DEMOTIVATION LEVEL AND DEMOTIVATORS AMONG EFL STUDENTS IN HOME ONLINE ENGLISH LEARNING DURING THE PANDEMIC

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Abstract: This research is aimed at investigating the level of demotivation and the demotivating factors experienced by Indonesian EFL learners during home online English learning as response to social distancing order amid the COVID-19 pandemic. This research employed quantitative and qualitative data. Questionnaire with 27 items was the main instrument used to obtain data about learners' level of demotivation and demotivators as well as to identify the frequency of each demotivator. An open-ended question was attached at the end of the questionnaire to dig other additional demotivators. An interview was also conducted to gain supporting data for in-depth analysis. The results showed that the level of the 198 students' demotivation was 2.9, categorized as lowly demotivated. The most-frequently rated demotivators in home online English learning were lack of interaction with 78.9% responses followed by 66.2% for increasing assignments and 62.1% for slow Internet connection. In terms of content and material, expectation to use grammatically correct English was the most demotivating factor with 59.6% responses. The study also revealed additional demotivators namely unsupportive parents, doing house chores, and Wi-fi absence.

INTRODUCTION

Over the last few decades, motivation has been one of the main factors that affect success in second language (L2) learning. Researchers have stated that motivation is highly correlated to learners' achievement in language learning and much evidence has been provided by many studies (Boonchuayrod & Getkham, 2019; Dörnyei & Ushioda, 2011). In other words, learners with higher motivation are more successful than those with low motivation. This is because they are inclined to maintain the efforts and willingness to achieve their specific goals so that they tend to be more successful in their learning (Boonchuayrod & Getkham, 2019). However, the studies on motivation seem to neglect another side of motivation, or demotivation, which is considered as the negative one.

This factor commonly happens in L2 classes where the teacher and learners are likely to have full optimism and targets at the beginning. As time goes by, learners in particular may experience low self-esteem and inhibition which lead to their demotivation which. Demotivation is characterized as a condition which hinders an initial desire to obtain knowledge and a purpose for learning (Carlson, 2019) and it cancels out the motivation (Dornyei, 2001)). Dornyei and Ushioda (2013) characterize demotivation in threefold. First, demotivation cannot be referred to a powerful distraction or more attractive options. Second, it is the gradual loss of interest in a long-lasting ongoing activity. Finally, it happens when the learner realizes how demanding it is to reach the goal.

Many researchers use Dornyei and Ushioda's (2013) term to define demotivation which is strictly from the outside of learners. Although Dornyei (2001) called reduced self-confidence and negative attitude towards foreign language learning as a source of demotivation, he does not consider it as internal factors. In contrast, Sakai and Kikuchi (2009) argue that demotivation also covers internal factors. Learners' failure

experiences are also found to be the most significant internal demotivator (Chong et al., 2019). Kikuchi (2015) calls factors that motivate learners as motivators whereas those which demotivate learners are labelled as demotivators. For example, learners may find it very difficult to understand the high-content book in English for specific purposes (ESP) because they are in lower level of proficiency (Chen, 2019).

Teacher-related factors are the most influential demotivators which cover the competence, sense of humor and preparation, and his or her behavior (Xie, 2020). In the same way, Xaypanya et al. (2017) shows that demotivation happens due to teachers' reliance on textbooks which lack of activities promoting active learning. Chinese college students state that they have very limited chances to advance their English with the help of the teacher due to the large number of students in one class (Li, 2019). This fact is later supported by Khouya (2018) who finds that the learning environment in Morocco is considered as the most demotivating factor more than other aspects. In Indonesia, vocational high school students feel demotivated due to external factors particularly teacher-related factors such as teachers' behavior, competence, and teaching methods are considered as the strongest demotivators (Soviana, 2018). A difficult subject was also found to be demotivating, such as listening as learners find it hard to get what the native speakers say (Zuriyyati, 2018).

Among those studies, it can be inferred that only few studies on demotivation were conducted in the Indonesian context specifically in higher education. Most of them were done before the era of home online learning due to the Covid-19 outbreak. Although online learning looks simpler for learners because they do not need to come to school, they have to sit for hours and print assignments; therefore, they actually do face some challenges in following the class. As digital natives, learners respond positively to the use of current online

learning (Famularsih, 2020). Digital platforms may provide learners with various learning options, however, they also have obstacles in the process. Atmojo et al.'s study (2020) reveals that learners suffer from lots of tasks that lead them losing their motivation along the way. The demotivation also comes from the lack of interaction and discussion with other learners (Croft et al., 2010) which is common in online learning situations.

