 Factors affecting students' learning motivation.

### 3.2.1. Environmental Factor

The environmental aspect includes a lack of online learning facilities and a favorable environment. Half of the students (i.e., 19) pointed out that the lack of e-learning facilities is their problem. The lack of online learning facilities impacts students' motivation towards learning during the COVID-19 pandemic. Most of the students stated, "The internet network in my village is not stable", as the utmost factor shaping students' learning motivation. Since online learning requires students to use the Internet, internet connectivity plays a vital role in online learning. While internet access has increased in recent years, a constant connection to good speed is a problem in smaller cities and towns. Without a consistent internet connection, there could be a lack of consistency in students' learning, which can affect the students' motivation towards learning. Bauer, Brooks, and Hampton (2020) state that a lousy internet connection in rural areas may contribute to academic students. The limited access can significantly impact students' performance lower on learning courses, tasks, and career opportunities.

Meanwhile, the student's home environment seems to influence some students' learning motivation during COVID-19. Eight students stated that their home did not provide suitable conditions for learning. One student wrote, "I am often occupied with family matters," while another wrote, "Too noisy, so many households to do." It seems that accessibility is not only about having internet access but also the family conditions that affect the concentration of students and the accessibility to educational tools (Aguilera-Hermida, 2020). They further said that it becomes more challenging to focus on some disturbances such as crowded areas, looking after the children, and chores. These experiences affect their engagement in learning at home. This finding is in line with Muola (2010) study, which found that the home environment is one of the driving factors behind the academic success. Muola (2010), inclined that students from favorable home environments appear to have a high degree of need for accomplishment, unlike those in unfavorable environments. Therefore, conducive home environments have a role in increasing students' motivation to achieve good learning outcomes.

### 3.2.2. School System Factor

Even though only ten students had difficulties related to the online learning system, most participating students (i.e., 31) stated that they had challenges related to the courses, assignments, and lecturers, such as difficulties in understanding the delivered material and the instruction of tasks. One of the students said, "It's difficult to catch up with the given tasks and the materials because the deadlines sometimes meet each other." Also, another said, "I find that several times I don't have the motivation to read the materials that I don't really understand." Furthermore, the interview revealed that students experience difficulty when it comes to writing tasks. She further said, "Writing is quite challenging for me. It takes a lot of motivation to complete what I've begun."

It can be seen that students have had unfavorable experiences with online learning. Due to the limited mobility of online learning, students have little information to acquire knowledge. One student stated: "There is much unclear information that needs to be confirmed." The communication or discussion between students-lecturers and students-students is limited in online learning, affecting students' understanding.

Moreover, fewer detailed instruction from lecturers made it harder for students to complete assignments because they also needed guidance and feedback. It aligns with Hrastinski (2008), who stated that interaction with peers and teachers positively influences the learning acceptance and the quality of tasks assessment. Nonetheless, online learning can lead to a substantial reduction in social interaction, which will decrease students' motivation (Meeter et al., 2020). The following is an example of a student's writing before and after receiving feedback from the lecturer.

Table 1. A student's writing during and after pandemic

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| <p>Internal and external factors, and also academic and non-academic factors are two distinctive classification of grade decision-making. Grading inflation happens when teachers do not provide measurable and observable evidence for assigning students' nonacademic records. In regard to online learning during pandemic, challenges and technological constrains are faced by English teachers to measure students' body language, learning community engagement, and interaction besides their readiness and familiarity with online learning. Previous studies convince that grade inflation occurred in face-to-face learning of Indonesian EFL secondary schools because English teachers combined those factors. The research problems are arose underlining how about grading practices and considerations in online learning in which technological constrains cannot be neglected, hence it can be a source of grade inflation. This recent study will be conducted using mix method of explanatory sequential design to gain the frequent factors practiced by English teachers, and to identify whether they perform grade inflation or otherwise. The data will be gathered and analyzed sequentially from quantitative which is a questionnaire to qualitative data collections such as interview, document mining and classroom observation. Those data collections are designed and developed based on grade factor frameworks. The expected findings will be presented practices and considerations of English teachers in assigning final grade in online learning during the pandemic, and grade inflation that is assumed to occur. This study gives significant recommendations theoretically and practically to English teachers, schools, and the government about language assessment and grading practices in online learning.</p> | <p>This study investigated what grade decision-making factors EFL secondary school teachers considered in online learning during the pandemic and how they provided measurable and observable evidence in their assessment. Also, this study identified EFL secondary school teachers' considerations in grade decisionmaking that lead to grade inflation and how they morally justified it during emergency remote teaching. The study used the framework of grade factors: internal (Cheng &amp; Sun, 2015) and external factors (McMillan &amp; Nash, 2000; Cheng &amp; Sun, 2015; Brown and Abeywickrama, 2010), student's academic and non-academic records (Lawrence, Rober, Cross, and Frary, 1996; McMillan, Myran, and Workman, 2002), cognitive and non-cognitive performances (Brookhart, 2016; Arrafii, 2020), or product and process factors (Guskey, 1996, in Guskey &amp; Link, 2019). An explanatory sequential mixed-methods design was conducted to collect, analyze and interpret data sequentially from a questionnaire as quantitative data to interviews and document analysis as qualitative data. The quantitative data were analyzed using descriptive statistics. Meanwhile, the interview transcripts were categorized into several categories and themes based on the theories before the data were triangulated with document analysis. The findings present that EFL secondary school teachers conducted a hodgepodge grading, a combination of all grade factors mentioned above, potentially leading to grade inflation. Although EFL secondary school teachers provided measurable and observable evidence in their assessment, their grade decision-making was still identified as grade inflation, according to several experts. Grade inflation by EFL secondary school teachers was morally justified because they upheld values in classroom assessment, such as teacher-student relation, the indirect relationship between students' assessment results and actual knowledge, and assessment beyond language referring to attitude domains. This study gives theoretical, practical, and policy significance to English teachers, schools, and the government regarding assessment standards and language testing and evaluation. Eventually, this gives evaluations and recommendations for stakeholders, experts, and educators for assessment standards in both face-to-face and online settings.</p> |
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Based on the above figure, it is evident that students had challenges in effectively structuring and coordinating their paragraphs to effectively convey their views. This issue resulted in a decline in the quality of their work. Students heavily depend on lecturers for corrections and feedback due to their perception of lecturers as role models and writing specialists. Students lack confidence in their own writing and revision abilities, thus necessitating the guidance and support of their lecturers. However, the limited communication between students and lecturers, as well as among students themselves during the pandemic has a detrimental impact on students' comprehension. Furthermore, it exerted an impact on the students' confidence in their writing abilities, particularly when they experienced a lack of confidence in the content they were producing. According to Alisha et al. (2019), students who lacked self-confidence were more likely to feel demotivated. Enhancing students' motivation can be achieved by assigning activities and providing feedback that promote their independence and autonomy, rather than relying heavily on lecturers for fault correction. Although indirect feedback may not be the most favored feedback approach among students, this study demonstrates that when students receive feedback that actively involves them, it can generate a feeling of achievement for successfully completing a difficult activity which enhances their motivation to write.

