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Motivation at English Language Training Program

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Abstract:

This study investigates the motivation of elementary school teachers participating in an online English language training program as part of a community service activity. The objective of this study was to offer practical suggestions for educators and aspiring researchers who are interested in understanding and enhancing learners' motivation in English language training. Conducted with 50 teachers from 18 schools in Surabaya and 2 schools in Jakarta, Indonesia, the research employed a descriptive method using questionnaires and in-depth interviews. The findings highlight the importance of intrinsic, extrinsic, and avoidance motives in learners' participation. Stakeholders' demands and the intention to stay current with modern trends were identified as significant factors influencing motivation. The study emphasizes understanding learners' motivation to determine the success or failure of online English learning, noting that motivation serves as the driving force for acquiring a second language. The research also explores the impact of Computer-Assisted Language Learning (CALL) systems on learners' motivation, noting their positive effects on interest, autonomy, and oral communication practice. The study aims to provide insights into the overall motivation of language learners, particularly in the context of CALL systems, to enhance language acquisition.

Keywords: English language training program, teachers as learners, training program, types of motivation.

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Introduction

In the Indonesian Independent Curriculum, English language is an optional subject that is offered based on the readiness of the educational unit. The regional governments need to facilitate the implementation of English language subjects, specifically by increasing teachers' competency. Moreover, education units that are not ready to offer English as an elective subject can integrate the content into other concepts or extracurricular activities by engaging the community, school committee, volunteers, and parental guidance (Kemendikbudristek, 2022). Meeting the criteria for superior school accreditation, which requires improvement in language lessons necessitates enhancing teachers' English language competence (Ardianto, Armansyah, and Prananjaya, 2023). In this context, community service learning as a requirement for higher education can help address the issue.

New instructional methods are evolving in higher education to respond effectively to current societal concerns. The initiatives that combine university education with socio-community development, physical and healthy attitudes, as well as social actions are among the recommendations (Giné-Garriga et al., 2019). Moreover, the contemporary growth of service learning is evident across a wide range of fields and educational levels, with several studies examining the effects. These initiatives are supported by various professionals and scholars, including representatives in the field of language teaching, particularly English as a foreign language (EFL) (Hooli et al., 2023). Learning EFL is very challenging for non-native learners, and various factors might contribute to low competence. Meanwhile, motivation is defined as "the process where goal-directed activity is instigated and sustained", and is widely considered as one of the most crucial factors in learning English (A. Mullen, 2013). According to (McDonough, 2003), learners' motivation is among the most significant factors influencing success or failure in learning language.

Motivation plays a crucial role in achieving success and acquiring English as a foreign or second language (L2). However, instilling motivation among learners can be a formidable challenge for educators (Cahyono, 2022). Maintaining learners' motivation poses a greater challenge in rural and suburban classrooms than metropolitan settings due to the limited access to English language resources in these areas (Hsu, 2019). Several studies have established a correlation between self-determined motivation and various educational achievements across different age groups, from early elementary school to college learners. According to (Deci et al., 2016), several studies (e.g., (Vallerand et al., 1991)) have shown a positive correlation between self-determined motivation for academic tasks and learners' retention rates. Specifically, learners with higher levels of self-determined motivation tended to persist in their educational pursuits compared to those with lower levels of self-determined motivation. In addition, (Chirkov and Ryan, 2001) established a connection between intrinsic motivation and autonomous types of extrinsic motivation, showing positive impact on academic achievement. This current study aimed to investigate learners' motivation in online English language training program, as part of the community service program at the trainer's university. Therefore, understanding learners' motivation is essential for determining the success or failure of online English learning.

Motivation

Motivation provides the primary impetus to initiate learning L2 and serves as the driving force to sustain the lengthy and often tedious learning process. All other factors included in L2 acquisition to some extent presuppose motivation. Without sufficient motivation, even the most talented learners cannot achieve long-term objectives, and

neither appropriate curriculum nor excellent teaching can ensure learners achievement (Dörnyei, 1998).