In light of the background, the current research aimed to answer two research questions:

(1) What is the level of demotivation of Indonesian EFL learners who experience home online English learning?

(2) What demotivators do Indonesian EFL learners experience during home online English learning?

LITERATURE REVIEW

Kikuchi (2015) calls factors that motivate learners as motivators whereas those which demotivate learners are labelled as demotivators. Meanwhile, Dornyei and Ushioda (2013) define demotivation as specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. They emphasize the notion by stating that a 'demotivated' learner is someone who was once motivated but has lost his or her commitment/interest for some reason and it does not mean that demotivation washes all his or her motivation away. Other positive motives may still remain when a strong negative thing attacks.

This thing commonly happens in L2 classes where teachers and learners are likely to have full optimism and targets at the beginning. These positive feelings can energize their motivation at the moment. As time goes by, they, especially learners may experience low self-esteem and inhibition which decline their motivation level during the learning process and consequently affects their intentions in a negative way. This is in line with Dornyei's (2001) explanation

that demotivation is negative influences cancelling out the motivation. Similarly, Carlson (2020) asserts in his study that demotivation is characterized as a condition which hinders an initial desire to obtain knowledge and a purpose for learning.

As the theory of demotivation develops, many researchers refer to Dornyei and Ushioda's term to define demotivation which is strictly from the outside of learners. Although Dornyei (2001) called reduced self-confidence and negative attitude towards foreign language learning as a source of demotivation, he does not consider it as internal factors. In contrast, Sakai & Kikuchi (2009) argue that demotivation also covers internal factors. Chong, Renandya and Ng (2019) similarly reveal internal factors and the most significant one is learners' failure experiences. Learners with insufficient progress in the previous sessions make them unable to catch up the current lessons due to the large gaps among their peers.

Researchers from different countries have investigated the sources of demotivation and found that demotivation begins from several factors: learning contents and material, teacher-related factors, schools' facilities, internal motivation and test score. The findings note that non-communicative methods and course books are perceived to be demotivating because these two factors focus on accuracy through grammar. It is obvious that some books used in a language class may contain very long texts with difficult grammar and vocabulary even uninteresting for learners so it is very possible to decrease their motivation in the learning process. Another study showing a similar thing is by Chen (2019) which is conducted in a Chinese higher vocational college. The text books are considered to be outdated and not practical for the learners' future career. Moreover, they find it very difficult to understand the high-content book in ESP because they are at a lower level of proficiency.

Xie (2020) mentions that teacher-related factors are the most influential demotivators which cover the competence, humor and preparation, and his or her behavior. Furthermore, when teachers are not able to establish a rapport with their students, demotivation may come up instantly (Fathi, 2019). Iranian learners in this study express their preferences to an intimate and easy-to-interact teacher and it surely encourages them to learn better. On the other hand, they feel like losing their interest in the course when the teacher cannot animate the learning process with humor. This will definitely lead them to demotivation. In Indonesian context, according to Gloria (2019), teacher-related factors become the most demotivating factors among 117 XII graders due to the too fast or too slow explanation during the lesson and ignorance to the learners' mistakes. However, they do not consider their teacher getting angry and shouting as a demotivator because they admit that the cause is them talking in the middle of the lesson.

Home online learning

Although the term of online learning has been known in academic practices, it becomes more popular during the pandemic of COVID-19 as a response to physical restriction. Schools and universities are closed for quite a long time and online learning becomes the key to maintain learning and teaching from distance. Online language learning (OLL) can refer to a variety of learning styles, including web-based learning, hybrid or blended learning, and totally virtual or online learning (Atmojo & Nugroho, 2020). Furthermore, because students and teachers are unable to meet in a face-to-face setting during the COVID-19 pandemic, online language learning in an EFL context in secondary school settings takes place in entirely online language learning. Famularsih (2020) mentioned that the term of online learning comes from 21st century education. This learning mode is indicated by the use

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of multimedia technologies and relying on the internet as the bridge to facilitate knowledge transfer and access resources. Zoom, Skype and Google Meet are the most frequent video conferencing platforms used by teachers and students. Learning Management System (LMS) such as Edmodo Google Classroom are also found to be learning applications.

