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UNLEASHING EFL LEARNING IN THE DIGITAL AGE: ONLINE RESOURCES AND STUDENT ENGAGEMENT

Herdi¹; Fauzan²; Ria Arista Asih³; Ramanda Rizky^{4*}

¹Universitas Muhammadiyah Malang, Malang, Indonesia

¹Department of English Education, Universitas Lancang Kuning, Pekanbaru, Indonesia

^{2,3}Universitas Muhammadiyah Malang, Malang, Indonesia

⁴Department of English Literature, Universitas Lancang Kuning, Pekanbaru, Indonesia

[*herdi@webmail.umm.ac.id](mailto:herdi@webmail.umm.ac.id), herdi@unilak.ac.id; fauzan@umm.ac.id;
aristaria86@umm.ac.id; ramanda@unilak.ac.id

(*) Corresponding Author

Abstract: When it comes to teaching and learning English, teachers and students face several challenges, particularly in terms of fatigue and uncertainty. As a result of this situation, English teachers must emphasize their concerns about using appropriate resources in English subjects in schools and colleges, such as using online learning resources to increase students' motivation to learn EFL. This present study is aimed at: (1) exploring the teaching materials, media, methods, strategies, teaching procedures/learning activities, and the assessments

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used in online learning resources to increase students' motivation in EFL learning, and (2) investigating information in terms of students' motivation documented with literature data serving as the primary source of information. While, the type of research was content analysis. The results show that through the use of relevant and engaging content, combined with technology-based tools and a student-centered approach, a dynamic learning environment is created. Therefore, the adaptability of assessments and learning activities to students' needs further supports their language development, fostering motivation and achievement in English language learning. Overall, a holistic approach that integrates these elements proves to be highly effective in promoting English proficiency through online resources.

Keywords: *EFL learning, online learning resources, students' motivation*

INTRODUCTION

The ever-greater interest in teaching English as a foreign language (EFL) around the world is particularly noticeable in Indonesia. In this regard, Janah and Cahyono (2022) emphasized that English plays a key role as a widely recognized foreign language in Indonesia, a country known for its linguistic and cultural diversity. Firmansyah et al., (2023) noted that since English is not a native language in Indonesia, students must have high motivation to learn it. This motivation is crucial to overcome the challenges of learning a foreign language in a non-mother tongue environment. Therefore, English teachers in Indonesia should focus on cultivating and maintaining strong student motivation (Astuti et al., 2022; Iftanti et al., 2022 and Meşe & Sevilen, 2021).

Teachers are increasingly turning to online resources as a means to enhance the learning experience and student engagement to address this challenge. Therefore, the integration of technology in language teaching offers innovative ways to capture students' interest and make

the learning process more interactive and fun (Adara & Haqiyah, 2021; Fang & Abdullah, 2024). Online resources, such as educational apps, interactive websites and virtual classrooms, provide students with diverse and dynamic opportunities to practice (Rohadi et al., 2023) and improve their English language skills (Argudo-Serrano et al., 2023).

However, with the rise of the digital age, the role of English teachers is not just limited to classroom teaching (Rohadi et al., 2023). They must be skillful at navigating and utilizing these online tools to create a stimulating learning environment that not only facilitates language acquisition (Hoa & Liou, 2023) but also keeps students motivated and invested in their learning journey (Meşe & Sevilen, 2021). By prioritizing the use of online resources, English teachers in Indonesia can better meet the motivational needs of their students, which will ultimately result in more effective and engaging EFL education.

At the same time, Janah and Cahyono (2022) and Meşe and Sevilen (2021) claim that motivation remains an enormous factor in the acquirements of foreign languages, especially English, among students. In this regard, Rohadi et al., (2023) underline the importance of motivation for both students and teachers in achieving learning goals. Indeed, without motivation, the journey to mastering a foreign language will be difficult, if not impossible. It is hence crucial for anyone who wants to learn English as a foreign language (EFL) to have a strong source of motivation that can drive their enthusiasm and dedication towards the learning process.