In the field of second language acquisition (SLA) study, particularly in the investigation of motivation, Gardner, a prominent figure, defined motivation by identifying four aspects. This includes an objective, effortful behaviour to achieve the objective, a desire to achieve the objective, and positive attitudes toward the objective (Budiana and Djuwari, 2018). Gardner (1997, cited in (Zoltan Dörnyei and Ema Ushioda, 2003)) described motivation as the effort-based 'engine' that determines the extent an individual works to acquire language out of desire, as well as the satisfaction experienced. More specifically, motivation comprises three components, namely motivational intensity, a desire to learn a language, and an attitude toward learning a language. According to Gardner, 'motivation' is a central mental 'engine' or 'energy centre' that includes effort, want/will (cognition), and task enjoyment (affect). These three components operate in unison, as a truly motivated individual exhibits all the components (Dörnyei, 2003).

Self-determination theory (SDT) differentiates between various types of motivation based on the objectives that drive an action. Intrinsic motivation refers to participating in an activity because it is intrinsically fascinating or enjoyable, while extrinsic motivation refers to engaging for a distinct solution. Intrinsic motivation is significant for educators as it is a natural source of learning and achievement that can be systematically stimulated or impeded by parent and teacher practices (Deci et al., 2016). Furthermore, intrinsic motivation involves engaging in an activity for the inherent gratification, rather than for some external reward. Being intrinsically motivated fosters actions based on enjoyment or challenge, rather than external pressures or rewards (Cahyono and Rahayu, 2020).

The majority of activities engaged in are not solely driven by intrinsic motives, although intrinsic motivation is important as a form of motivation (Deci et al., 2016). Extrinsic motivation arises when an individual engages in an activity to achieve a distinct objective. Extrinsic motivation also differs as it pertains to engaging in an activity primarily for the external rewards or benefits offered, rather than for the inherent pleasure (Dörnyei, 2003). Traditional school settings often foster extrinsic motivation, which "focuses learners on the material or monetary rewards of education rather than instilling an appreciation for creativity and for satisfying some of the fundamental drives for knowledge and exploration". In contrast, "an intrinsically oriented school can be transformed into a more positive, affirming environment" (Brown, 1981). Learners consequently develop an appreciation for love, intimacy, and respect for the wisdom of age (Dörnyei 1998).

Both intrinsic and extrinsic motivation can be identified in foreign language classrooms, regardless of variations in cultural beliefs or the attitudes of learners and teachers. Scholarly investigations on the motivation of foreign or L2 learners frequently use a conceptual differentiation between two forms of motivation, specifically instrumental and integrative (Brown, 1981). Gardner (1991) defined instrumental motivation as the act of acquiring a language due to the perceived practical benefits it may offer to learners, although with varying levels of clarity (Budiana and Djuwari, 2018). Table 1 presents this motivational dichotomy.

Table 1. Motivational Dichotomy

	Intrinsic	Extrinsic
Integrative	<i>L2 learner wishes to integrate with L2 culture (e.g., for immigration or marriage)</i>	Someone else wishes L2 learner to know L2 for integrative reason (e.g., Japanese Parents send kids to Japanese -language- school)
Instrumental	<i>L2 learner wishes to achieve goals utilizing L2 (e.g., for career)</i>	External power wants L2 learner to learn L2 (corporation sends Japanese businessman to U.S for language training)

Source: Brown (1981)

According to (Rudnova et al., 2023) whose study focused on determining the impact of academic motivation and alienation from learning on selecting an educational path shows a result that students with strong intrinsic and extrinsic motivation, regardless of their location, are encouraged to pursue higher education, whereas those who are primarily disengaged or detached from learning will likely pursue secondary vocational education. The impossibility of overcoming socio-economic barriers in university admissions.

Moreover, the study by (Gordeeva and Sychev, 2024) reveals how educational and motivational factors, along with gender and family environment, influence the academic success of Russian teens using data from PISA 2018 on reading skills. The research affirmed the significant role of motivational factors in reading comprehension, with reading involvement being shown as a beneficial indicator, and beliefs about intelligence were shown to negatively predict reading literacy competence. The conversation indicates that the data collected typically aligns with global data on factors influencing students' academic performance, according to PISA 2018.