METHOD

This study described the level of demotivation of Indonesian EFL learners and examined the demotivators based on quantitative and qualitative data. The quantitative data was the main research procedure done before gathering the qualitative data as supplementary data. The participants of this current study were 198 university students majoring English Language and Teaching and English Language and Literature from both public and private universities in East Java Province of Indonesia.

A questionnaire was used to obtain data about demotivators. The questionnaire was adapted from Sakai and Kikuchi (2009) and Farrah and Al-Bakry (2020) which consisted of five categories: a) teacher-related factors, b) lack of intrinsic motivation, c) experience of failure, d) content and materials, and e) home online learning environment. There were 27 items in the questionnaire for the close-ended part (see Table 1) and 1 open-ended question to discover other demotivators which were not included yet in the close-ended part.

Table 1. Categories of demotivators in the questionnaire

Demotivators	Items number	Source
Teacher-related factors	1-6	
Lack of intrinsic motivation	7-9	Sakai & Kikuchi (2009)
Failure experience	10-11	
Content and material	12-16	

Home online English learning environment	17-27	Farrah & Al-Bakry (2020)

All of the questionnaire items were written in English since this instrument was distributed to English Department students. The researchers also employed Google Form to reach the participants and Likert-scale of 1 reflecting "strongly agree" to 5 as "strongly disagree". In addition, this questionnaire was also validated by an ELT expert. The minor revision went to item number 24 *Lack of a calm room to attend my online classes (noisy surrounding environment)*. The word *calm* was written *quiet* previously.

The interview was done after the first data from the questionnaire was collected. The data from the interview was used as supporting data to gain in-depth analysis. After the researcher read all the responses, five students were chosen for the interview according to their interesting responses which brought up additional demotivators and were not covered in the close-ended questionnaire. Hence, the interview focused on specific responses that needed clarification and further explanation. The researchers did the interview online by calling them through WhatsApp. To record the information from the participants, taking notes and audio recording were done during the calls.

For the close-ended part of the questionnaire, Microsoft Excel was utilized to sum up the total answer of each response option. Only the results of "agree" and "strongly agree" were displayed in percentage to make them easier to read and to highlight the result of demotivators. Meanwhile, to identify the levels of demotivation, learners' responses were assessed by using data analysis procedure adapted from Alrabai (2014) with levels as shown in Table 2.

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Table 2. Levels of demotivation

Range	Level of demotivation
1.0-3.0	Lowly-demotivated
3.1-4.0	Moderately demotivated
4.1 <	Highly demotivated

Thematic analysis was employed to analyze the data from the open-ended part of the questionnaire. It was done by comparing the data to the previous studies in the topic of demotivation. After the participants' responses were gathered, they were sorted and encoded based on the demotivating factors.

FINDINGS

Level of demotivation of Indonesian EFL learners

Table 3 shows the result of the level of students' demotivation which was derived from the mean of every item.

Table 3. The level of demotivation of Indonesian EFL learners

Demotivators	Means	Final Mean
Teacher-related factors	2.7	
Lack of intrinsic motivation	2.4	
Failure experience	2.8	2.9
Content and material	3.3	
Home online English learning environment	3.6	

Main demotivating factors

Based on the results of data analysis, the five demotivators which are ordered in terms of the highest level to the lowest include: home online English learning environment, content and material, failure experience, lack of intrinsic motivation, and teacher-related factors.

Home Online English Learning Environment

Table 4 shows the frequency of home online English learning environment in the close-ended questionnaire.

Table 4. Demotivators on home online English learning environment (N=198)

Demotivators	Frequency
E-learning increased the size of assignments and the studying hours	131
Lack or slow internet connection	123
Some instructors do not have the necessary skills to deal with E-learning	87
Lack of real interaction	156
E-learning reduces the outcome of courses with a practical side (e.g. writing, TEFL)	100
Low quality of sound and picture	86
Lack of reliable laptop/smartphone	80
Lack of a quiet room to attend my online classes (noisy surrounding environment)	117
Evaluation was not done in a fair and objective manner	60
Lack of timely feedback for students' assignments	110
Evaluation methods (e.g. exams) were not accurate due to easy means of cheating	108

This demotivator was also the hottest issue during the interview. They agreed that home online learning boosted up their assignments. Here are what they said about it.
Participant 1:

"… assignment with its due date that sometimes makes me cry in front of my laptop while staring at it."