In the case of students, motivation serves as the driving force behind their language learning endeavors. In fact, motivation acts as a catalyst that encourages them to keep going despite challenges and setbacks (Rizky & Zainil, 2021). Whether it is the desire to improve career prospects, expand cultural horizons or simply communicate effectively in a globalized world, a strong foundation of motivation is essential. In the absence of its existence, students may find it difficult to maintain interest and momentum in their language studies (Fang & Abdullah, 2024), leading to stagnation (Tasneem, 2021) or even abandonment of their learning goals (Ulfa & Bania, 2019).

Moreover, the role of motivation is not only limited to students, but also to educators and facilitators (Ayu & Rizky, 2023; Fang & Abdullah, 2024; Rizky, 2020; Zhuang, 2023). In essence, Lestari and Asari (2023) conclude that motivation serves as the cornerstone of successful language acquisition, permeating every aspect of the learning journey. Whether as students, educators, or independent learners, everyone must cultivate and utilize their motivation to unlock the full potential of their language learning endeavors. In so doing, they can master a foreign language such as English.

In the landscape of contemporary education, Rizky (2018) confirms that the traditional role of the teacher as the sole provider of knowledge has undergone a significant transformation. On the emergence of technology, online learning platforms have replaced conventional teaching methods. Researchers such as Argudo-Serrano et al., (2023); Astuti et al., (2022); Fang and Abdullah (2024); Putra (2021) and Yahiaoui et al., (2022) have underscored the influence of online learning media, and affirmed its status as a cornerstone of modern education. This shift towards digital platforms can be the language learning solutions.

With the introduction of online-based learning media, Jiang et al., (2023) state that the dynamics of knowledge dissemination have been revolutionized, democratizing access to information on an unprecedented scale. Through virtual classrooms (Argudo-Serrano et al., 2023), interactive modules (Tasneem, 2021), and multimedia resources (Astuti et al., 2022), students can engage with educational content in a variety of formats tailored to their individual learning styles. Moreover, the asynchronous nature of online learning empowers students to progress at their own pace, encouraging autonomy and self-directed learning (Janah & Cahyono, 2022). As a result, the traditional hierarchical structure of the teacher-student relationship has evolved into a more collaborative and dynamic partnership, where educators act as facilitators rather than sole authorities.

Despite the benefits of online learning, its widespread adoption is inseparable from its challenges and criticisms. Concerns about the

digital divide, where marginalized communities do not have equitable access to technology and internet connectivity, have underscored the need for inclusive education policies (Fang & Abdullah, 2024). Moreover, skeptics have raised questions about the efficacy of online learning in fostering critical thinking skills and promoting social interaction (Ramadansur et al., 2023), which are traditionally cultivated through face-to-face teaching (Triayomi et al., 2022). Thus, educators can navigate the complexities of integrating online resources into pedagogical practice while mitigating their potential drawbacks.

In response to this challenge, educators are increasingly using blended learning approaches that combine online and traditional teaching modalities to optimize learning outcomes (Jiang et al., 2023). By harnessing the strengths of both mediums, educators can create a more holistic and adaptive learning environment that can meet the needs of diverse students. Thus, while online-based learning media has emerged as a transformative force in education, Astuti et al., (2022) and Fang and Abdullah (2024) highlight its potential that can only be realized through thoughtful integration and continuous innovation in pedagogical practices.

The lack of readiness indicates the need for further research to fully understand the experiences and challenges faced by teachers and students in this new learning environment. Indeed, this study might shed light on how online learning resources can be better utilized to increase students' motivation, especially in learning English as a Foreign Language (EFL). Understanding these dynamics is crucial to developing strategies that support effective online education, ensuring that educators and learners can adapt well to digital platforms. Finally, this underscores the need for comprehensive studies to understand the unique challenges faced in online education and to refine methods that can increase student engagement and teacher effectiveness in EFL education. Thus, this research is focused on:

1. How do the teachers use online learning resources to increase students' motivation in EFL learning?
2. How is students' EFL learning motivation documented in the literature?