In addition, for the first time, the needs for achieving success and avoiding failure were described by G. Murray. According to Murray, under the influence of the need to achieve success, a person strives to solve difficult problems, to maximize their ability to achieve success, self-sufficiency, compliance high standards, compete with others, and increase self-esteem by realizing their potential. The need to avoid failure is expressed in the desire to avoid humiliation, to get out of situations in advance that are fraught with insults, ridicule or a demonstration of indifference, and to refuse to take active actions because of fear of failure (Бычкова, 2011).

The study's by (Trapitsin et al., 2024) findings were collected from a group of educators in 4 high schools within a district in Saint Petersburg. They utilized techniques like "Motivational profile" and "Determining teachers' work activity motives", based on established methodology, tested research design, and data collection methods. The findings demonstrate that teachers across various schools exhibit comparable traits of preparedness for mentorship tasks, primarily influenced by their motivation levels, attitude towards mentoring, and comprehension of its significance and need.

Motivation for Computer-Assisted Language Learning (CALL)

A growing body of study has been devoted to understanding situated motivation, exploring the various aspects of context that influence learners' motivation. This includes examining the immediate and long-term motivational impacts of different forms of pedagogy. A subfield of this study has focused on how CALL systems can influence learners' motivation, both inside and outside the classroom (Lamb and Arisandy 2020). According to (Golonka et al., 2014) and (MacAro, Handley, and Catherine Walter, 2012), there is more evidence for CALL's positive effect on learners' motivation than for the

ability to accelerate language acquisition. Lamb identified four motivational benefits of using CALL systems in the classroom (Lamb, 2017):

1. CALL systems can increase learners' interest in classroom learning duties while validating their innate digital technology proficiency. According to (Kukulska-Hulme and Olga Viberg, 2018), the use of mobile devices such as smartphones and iPads in language classrooms produces "positive effects in terms of learners' attitudes, enthusiasm, engagement, and mutual encouragement" (p. 214).
2. By promoting learners' autonomy and individualization, CALL systems can increase the long-term motivation of language learners. For instance, Illic (2015) showed how collaborative activities using mobile phones could motivate learners to complete assignments (Peter Illic, 2015).
3. CALL systems can indirectly increase learners' L2 motivation by providing more opportunities for oral communication practice, specifically through videoconferencing or online gaming. These platforms reduce the likelihood of learners to feel uneasy or embarrassed when speaking in L2 (Placeholder1) (Placeholder1)(Peter Illic, 2015).
4. CALL systems help learners construct identities as L2 users, partly through the self-confidence that results from successful L2 communication (as in previous point), and partly through the opportunities online platforms provide "to experiment with new and alternative identities and modes of self-presentation without posing a threat to learners' actual identities and private selves" (Ema Ushioda, 2012).

The body of evidence supported the notion that CALL systems generally had a favorable influence on learners' motivation, even after the early novelty effects diminished. However, scholars contended that several previous studies in this field lacked the necessary theoretical and methodological rigor (Bodnar et al., 2016). These studies were often considered supplementary components, such as attitude surveys or retrospective interviews with learners, in broader investigations focused on the effects on language development. A potential avenue for improvement involves increasing the utilization of L2 Motivational Self System (L2MSS) by study experts in the field of CALL. This framework can provide valuable insights into the overall motivation of language learners by examining their future self-guides and establishing connections with specific motives for engaging in technology-mediated language study. By considering contextualized motivation for engaging in technological learning, learners can focus on the utilization of technology as a means of studying. This current study investigated learners' motivation for learning English through two research questions: What types of motivation do learners in English language training programs have for learning English?