Participant 3:

"I cannot manage my assignments well. It feels like 24 hours are not enough."

The next demotivator is the lack or slow internet connection. 62.1% (123 students) of the participants had problem with their internet connection. Many of them relied on their data connection from their smartphone because of the

absence of Wi-fi in their houses. They additionally explained that the connection was unstable so they frequently missed lecturers' explanations. It also consumed more data when it came to video conference like Zoom.

Participant 2:

> "… The signal comes and goes. It affects my motivation to continue studying even doing my thesis because I cannot access websites. It makes me lazy…"

The other demotivator comes from the lack of quiet room to attend the online classes (noisy surrounding environment), agreed by 117 (59.1%) out of 198 students. Abrupt distractions specifically came from the people around them. S48 in the open-ended questionnaire explained that a noisy voice might come from her sister who watched K-drama because she shared the room. S129 also said that the concentration was destructed when suddenly a guest came while he was attending an online class.

Furthermore, through the interview, the availability of quiet room was mentioned by some participants.

Participant 1:

> "… Every morning my mom listens to music quite loud while cooking and the kitchen is right beside my room. My dad always makes noise when heating up his car and motorcycle…"

Participant 5:

> "…my neighbors or guests suddenly come to my house when I'm having online class. Even package couriers. I once got a call from him when joining Zoom…"

There were 110 students (55.5%) who agreed that they experienced lack of timely feedback for students' assignments. S139 remarked that she received no feedback from her lecturers. In the same way, Participant 4 responded this:

"…my friends and I rarely get feedback from my lecturers for any kinds of assignments. It makes us feel hanging whether our works are good or not…"

Content and Material

Demotivators in terms of content and material themes are shown in Table 5.

Table 5. Demotivators on content and material (N=198)

Demotivators	Frequency
Most of the lessons focused on the structure (such as grammar)	57
English passages in the textbooks were too long	89
A great number of textbooks and supplementary readers were assigned	85
English sentences dealt with in the lessons were difficult to interpret	72
I was expected to use (or speak and write) grammatically correct English	118

The highest frequency was 89 responses about the long English passage in the textbooks followed by "a great number of textbooks and supplementary readers assigned" in the second place. These two demotivators are also found out in the open-ended questionnaire.

Student 15 said:

"… I don't like to read e-books but it's (home online learning) required a lot of e-books…"

Additionally, Participant 4 in the interview declared:

"…I easily get tired of reading on screen…"

Failure Experience

Students' experience of failure is believed as demotivating factors based on the previous studies by Sakai and Kikuchi (2009) and Chong et al. (2019). The result of this study, likewise, revealed 75 (37.9%) out of 198 students agreed

that they could not do as well on tests as their friends. Meanwhile, low scores on tests such as mid-term and final examination also led students to feel demotivated. It is proven that 50 students (25.3%) agreed to it. Based on the interview, three participants told that they experienced failure in their home online learning.

Participant 2 said:

> "...I'm afraid of him (thesis advisor) because I once got C in his class..."

Participant 3 similarly expressed:

> "...my GPA went down last semester..."

Participant 5 stated:

> "...at the beginning of home online learning, my GPA goes down because I don't really understand the materials..."

Teacher-related factors

Students' responses on teacher-related demotivators are shown in Table 6.

Table 6. Teacher-related demotivators (N=198)

Demotivators	Frequency
Teachers' explanations were not easy to understand	84
Teachers' pronunciation of English was poor	19
Teachers made one-way explanations too often	67
Teachers ridiculed students' mistakes	33
Teachers shouted or got angry	24
The pace of lessons was not appropriate	64

From 198 students, 84 students agreed that lecturers' explanation were not easy to understand. In the case of home online learning, many of the participants emphasized more on the lack of lecturers' explanation both for the materials and assignment instructions. The finding is reflected by 17 students' responses in the open-ended questionnaire.