METHOD

Research Design

The research was conducted in an extensive literature review. A similar methodology was conducted by Panagiotidis (2018) and Yahiaoui et al., (2022) that highlight the use of desk research techniques to interpret and contextualize texts, turning abstract concepts into tangible insights. Besides, content analysis is a systematic tool for examining the actual content and intrinsic elements of media (Dinçer, 2018). Hence, a systematic collection of data was selected from 40 relevant literature which mainly concern about the use of Online Resources in EFL context. This includes a thesis, journal articles, books, and conference proceedings served as the basis for creating notes and descriptive data, which were then analyzed to draw meaningful conclusions from the texts under study.

Data Collection

This study was a library researches, therefore, there was no specific location for the research, and no participants were involved. The main sources for this research include theses, journals/articles, books, and conference proceedings. During the research process, the researchers collected data from these various sources, and ultimately gathered information from 40 relevant literatures, in which the researchers utilized a number of trusted academic databases, such as Google Scholar, ResearchGate, SpringerLink, ProQuest, and EBSCOhost.

However, in order to ensure the quality and relevance of the data, this study applied rigorous selection criteria to ensure the quality and relevance of the data, such as journal articles, theses, conference proceedings, and reference books, which have significant contributions to the development of theory and practice in the research field.

As a means of ensuring the quality and relevance of the sources used in this study, the literature selection and evaluation process was carried out systematically through several steps. It is presented in Figure 1:

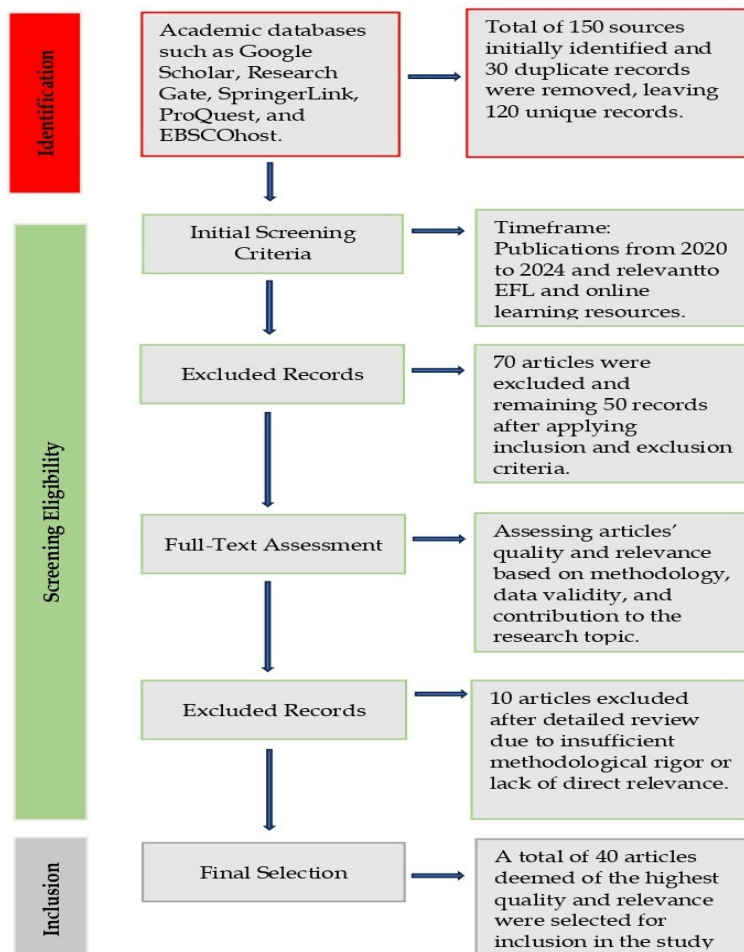


Figure 1. Process of Article Selection

At the first stage, initial source identification was conducted through searches in trusted academic databases such as Google Scholar, ResearchGate, SpringerLink, ProQuest, and EBSCOhost. These searches used keywords such as “online learning resources in EFL,” “student motivation,” and “digital tools in language learning” to ensure broad coverage. Furthermore, inclusion and exclusion criteria were applied to screen relevant literature. The inclusion criteria included publications within the last five years (2020-2024), peer-reviewed articles, direct relevance to the research topic, and originating from reputable journals or conferences. Meanwhile, literature in the form of opinion reviews without empirical data, irrelevant to EFL