Methods

Research Design

A case study method was used due to the constrained timeframe. A case study refers to a particular occurrence often used to exemplify a broader principle, involving the examination of a specific instance in action. Furthermore, a qualitative method known as descriptive analysis was used due to the ability to provide a qualitative description of results. Data triangulation was carried out through the interviews to improve the qualitative validity of results (Davison and Smith, 2018). This case study also using descriptive statistic in analysing the data.

The English language training in the community service program followed a structured format, consisting of a 60-minute session every week, done over a period of 4 weeks. The training was conducted online to fit the schedules of all participants and the trainer. Elementary school teachers, who were learners, participated in English training

via zoom, where they listened to the trainer's material and subsequently engaged in English speaking practice. As a result of limited time, the speaking tasks were submitted electronically via a WhatsApp group. Prior to each upcoming meeting in the following week, learners autonomously submitted speaking tasks in the WhatsApp group using Voice Notes. The trainer conducted a thorough review and issued a reminder to learners regarding the timely submission of work, particularly for those who failed to submit by the designated deadline.

Participants

This study examined the motivation of learners participating in English language training within a community service program. The program was administered remotely to a cohort of 50 educators from 18 schools in Surabaya and 2 schools in Jakarta. The educators originate from SDN Putat Jaya IV/380 Surabaya, Playhouse Academy Jakarta, National High Jakarta, SDN BANYU URIP VI/367 Surabaya, SDI Darut Taqwa Surabaya, Singapore National Academy Surabaya, Surabaya Intercultural School, KB-TK Islam Al Azhar 15 Surabaya, SD Muhammadiyah 3 Pandaan, TK ICC Jakarta, Albata School Surabaya, SDN Sawunggaling VII, SDN KEPUTRAN I/332, SDN Wonokusumo 1/40, SDN NGAGELREJO I, SD Islam Isyhar, MA WI Kebarongan, and SD Juara Surabaya. Eight participants are teachers at SD Juara Surabaya. SD Juara is part of a social-based national network of 22 schools under the auspices of *Yayasan Indonesia Juara*, an education partner of the philanthropic institution *Rumah Zakat* (Donation House). *Rumah Zakat* is a national charitable organization in Indonesia that manages donations and charity through integrated programs in education, health, economics, and the environment. In addition, questionnaires were employed and interviews were carried out with students in online English courses. The majority of teachers have experience teaching multiple grade levels, including 1st and 2nd grades, with teaching tenures ranging from 2 to 14 years. The majority of teachers, accounting for 90% of the total, are women. Specifically, there are 45 female teachers, while the remaining 10% consists of 5 male teachers. Their age spans from 22 to 42 years old. Most female teachers fall between the age range of 35 to 40 years. Table 2 displays the demographic information.

Table 2. Participants Demography

Age	Frequency		Total
	Male	Female	
20-24	0	6	6
25-30	0	13	13
30-34	2	3	5
35-40	3	16	19
40-45	0	7	7
Total	5	45	50

Data Collection

The survey was constructed and distributed using Google Forms. The choice of this medium was made to efficiently collect substantial information within a limited timeframe and to provide learners with the opportunity to carefully contemplate their responses. Several learners were interviewed following the analysis of data obtained from Google Forms. In order to overcome language barriers and cater to the different levels of English proficiency among learners, all questionnaire items (Appendix A) and interview questions (Appendix B) were translated into Bahasa Indonesia, the official

language of the country. The gathered data were subsequently converted into English. The interview questions are displayed in the appendix. The interviews were performed in person, with participants chosen based on their questionnaire replies and agreement to be interviewed. A Likert scale ranging from 1 to 5 was employed, with 1 indicating strong disagreement and 5 indicating strong agreement. The first through third teachers were chosen for interview based on their responses falling within the range of 1 to 3 on the scale, while the fourth teacher was picked based on their responses falling within the range of 4 to 5.

Data Analysis

The replies from the questionnaire were analysed to ascertain the level of support or resistance towards the offered claims. The data is examined using descriptive statistics. The frequency of learners who indicated agreement or disagreement with each statement was tallied. In addition, the replies were categorised using a scale that ranged from strong agreement to strong dissent. A questionnaire was given to the learners in order to collect data on their motivation for enrolling in the online English language training program performed on Zoom. The reactions were then categorised into intrinsic, extrinsic, and avoidance reasons.