In the open-ended questionnaire, S98 stated:

> "…lack of verbal explanation from my lecturers…"

Additionally, Student 118 remarked:

> "…we are just done with the lesson, without further explanation to clarify the results of our discussion…"

In the interview Participant 1 said:

> "…In face-to-face class, lecturers' explanations were provided but now it is rarely there. Lecturers very frequently only send the materials and assignments with the due date…"

Participant 4:

> "…online learning limits the interaction between the lecturers and students. It affects the lecturers' explanations which become very limited…"

There are also additional demotivators which were told by the students in the open-ended questionnaire. Four students revealed that asynchronous learning is less preferred. This factor was closely related to the lack of lecturers' explanations and the number of assignments. This method was believed to be the indication of new assignments. On the other hand, it cost more internet data when it came to synchronous learning particularly when using video conference. It is harder for the students in this semester because they do not receive internet data support like the last semester.

Moreover, three students wrote in the open-ended questionnaire that some of their lecturers used improper methods such as Jigsaw and very frequently group working. They stated that it was quite difficult to discuss online specifically by chat.

Participant 4:

> "…when my friend and I have to discuss a group work online. I cannot bear it. It is pretty difficult to do online discussion, especially by chat…"

Lack of Intrinsic Motivation

In terms of lack of intrinsic motivation, the responses are shown in Table 7.

Table 7. Lack of intrinsic motivation (N=198)

Demotivators	Frequency
I lost my interest in English	32
I lost my goal to be a speaker of English	51
I lost my understanding of the purpose of studying English	53

Other Demotivating Factors

Beside the five main themes, there were three additional demotivator themes coming from the open-ended questionnaire: lack of confidence, technical issues and personal issues. The result can be seen in the Table 8.

Table 8. Students' responses on other demotivators (N=198)

Theme	Demotivators	Frequency
Lack of confidence	Rather listening than asking	5
Technical issues	No Wi-fi	10
	Unmute mic during online meeting	2
	Blackout	4
Personal issues	Not understanding parents	19
	Doing house chores	15
	Miscommunication	4
	Suffering from stress	1
	Lack of sleep	1
	Just lazy	6

One of the other demotivators is lack of confidence which was revealed by five students. They said that they prefer listening to lecturers' explanations and their friends to asking questions in online meetings due to lack of confidence. One student also stated that he frequently did not feel confident because he had problem with the device so he stayed passive.

Another additional demotivator was a technical issue that happened during home online learning. Ten students admitted that the absence of Wi-fi contributed to their demotivation because they spent much internet data without support from the universities.

One student said:

"…home online learning affects me psychologically and financially…"

Two students felt distracted by their friends' unmute mics when having online meetings which produce noisy sounds. The last is blackout. It commonly happened since home online learning highly relies on electricity.

Personal issues came as the last demotivators that need to be notified as well. 19 students declared that their parents at many times were not supportive. This demotivator is closely related to doing household chores. Their parents ordered the students to help them do things at home although they were still doing their assignments.

As stated by Student 148:

"…my parents usually do not realize that I am student and have a lot of tasks. Sometimes they ask me to do something…"

Similarly, Student 160 told:

"…They thought that by doing online classes, we do nothing because we stay at our room since morning up till evening…"

In the same way, in the interview, Participant 2 said:

"…They always ask me to do things in the morning…"

Student 93 also spoke about her parents:

"…Sometimes the distraction comes from my own family such as we should do 2 tasks (online class and do household chores or babysitting) at the same time…"

Aside from the two demotivators, students also experienced miscommunication both with the lecturers and

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friends. A students admitted that she suffered from stress for a pretty long time due to the number of assignments and unclear schedule. Additionally, a student declared he had a lack of sleep. Finally, six students wrote 'lazy' as their demotivating factor.

DISCUSSION
Level of demotivation of Indonesian EFL learners

Based on the result of this study, it was disclosed that the level of Indonesia EFL learners during their home online English learning midst COVID-19 pandemic was 2.9. It is categorized as lowly demotivated which means students still felt motivated in learning English though they faced impromptu changes as well as challenges. In this current study, the students have been undergoing home online English learning for more than two semesters. They had experienced worse demotivation at the beginning of the online learning because they had not had enough experience and preparation to face the situation. Other issues that dropped their motivation were due to safety concerns, loneliness and stress (Besser et al., 2020). Lately, nonetheless, they could keep the motivation up and are still on their way to wholly get used to this kind of learning. This is not in line with Lamb (2007) that stated Indonesian learners were initially motivated to learn but their experiences of learning lowered their motivation over time.