learning, or lacking clear sources of information were excluded, as seen in Table 1:

Table 1. Data Sources

No	Researchers' Names	Year	Kinds of Data Sources
1.	Apriliani, N.	2020	Thesis
2.	Cahyono, B. Y., & Rahayu, T.	2020	Article/Journal
3.	Gustiani, S.	2020	Article/Journal
4.	Hariyati, S.	2020	Thesis
5.	Hernández, S. S. F., & Flórez, A. N. S.	2020	Article/Journal
6.	Hidalgo, C. S., & Villacis, W. G.	2020	Article/Journal
7.	Ja'ashan, M. M. N. H.	2020	Article/Journal
8.	Lamb, M., & Arisandy, FE.	2020	Article/Journal
9.	Minda, S.	2020	Conference Paper
10.	Muslimin, A. I., & Harintama, F.	2020	Article/Journal
11.	Sari, M., & Asmendri.	2020	Article/Journal
12.	Susilawati, S., & Supriyatno, T.	2020	Article/Journal
13.	Agustiani, M., Ningsih, S., & Muris, A. A.	2021	Article/Journal
14.	Aisyah, R. N., Istiqomah, D. M., & Muchlisin, M.	2021	Article/Journal
15.	Azzahro', R., Maghfiroh, A., Indriastuti, N. R.	2021	Conference Paper
16.	Harahap, T. A.	2021	Article/Journal
17.	Ikhwan, E. J. Q., & Andriyanti, E.	2021	Article/Journal
18.	Meşe, E., & Sevilen, Ç.	2021	Article/Journal
19.	Putri, I. G. A. V. W., & Winarta, I. B. G. N.	2021	Article/Journal
20.	Sari, R. K.	2021	Article/Journal
21.	Wajdi, M., Nurdiyanti., & Amir, N.	2021	Article/Journal
22.	Yandi, A.	2021	Thesis
23.	Zboun, J. S., & Farrah, M.	2021	Article/Journal
24.	Rizky & Zainil	2021	Article/Journal
25.	Meşe, E. & Sevilen, Ç.	2021	Article/Journal
26.	Tasneem, N.	2021	Article/Journal
27.	Tanjung, F., & Utomo, A.	2021	Article/Journal
28.	Han, J., Geng, X., & Wang, Q.	2021	Article/Journal
29.	Herdi, H., Kasriyati, D., & Andriani R.	2022	Article/Journal
30.	Janah, M., & Cahyono, B.	2022	Article/Journal
31.	Iftanti, E., Prastiyo, J. T & Palupi, R, R.	2022	Article/Journal
32.	Saputri, R. E.	2022	Thesis
33.	Pratiwi, A. G.	2023	Thesis
34.	Aulia, V.	2022	Article/Journal

35. Ropiah, O., Pebriyanti, D., Syahrul, N., Sunarti, S., Stephen, J., & Masduki, A.	2023	Article/Journal
36. Asrobi, M., Maysuroh, S., & Farizi, Z.	2023	Article/Journal
37. Marwa, M., Herdi, H. & Abbas MFF.	2023	Article/Journal
38. Ismail, S., Herdi, H., Kasriyati, D., & Andriani R.	2023	Article/Journal
39. Herdi, H., Eriyanti. R,W. & Huda, A,M.	2023	Article/Journal
40. Suharsih, S. & Wijayanti, M. A.	2024	Article/Journal
	Theses	4
Total	Article	34
	Journal	
	Conference Papers	2

Accordingly, the data for this study was obtained from the internet, where the researcher identified 40 sources. Each selected source was further evaluated using a checklist that included the reputation of the publisher or journal (such as indexation in Scopus or SINTA), the credibility of the authors based on academic affiliation and research track record, the validity of the methodology used, and the appropriateness of the main research question. The screening process is conducted in three stages. In the initial stage, around 100-150 articles were identified based on keywords and abstracts.