Hence, motivation plays a crucial role in assisting students in cultivating their drive to overcome challenges encountered in complex writing assignments. According to Wigfield and Cambria (2010), there is a strong connection between students' motivation and achievement and their performance on the writing task. Al-Hoorie and Macintyre (2020) provide support for the correlation between achievement in second language learning and



motivational factors. They found that students who were highly motivated to write tended to achieve higher grades on their writing assignments.

### 3.2.3. Social Factor

The degree to which parents supported students' education during the COVID-19 pandemic revealed that most of the students' motivation (i.e., 35) are influenced by their parents. Nevertheless, three students have issues with parental support. A student wrote, "My mom lives in another province. She couldn't help me with looking after my daughter." Another student wrote, "I have an independent family. So, my parents even don't know that I pursue my master's degree." This indicates that lack of parental support somewhat leads to a lack of engagement in students' learning. Since parental home involvement emphasizes greater responsibility for student outcomes (Shukla, Tombari, Toland, & Danner, 2015), parents have a role as a significant predictor of students' motivation. Parents can foster students' academic performance at home.

Regarding future prospects, most students (i.e., 24) stated that the COVID-19 pandemic would not impact their future career prospects. Conversely, 14 students affirmed that the pandemic situation had forced them to make changes and adjustments and be more creative in almost every aspect of life, including the education field. A student wrote, "It requires student teachers to be more familiar with the online and digital-based skill to face future challenges." It appears that emergency online learning makes students aware of the importance of pursuing their studies. Students create plans such as succeed in their exams, achieve their master's degree, become a lecturer or others. They conceptualize their career prospect into a motivational goal setting, which determines their behavior. Thereby, motivational goals are situated in the future as stated by Paixão, Abreu, and Lens (2012) in their study.

## 4. Conclusions

This study explored the learning motivation of English graduate students during the stay-at-home orders due to COVID-19. The findings revealed that although students' learning difficulties during a pandemic were various, they keep motivated to learn. It can be seen from motivation categories: students' willingness to learn, students' beliefs about learning outcome, students' participation during online learning, and students' performances towards the course and assignment. Meanwhile, the learning environment at home, the school system, and students' social life play a role in students' learning motivation amidst the pandemic disruption. The most significant factor affecting students' learning motivation was the lack of communication between a teacher and a student during their studies, which contributed to the student losing track. Due to the restricted situation during emergency remote learning, it is hard for students to comprehend the materials that influence them from completing their assignments.

As the utilization of technology in education becomes more prevalent, it gives rise to new circumstances that impact motivation. The study observed that English students at a university in West Java, Indonesia had a notable level of motivation during the period of emergency remote learning. This suggests that they have no challenges when it comes to integrating technology into schooling. The level of English proficiency and skills is deemed satisfactory and appropriate for engaging in online learning during emergency remote instruction. The English students expressed their contentment with the incorporation of technology into the lesson. Nevertheless, in order to effectively deliver valuable and captivating educational experiences to students, educators and academic administrators need to focus on the establishment of suitable infrastructure to facilitate online learning practices. The emphasis of faculty capacity building is of utmost significance in order to enhance their proficiency in online learning methodologies, e-Learning resources, and the utilization of cutting-edge technology to support the process of teaching and learning. A significant degree of emergency readiness is also required to enable instructors, administrators, and students to promptly adjust to unforeseen circumstances that are outside of their control.

Despite this, the study was limited in scope to a selection of potential motivation-influencing factors and the degree of motivation itself. Additional research is necessary to investigate how students' learning strategies and lecturers' teaching styles influence students' motivation. The lecturer's experiences can also be associated with the learning experiences of the students. During the pandemic, faculty, administrators, and students faced numerous obstacles that could have impacted education and learning processes. For more in-depth insights into the learning motivations of Indonesian English graduate students, additional research must compare these students with those from various sociocultural backgrounds attending other universities in Indonesia.

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