This finding is also different from the study conducted by Budiman (2018) declaring that EFL learners' motivation in one of Indonesian private universities was moderate. The study claimed that students had balanced motivation both integrative and instrumental. Integrative motivation indicates desire to learn English because of the interest to its culture while instrumental is more on self-satisfaction to use English primarily to communicate with native speakers, search for information and material easily, and find a good job.

Another different result is shown by a study by Astuti (2003). It was reported that Indonesian EFL learners had low motivation. Two main demotivating factors affecting students' motivation were the teachers and the large classroom size. Nevertheless, the study was done in secondary level and focused more on motivation while this present study was about the other side of motivation and conducted at the university level.

Main demotivating factors

According to the result of the study, there are five main demotivating factors from the questionnaire and the interview which were synthesized from Sakai and Kikuchi (2009) and Farah (2020). The demotivators involved are: a) home online English learning environment, b) content and material, c) failure experience, d) teacher-related factors, and e) lack of intrinsic motivation.

Home online English learning environment
The current study exhibits that home online English learning environment as the most demotivating factor. There are 10 demotivator items under this theme with different demotivators. The students considered that lack of interaction was the strongest demotivator with the frequency of 78.9% (156 students) and 28 the students stated it in the open-ended questionnaire. Hence, social interactions in the class play a significant role in assisting learners to reflect their understanding, manage their thoughts and find gaps in the reasoning (Croft et al., 2010). This finding is supported by Sujarwo et al. (2020) who declared that classroom interaction made students understand the material better and more clearly. Their survey also revealed that 52.5% of the participants wanted to be back to campus to have face-to-face meetings right after the pandemic period. Likewise, Adnan et al. (2020) reported that 78.6% students agreed with the statement "face-

to-face contact with the instructor is necessary for learning". They also agreed that interaction through screen was ineffective because it provided limited explanation and discussion time with their lecturers and peers. Peers are highly influential for students because peer relation serves as key contexts for social, emotional and cognitive development (Gifford-Smith & Brownell, 2003).

In the second position, the demotivator that emerged under this theme was about the size of assignments and study hours with 66.2% (131 students). Students still highlighted this factor in open-ended questionnaire and interview. It showed that most of the students agreed that assignments increased as well as a study by Farah and Al-Bakry (2020) that considered this factor as the highest challenge to students. This factor might disengage students to the course and drove them to demotivation. Moreover, another study averred that the students suffered from increasing assignments (Atmojo & Nugroho, 2020). The assignments were more demotivating when the teachers did not provide clear instructions about what to do, how to do it and where they had to submit their works. In addition, lecturers must be able to notice disengagement, facilitate students with meaningful activities, and provide sufficient challenge, resources and feedback (Green, 2016).

Some of the students had problems with slow-speed connection because of their houses' location. In line with this, Famularsih (2020) reported that 70% of students experienced slow speed internet on students' mobile. Thus, WhatsApp was the most preferred application by the students (45%) since it took a bit of internet quota and did not require a long loading process. Furthermore, students can be mentally agitated regarding disruptions in internet connection, for instance load shedding and climate (Ferdous & Shifat, 2020). Furthermore, lack of quiet room to attend online classes was regarded to be

demotivating. About three-fifths (59.1%) students agreed that distractions often appeared midst their online class and it came from various sources specifically from people around them. As a consequence, they could not listen to the lecturers' explanations intently. This study is in contrast to the finding of Asma-Ul-Ferduous and Shifat (2020) who noted that the statement of "whether or not their home environment is suitable for online learning" equally got 41.3% in favor and against options. Similarly, a noisy home environment was confirmed as one of demotivational factors.

More than half (55.5%) of the students found out that lack of feedback could decrease their motivation. They pointed out that the absence of lecturers' feedback left them wondering whether they did it right. Lecturers' may offer quick general feedback so that students do not remember mistaken information. Though providing feedback might be time consuming for the teachers, according to Nunan (1999), giving feedback during the learning process was believed to be the most significant role that an instructor can assume. In the same way, Pakistani students improved their English language learning with the help of teachers' feedback (Nusrat et al., 2019). In addition, about half of the students (50.5%) revealed that distance learning mode lowered their outcome of courses with a practical side such as writing, TEFL and teaching practice. Physical restriction delimited their direct practice of their teaching skills so they felt less satisfied compared to face-to-face teaching practicum. On the contrary, Abdullah and Mirza (2020) reported that pre-service teachers in Pakistan experienced high satisfaction with their teaching practice, especially to the module and supervisors.