The second stage of the study involved a more in-depth screening of the collected articles, using strict inclusion and exclusion criteria. The inclusion criteria included aspects such as the relevance of the topic to the research focus, the type of article (e.g., research or review article), and the publication timeframe in accordance with the research framework. On the other hand, the exclusion criteria served to exclude articles that were irrelevant, invalid, or did not contribute significantly to the research objectives, such as articles that only contained opinions or did not go through the peer review process. After screening based on these criteria, approximately 50 articles were selected for further review.

In the final stage, a full reading of the most relevant articles was conducted with attention to methodology, data quality, and theoretical and practical contributions offered. Through this in-depth analysis,

only 40 articles deemed to be of the highest quality and relevance were selected as primary articles for use in the study. This process ensured that only the most credible and relevant literature formed the basis for the research, thus enhancing the validity and quality of the research results to be obtained.

Furthermore, these sources were categorized into two types: primary and secondary. Primary sources, as defined by (Ajayi, 2023), consist mostly of written documentation, although some are oral. This involves accessing or collating relevant data from database. In this case, the data is further organized using databases that are tailored to the needs of the research to ensure that the data meets the stated objectives of the study. Thus, this type of data allows for a deeper understanding of the specific needs and behaviors of learners and educators in relation to online resources, therefore, this study used 23 references as primary sources. On the other hand, secondary sources are designed to summarize, assess, clarify and integrate the content of primary reports (Cheong et al., 2023), with 17 references serving as secondary sources in this study. Secondary data refers to data that is extracted based on its relevance to the research questions and aims to supplement information and support additional analysis or provide context.

Therefore, the data of this literature research is collected in the form of literature data, which is selected, searched, presented, and analyzed (Panagiotidis, 2018). These references are frequently referred to important works and related studies including teaching materials, methods, strategies/techniques, learning activities, and assessments, as well as information from previous studies regarding student motivation in EFL learning which could deepen understanding and improve research quality. By integrating insights from review articles, author searches, and references, researchers can create a strong foundation for the study and ensure a thorough exploration of your research topic. Additionally, indirect communication techniques were used to collect data related to the teaching and learning process, including teaching materials, methods, strategies, learning activities, assessments, and insights from previous research on students' motivation in learning English.

Data Analysis

As the primary method of data analysis, this study used content analysis, additionally, data analysis was conducted through content analysis, which involved data reduction, data presentation, and drawing conclusion (Rohadi et al., 2023; Yahiaoui et al., 2022). The steps involved in the data analysis process include data collection, reduction, display, and verification/conclusion. Data collection relied mainly on documentation, which involved online research and categorization based on the researcher's needs.

Furthermore, after the literary works were selected, the data was grouped according to specific categories to facilitate analysis and ensure that every aspect of the research could be comprehensively explained. This grouping involved several key dimensions, such as the type of data, which was distinguished between primary data, i.e. literature sources that present original research or empirical reports, and secondary data, which summarize or analyze previous research. Besides, the research focus was identified through categorization based on key themes, such as learning media, teaching strategies, methods, assessment, or student motivation. This aimed to identify patterns, relationships or gaps in the existing literature.

Neither geographical nor demographic context was an important consideration in this categorization, especially to understand variations in the implementation of online resources in EFL learning across different regions or populations. Geographical context includes the country or region where the research was conducted, while demographic context involves the characteristics of the research participants, such as age, education level or cultural background. The analysis of these contexts helps to explain the extent to which the research findings are relevant across different educational environments.