A subset of learners was chosen for comprehensive interviews to investigate their tendency towards attaining expertise in an online English course and to identify any obstacles encountered during the learning journey. Participants were also asked to express their viewpoints and anticipations on the process of acquiring English language skills. The interview results were classified into two categories: intrinsic and extrinsic reasons. Learners were then asked to provide explanations for the underlying elements that influenced their impression.

Results and Discussion

Findings

This study focuses on the responses to the questionnaire regarding learners' motivation in online English Training.

Statistic Result

Table 3. Statistic result

Descriptive	Score
N	50
Modus	68
Median	76
Average	76
Maximum	100
Minimum	46
Variance	83
Standard Deviation	9

The statistical analysis of the data reveals a range of key metrics. With a total of 50 data points, the modus (most frequent score) is 68, indicating that this score appears most often. The median score is 76, signifying that half of the data points are above and half are below this value. The average score is also 76, suggesting a balanced distribution

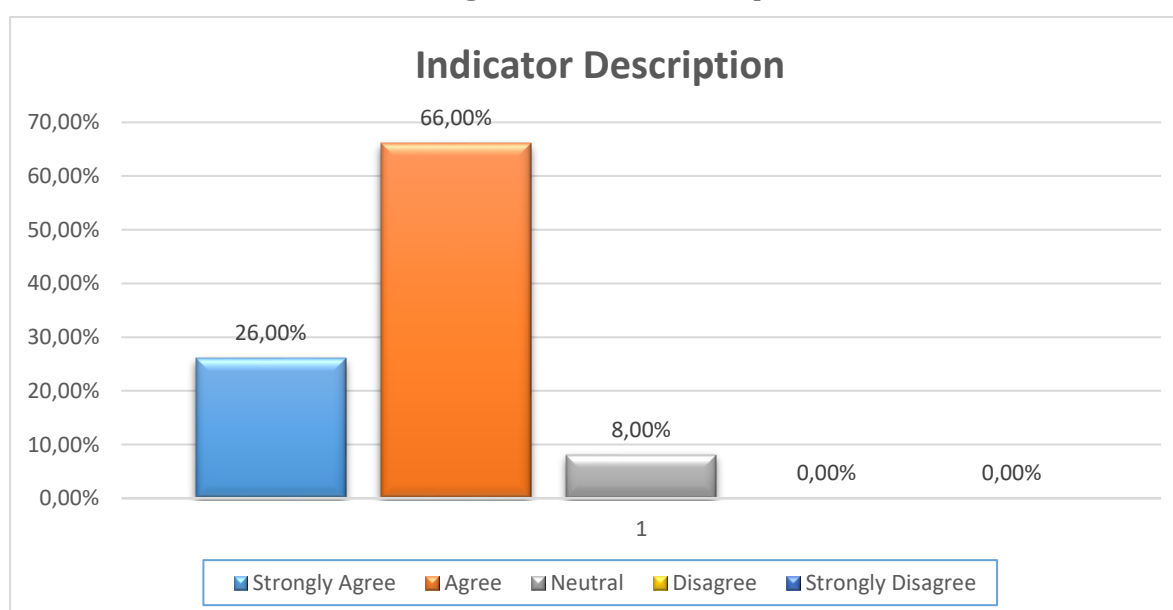
around this central point. The maximum score is 100, while the minimum score is 46, showcasing the full range of possible values. The variance is 83, and the standard deviation is 9, both indicating a moderate level of dispersion around the mean.