Content and material

The study revealed that content and material were in the second position. It means that most of the students acknowledged this theme as a strong factor to their gradual

motivation loss. This theme involved five demotivator items. Highest agreement went to the expectation to use grammatically correct English with 59.6% students. Aligned with it, Chinese students also agreed that content and material could pour demotivation (Chen, 2019). Students said that the textbooks were outdated and more importantly the skills covered within were rarely practiced in their real lives. On the other hand, Sakai and Kikuchi (2009) stated that this theme was demotivating especially for students with low motivation. It included 562 Japanese senior high school students. Contrary to this current study, Japanese students perceived grammar-focus lessons more demotivating than the other demotivators under this umbrella.

With a quite big gap with the first content and material factor, 45% agreed that passages in the course books were too long. It demotivated them in terms of reading media. Furthermore, 42.6% of students concurred that a great number of textbooks and supplementary reading were assigned. It is obligatory for students during their study-from-home to stay on screen and as a result of physical problems are inevitable. Octaberlina and Muslimin (2020) mentioned students' physical problems, specifically eye strain as one of three barriers during this learning mode. They also suggested to the instructor and students to have a break for every one hour to help them recover from their eye strain.

Failure experience

The third demotivating factor is students' failure experience. Inability to perform as well as their peers in tests was believed to result demotivation that comprised 37.9% students. The finding of this study supports Chong et al. (2019) that experience of failure is a notable internal demotivator. One of the participants said that her GPA decreased compared to her friends so she felt a bit inferior and kept wondering why this thing happened considering her maximum efforts to complete

all assignments. She pointed out it was closely related to her understanding at the beginning of home online learning. Nonetheless, three students in the open-ended questionnaire revealed that they benefited from home online learning since they did not have any problem with their scores, even the scores tended to improve.

Meanwhile, only 25.3% of the students acknowledged low scores on tests as a factor to demotivation. It can be concluded that this demotivator is not the strong one. However, this finding is in contrast to Soviana (2018) stating that failure experience was classified as a strong internal demotivation with 65% voices. It was explained that students were frustrated in learning English because they got low scores in almost all exercises. Also, students had demotivated before they studied in secondary schools due to failure in exams (Liu, 2020). Additionally, experience of failure was considered as the most potent demotivator.

Teacher-related factors

The finding of this study positions teacher-related factors in the fourth. From six demotivators under this theme, none got more than 50%. 42.2% of students agreed that lecturers' explanations were not easy to understand. One-way explanation and inappropriate lesson pace gained almost similar responses, 67 and 64 students. It can be inferred that students consider teachers as the least salient demotivating factor to their learning. This finding supports Mahmud (2019) findings where teachers were not demotivating among Malaysian university students. The result was attributed to Malaysian culture about respect to teachers as bearers of knowledge. On the contrary, lecturers as the key of learning and teaching could play a negative role in regards to teaching style with 66% of responses and teacher's personality with 33% (Zurriyati, 2018).

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However, 33 students in the open-ended questionnaire restated this issue as their other demotivating factors. They shared their experiences that it was closely related to other factors such as the material delivery method: synchronous and asynchronous. Though synchronous meetings provided more chances to quickly clarify problems, reduce isolation and escalate social presence or community (Lowenthal et al., 2020), asynchronous meetings were more dominant as the universities' pandemic regulations. Some students realized that lecturers also could not do many in accordance with the rules. Hence, it resulted in very minimal explanation from lecturers.

The result of this study contradicted the finding of Xie (2020) who declared that teacher-related factors were the most significant demotivator. The study mentioned teachers' competence, humor, preparation and behavior as contributors to Japanese students' demotivation. Gloria (2019) similarly declared that this theme was the strongest demotivator to most students in terms of too fast or too slow teachers' explanation. Moreover, Soviana (2018) confirmed that the strongest external demotivator was teachers in ways of teaching and managing the class.