In order to enhance objectivity and minimize bias, the literature selection and clustering process was conducted collaboratively by the research team. Each step, from selection to clustering, was discussed and evaluated together to ensure that decisions were consistent and based on predetermined criteria. The team also used tools such as

reference management software to track and organize literature sources, reducing the likelihood of duplication or selection errors.

These systematic approaches not only ensure transparency, but also the relevance and quality of the literature used. As such, the analysis reflects the latest developments in the field and provides a solid foundation for both the practical recommendations and theoretical contributions of the study. This process also facilitated the identification of new trends, research gaps and opportunities for further development in technology-based learning in EFL environments.

FINDINGS AND DISCUSSION

The researcher organized the analysis and the discussion around online learning resources to increase students' motivation in learning English as Foreign Language. The analysis of the text revealed overarching themes and sub-themes including (1) exploring the teaching materials, media, methods, strategies, teaching procedures/learning activities, and the assessments used in online learning resources to increase students' motivation in EFL learning and (2) investigating information in terms of students' motivation documented in the literature. Each of sub theme explained the use of teaching materials/topics, the teaching media, the teaching methods, the teaching strategies/techniques, the teaching procedures/learning activities, and the assessments in using online learning resources to increase students' motivation in EFL learning.

Using Online Learning Resources to Increase Students' Motivation in EFL learning

Based on past research, various teaching materials/topics have been developed as pathways for using online learning resources to increase students' motivation in EFL learning. The researcher discovered 8 previous studies that mentioned using teaching materials/topics in their studies (Aisyah et al., 2021; Fitria, 2023; Harahap, 2021; Ikhwan & Andriyanti, 2021; Lamb & Arisandy, 2020; Meşe & Sevilen, 2021; Rizky & Zainil, 2021; Wahyudi et al., 2023)

The previous researches used teaching materials/topics in increasing students' motivation in EFL learning such as writing skills in term of genre-based approach (Fitria, 2023; Ikhwan & Andriyanti, 2021; Rizky & Zainil, 2021), speaking using video material and conversation based on the situations (Harahap, 2021; Wahyudi et al., 2023), speech language or pronunciation and suitable topic (Aisyah et al., 2021; Lamb & Arisandy, 2020; Meşe & Sevilen, 2021; Wahyudi et al., 2023). There were many reasons of choosing these teaching materials/topics and it have proven that suitable teaching materials/topics were very good to increase students' motivation in EFL learning especially English writing and speaking skills.

These research findings are similar to some previous researchers. First, the English teacher explained descriptive text in writing subject as the first observation (Rizky & Zainil, 2021). Secondly, Lamb and Arisandy's (2020) study found that one of the volunteers in Cluster 1 who said that her extensive use of English for both entertainment (such as playing SIMS, Reading, and Writing) and Self-Education had undoubtedly aided her intuition. Last, Fang and Abdullah (2024) explained that listeners could learn how to make their own speech by listening to speech from other sources.

Past research also found out that various teaching media have been developed as pathways for using online learning resources to increase students' motivation in EFL learning. The researcher discovered 7 previous studies that mentioned using the teaching media in their studies (Aisyah et al., 2021; Harahap, 2021; Ikhwan & Andriyanti, 2021; Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021; Meşe & Sevilen, 2021; Zboun & Farrah, 2021).

Many previous researchers investigated different teaching media based on their goals and the students' needs, such as audio visual (Aisyah et al., 2021), Youtube (Lamb & Arisandy, 2020), Power Point Presentation (Ikhwan & Andriyanti, 2021), browsing internet through mobile phone (Zboun & Farrah, 2021), social media (Harahap, 2021), online English language forums (Meşe & Sevilen, 2021) and virtual learning environments (VLES) (Maghfiroh & Indriastuti, 2021). They have proven that using appropriate teaching media improved

students' English achievements significantly especially English writing and speaking skills.