Table 3.1 Indicator Description

Score Range	Category	Frequency	Percentage
81.25-100	Strongly Agree	13	26%
62.49 – 81.24	Agree	33	66%
43.73 – 62.48	Neutral	4	8%
25-43.72	Disagree	0	0
0 – 24	Strongly Disagree	0	0
Total		50	100%

Table 3.1 describes the score range, its frequency and its percentage. There are five categories, those are ranges from strongly disagree to strongly agree. The survey results show a clear consensus among the participants, with 66% of the 50 respondents falling into the "Agree" category. This is further supported by the 26% who strongly agreed, indicating a strong level of support for the statement. Additionally, 8% of the participants were neutral, while no one disagreed or strongly disagreed. This distribution highlights a significant majority of agreement and a notable group of strong supporters, with a smaller but still present neutral group. The data can be seen in the Figure 1.

Figure 1. Indicator Graph



Learners' Intrinsic Motivation Based on Questionnaire Result

Data were collected from individuals who had completed the questionnaire. This study did not discriminate participants based on gender, as both male and female genders were valued equally. Moreover, the participants were learners who completed a questionnaire regarding their motivation in online English language training. A closed-ended questionnaire with a Likert scale was specifically used. The graph below shows learners' responses to each type of motivation.

Table 4. Learners' Intrinsic Motivation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
I like English	4%	4%	18%	30%	44%	100%
I want to communicate in English with students and colleagues	-	2%	2%	28%	68%	100%
I would like to use English that I have learned	-	4%	8%	30%	58%	100%
I think communicating in English is important in the present era	-	2%	4%	24%	70%	100%

The initial four questions were focused around intrinsic motivation. The survey indicated that the majority of learners, namely elementary school teachers, exhibited genuine interest towards online English learning. The initial inquiry sought to determine the preference of learners towards the English language. Among a group of 50 learners, only 4% expressed a strong disagreement, 4% disagreed, 18% remained neutral, 30% agreed, and 44% strongly agreed. The second item asked if learners desire to engage in English communication with colleagues and pupils. Of the respondents, 68% strongly agreed, 28% agreed, 2% were neutral, and 2% disagreed. The final item asked if learners would wish to apply the English they have acquired. Among the respondents, 58% strongly agreed, 30% agreed, 8% were neutral, and 4% disagreed. In the fourth statement, respondents were asked about the importance of communicating in English in the present day. The results, as displayed in Table 4, indicate that 70% strongly agree, 24% agree, 4% are indifferent, and 2% disagree.

The initial form of motivation among English learners was intrinsic. Over 50% of the participants expressed a preference for English, while 100% indicated a desire to speak in English with their colleagues. Additionally, 80% expressed an interest in utilising the English language skills they had acquired, and 100% acknowledged the importance of English communication in the current day. The study revealed that a significant proportion of learners possessed inherent motivation to engage in online English training. This form of motivation is fuelled by own interests and aspirations, as opposed to external influences. The survey findings indicated that 62.5% of the participants expressed a strong preference for English, while 100% expressed a desire to engage in English communication with their coworkers. Furthermore, a significant majority of learners, specifically 80%, expressed a desire to apply the English language skills they had acquired. Additionally, a unanimous consensus of 100% of learners acknowledged the significance of English communication in the current period. The findings suggest that learners were driven by their intrinsic curiosity about the topic matter and its tangible real-world relevance.

Learners Avoidance Motivation

Table 5. Learners` Avoidance Motivation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
I feel nervous when I am answering questions in English class	22%	10%	32%	22%	14%	100%
I feel worried when colleagues in my English class communicate better	22%	18%	22%	26%	12%	100%
I always feel anxious in English class	28%	18%	32%	12%	10%	100%

Statement 8 enquired about the learners' reactions to the assertions about their feelings of fear and anxiety during English class. The question was whether their responses were as follows: 22% of respondents expressed strong disagreement, 10% expressed disagreement, 32% had a moderate stance, 22% expressed agreement, and 14% strongly agreed. Question 9 asked about the level of anxiety experienced by learners when their colleagues effectively communicate in English class. Of the respondents, 22% strongly disagreed, 17% agreed, 2% were neutral, 26% agreed, and 12% strongly disagreed. The concluding statement enquired about the consistent presence of anxiety among learners in English class. Of the respondents, 10% strongly agreed, 12% agreed, 32% remained neutral, 18% disagreed, and 25% strongly disagreed. Table 5 displays the data summary.