Lack of intrinsic motivation

Not only triggered by external factors, demotivation is also induced by internal factors (Sakai & Kikuchi, 2009). However, their study highlighted that this factor was one of major demotivators and more demotivating for low-motivation students whereas the result of this present study showed low intrinsic motivation as the weakest demotivator among other main factors. All demotivators under this theme got less than 30%. Those demotivators are the loss of interest in English, the loss of goals to be English speakers, and the loss of understanding of the purpose of studying English. A student responded that he was lost from the beginning because he only

took English department without any purpose and it appeared to be worse along with this home online learning.

Other demotivating factors

Besides five main demotivating factors, this result of this study unwrapped other demotivators. Three themes appeared in the open-ended questionnaire namely lack of confidence, technical issues and students' personal issues. First, five students stated that during their home online learning they experienced lack of confidence in particular when live meetings were running. They preferred listening to the lecturers and their friends to speaking in the forum. Technical issues are also one of the reasons why they were not confident to utter their thoughts directly. Khusyabaroh et al (2018) similarly notes that 11% of Indonesian students lacked self-esteem. Students' shyness, though it was brought up by only several students, is worth being notified by teachers to promote students' self-esteem in participating in the class. What commonly happened in the class is that students lose their confidence as their peers make fun of mistakes they make (Soviana, 2018). Thus, it requires teachers' action to treat students' mistakes and encourage as well as motivate them.

Technical issues during this remote learning cannot be avoided as both teachers and students rely on electronic devices and electricity. The absence of Wi-fi obviously resulted more internet data on their smartphones which cost more. It was harder for students coming from poor financial backgrounds to afford mobile data. As a consequence, they felt left under emotional stress and demotivated (Wangdi et al., 2021). Students also felt disturbed when noise came from an unmute mic during a live meeting. They, in addition, would lose their motivation when it was blackout. Nothing can they do.

The last demotivator includes personal issues where unsupportive parents elicited 19 responses (9.6%). This issue is highly connected to house chores order. Parents thought that students did nothing but staring at phones or laptops for hours so they asked these students to do things. One said that she was asked to help their parents every morning though she had to do assignments. Another student said that she had to do two things at the same time, online class and babysitting. She felt that it was very demotivating since they could not fully concentrate on their studying. This issue also appeared in Wangdi et al. (2021) study showing that 23.4% students were relieved from household chores and farming works during this time. Nevertheless, most of the students were supported by their family to go through home online learning (Khusyabaroh et al., 2018). Other personal issues involved miscommunication with lecturers and peers, bearing stress, lack of sleep and laziness.

In short, Indonesian learners were categorized as lowly demotivated in this home online learning amid the COVID-19 pandemic. However, demotivation was still experienced and five main demotivating factors were found in this study: a) home online English learning environment, b) content and material, c) failure experience, d) teacher-related factors, and e) lack of intrinsic motivation. Unlike many previous studies, teacher-related factors were less demotivating but many students highlighted this issue in the open-ended questionnaire and interview. In comparison to previous studies, students also experienced internal factors such as losing their understanding of the purpose of studying English. Besides, motivation deficit was also triggered by other demotivating factors such as technical and personal issues. Also, unsupportive parents and household chores were two most found factors.

CONCLUSION

The overall objective of this study was to investigate the level of Indonesian students' demotivation and what factors demotivated them during their remote learning in the pandemic situation. The results of the study revealed that the Indonesian EFL learners were lowly demotivated in their home online English learning. Among the five main demotivating factors, the findings show that home online English learning environment is the strongest demotivator for Indonesian university students. They believe that lack of interaction with lecturers and friends makes them demotivated. Furthermore, their motivation lowers due to the increasing size of assignments and studying hours. A technical problem related to slow-speed internet connection is also perceived to be demotivating as they rely a lot on the internet to follow distance learning mode. The other demotivator themes are rated in order: content and material, failure experience, teacher-related-factors and lack of intrinsic motivation. Students also mentioned other additional demotivators namely lack of confidence, technical issues and personal issues.

Regardless of the low level of demotivation, English teachers should be aware of the factors that need to be controlled to maintain the low level of demotivation. For this purpose, the demotivating factors identified in this study should be considered by English teachers to anticipate the increase of the level of demotivation among EFL students.

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