These research findings are in line with several previous researchers such as Wardhana and Muhammad (2021) that created questions to learn more about students' motivation while watching audiovisual material. Then, based on Lamb and Arisandy (2020) findings, one of the most popular OILE activities was watching YouTube videos in English. Additionally, Adara and Haqiyah (2021) stated that there were 8 students in interview section. There were 2 students (student 4 & 6) who told that she learned from internet.

Moreover, there have been some methods applied for using online learning resources to increase students' motivation in EFL learning. The researcher found 4 previous researchers who proposed method in their studies (Ikhwan & Andriyanti, 2021; Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021; Zboun & Farrah, 2021)

Several previous researchers identified a variety of teaching methods based on their objectives and the needs of their students, such as student centered (Ikhwan & Andriyanti, 2021), online English learning method (Maghfiroh & Indriastuti, 2021) and vary method (Lamb & Arisandy, 2020; Zboun & Farrah, 2021). They also demonstrated that appropriate teaching methods were very effective in improving students' English achievement.

These research findings can be confirmed to Lamb and Arisandy (2020), using learners' experience and knowledge at OILE could improve classroom approach and make it more student-centered while also increasing the efficiency of language learning processes. Then, Maghfiroh and Indriastuti (2021) stated that online learning has become a popular method and an alternative to face-to-face learning as a result of the Internet revolution. Students can use a range of instructional aids and communication methods when learning online. Next, Meşe and Sevilen (2021) found that S2 and S3 noted in SSI that differences in instruction and methods are impeding their learning. Last, Zboun and Farrah (2021) stated that the challenges have had an impact on Traditional Learning Methods in academic institutions all

over the world. As a result, synchronous online classroom method was a critical topic that needed to be addressed.

Additionally, various teaching strategies/techniques have been developed as pathways for using online learning resources to increase students' motivation in EFL learning. The researcher discovered 6 previous studies that mentioned using teaching strategies/techniques in their studies (Aisyah et al., 2021; Harahap, 2021; Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021; Meşe & Sevilen, 2021; Yahiaoui et al., 2022).

Those previous researchers analyzed a variety of teaching strategies/techniques, such as technology application (Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021; Meşe & Sevilen, 2021), Giving Value (Yahiaoui et al., 2022), competition and giving tasks (Aisyah et al., 2021), giving reward and punishment (Harahap, 2021) which attract students' desire to learn and provide new learning variations. There were numerous reasons for selecting these teaching strategies/techniques. They demonstrated that appropriate teaching strategies/techniques were very effective in improving students' English achievements.

These research findings are in line with Jiang et al., (2023) that confirm many teachers integrated technology in their classrooms to attract and engage students in learning, as well as to expose students to a variety of learning resources. Then, Maghfiroh and Indriastuti (2021) stated that the teacher's approach was to reward students for their hard work. Additionally, one of the six factors that can influence a student's desire to learn is evaluation procedures/self-evaluation (Fang & Abdullah, 2024).

There were several procedures/learning activities incorporated with online learning resources to increase students' motivation in EFL learning. The researcher discovered 4 previous studies that mentioned using procedures and learning activities in their studies (Abdillah & Sueb, 2022; Ikhwan & Andriyanti, 2021; Lamb & Arisandy, 2020; Rizky & Zainil, 2021). These previous studies used the same teaching procedures/learning activities based on their goals and the students' needs, that is general procedure. They have proven that suitable

teaching procedures/learning activities were very good to improve students' English achievements.

These research findings are similar to Argudo-Serrano et al., (2023), that explained several teachers, students, or even institutions still thought that online English learning as a new method in learning process. It was because both teachers and students did not need to have face-to-face learning. They could learn from everywhere without limited place and time. As a result, the instructor's role included mastering the technique of finding information on the internet, guiding students to find sites that were relevant to learning materials, presenting material via the web that was interesting and desirable, serving guidance and interesting web communication and interest, providing guidance and communication via the internet, and other skills.

There have been many assessments used for using online learning resources to increase students' motivation in EFL learning. The researcher found 7 previous researchers who used assessments in their studies (Aisyah et al., 2021; Harahap, 2021; Jiang et al., 2023; Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021; Meşe & Sevilen, 2021; Tasneem, 2021)

Therefore, the majority of previous researchers used multiple assessments to assess the students' English skills. They employed assessments such as writing a story (Aisyah et al., 2021), self-assessment (Jiang et al., 2023), small group discussion and text genres (Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021), online learning task (Harahap, 2021; Maghfiroh & Indriastuti, 2021; Meşe & Sevilen, 2021) and online TOEFL practices (Jiang et al., 2023). They combined two or more assessments in using online learning resources to increase students' motivation in EFL learning based on their goals.

These research findings are similar to some previous researchers. First, Meşe and Sevilen (2021) stated that as demonstrated by groups 4 and 1, students wrote their stories before presenting them on video, giving them more opportunities to use academic vocabulary in their writing. Hoa and Liou (2023) explained teachers can encourage students to work cooperatively in groups without putting them under

pressure. In the first observation, following the teacher's explanation of the topic, the students were instructed to join small groups and compose a narrative text, which they subsequently submitted. Last, Darmaji et al., (2021) stated that students would quickly complete the task given by the teacher in online learning, so they could achieve more learning goals.

Students' Motivation in Online EFL Learning

The documents highlight that there have been a plenty of information that was discovered in terms of students' motivation in EFL learning based on the result of using the online learning resources documented in the literature. The researcher found 8 previous researchers who explained the students' English achievement in their studies (Aisyah et al., 2021; Harahap, 2021; Ikhwan & Andriyanti, 2021; Lamb & Arisandy, 2020; Maghfiroh & Indriastuti, 2021; Meşe & Sevilen, 2021; Rizky & Zainil, 2021; Zboun & Farrah, 2021).

There were many students' English writing achievements after they are taught by using online learning resources to increase students' motivation in EFL learning. There were some aspects such as motivating students to learn (Rizky & Zainil, 2021), improving students' verbal prowess (Ikhwan & Andriyanti, 2021), intercultural awareness (Lamb & Arisandy, 2020), improving their English language skills (Meşe & Sevilen, 2021; Rizky & Zainil, 2021), speaking pronunciation (Aisyah et al., 2021), obtaining more satisfaction out of the learning experience (Zboun & Farrah, 2021), being creative and effective way to learn English (Harahap, 2021), and increasing students' confidence and fostering students' independent learning attitudes (Maghfiroh & Indriastuti, 2021).

These research findings are in line with the result of Rizky and Zainil (2021) finding that the data calculation's findings indicated that H_0 was rejected while H_a was accepted. The findings indicated that consuming audiovisual content motivated students in learning English. Then, Harahap (2021) stated that this method of online learning has been shown to boost students' verbal skills. He also stated that podcast media was extremely beneficial in helping students

improve their speaking pronunciation. The students enjoyed the class because the materials were presented in an interesting media in the first observation (Iftanti et al., 2022).

CONCLUSION

The study found that both English teachers and students encounter challenges in the English learning process. Consequently, leveraging online learning resources to enhance students' motivation in learning English as a foreign language (EFL) is deemed beneficial. However, it sheds light on teaching methodologies, including the utilization of diverse teaching materials, teaching media, methods, strategies, procedures, and assessments, adapted to online learning resources. Nonetheless, there remains a dearth of comprehensive data. Therefore, further research is warranted to address the gaps in data and information aligned with the research objectives.

The study's findings offer insights into enhancing students' motivation in EFL learning through online resources, yet they are yet to be empirically tested. To validate this concept, English educators should encourage students to utilize online resources to bolster their motivation and enhance English writing skills. Notably, the study lacked student participation to validate the effectiveness of employing online learning resources to enhance motivation in EFL learning. Consequently, for proficiency in English, students are encouraged to integrate online learning resources into their daily routines, supplementing their preparation, particularly before class sessions.

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