Learners` Extrinsic Motivation Based on Questionnaire Result

Questions 5 to 10 addressed learners' extrinsic motivation. The data summary is presented in Table 6.

Table 6. Learners` Extrinsic Motivation

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
The supervisor or the stakeholder where I teach think learning English is important	-	6%	6%	30%	58%	100%
I think communicating in	4 %	6 %	8%	18%	64%	100%

English helps me improve my career I learn English because it is a demand from stakeholders' at the place I am working, consider English is very important to be learned	14%	22%	26%	22%	16%	100%
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Questions 5 to 7 focused on learners' external motivation. Statement 5 asked for the opinions of supervisors or stakeholders regarding the importance of learning English. The data revealed that 58% of learners expressed strong agreement, while 30% expressed agreement. Additionally, 6% of learners remained neutral, while another 6% expressed disagreement. Statement 6 enquired about whether learning began as a result of employment demand. Of the respondents, 64% strongly agreed, 18% agreed, 8% were neutral, 6% disagreed, and 4% strongly disagreed. Statement 7 enquired about whether learning began as a result of employment demand. Of the respondents, 16% strongly agreed, 22% agreed, 26% were indifferent, 22% disagreed, and 14% strongly disagreed.

The second type of learners' motivation in learning English was classified as extrinsic. Almost all participants (almost 100%) acknowledged the significance of English as perceived by their supervisors or stakeholders, while around 90% expressed their willingness to learn English in response to the workplace's needs. Roughly half of the participants expressed uncertainty about feeling worried during English class, while the other half disagreed with feeling anxious when their colleagues converse more successfully in English. The majority expressed dissent about experiencing anxiety in English class.

Conversely, extrinsic motivation is influenced by external stimuli like as incentives, acknowledgement, or societal expectations. The survey findings indicated that learners were driven by external considerations, such as employment requirements and the acknowledgement of English's significance in the professional sphere. For example, a significant majority of learners (62.5%) expressed a strong agreement that their supervisors or stakeholders recognised the importance of learning English. Additionally, half of the learners (50%) agreed that they acquired English skills in response to the workplace's demand. These findings indicate that learners were driven by the imperative to fulfil their employers' expectations and the indispensability of English in their professional trajectories.

Analysis

The study's findings highlight the significance of both intrinsic and extrinsic motivations, as well as avoidance reasons, in learners' engagement in online English training. Learners' intrinsic motivation was fueled by their personal fascination with the subject matter and its tangible real-world uses. Extrinsic motivation was influenced by external variables, such as employment requirements and the acknowledgment of English's significance in the professional realm. The survey findings revealed a noteworthy level of inherent motivation among learners to engage in online English programs. Roughly 73% of the participants showed a favourable inclination towards the English language, while 18% remained neutral, and a mere 8% had a negative perspective

on the matter. Furthermore, every participant reported a keen interest in actively participating in English conversation with both fellow students and colleagues. 96% of the participants expressed a preference for using the English language that they had learned, while 4% had a different viewpoint. Every student generally acknowledged the significance of English communication in the current era. The findings indicate that learners' motivation to participate in online English training is influenced by both personal interest and external influences. The results were consistent with a previous study (Cahyono, 2022) that discovered a significant link between learners' attitudes towards language acquisition and their performance. Moreover, interviews and open-ended surveys revealed that learners exhibited the highest level of motivation when assigned composition tasks. The educators employed Google Classroom, YouTube, and WhatsApp as instructional mediums.

The data also suggests a mixed sentiment among learners regarding their anxiety levels in English class. This is supported by (Бычарова, 2011) who stated that G. Murray described the need to achieve success and avoid failure. According to Murray, the need to achieve success drives individuals to solve difficult problems, maximize their ability to succeed, strive for self-sufficiency, adhere to high standards, compete with others, and increase their self-esteem by realizing their potential. Conversely, the need to avoid failure is expressed in the desire to avoid humiliation, extricate oneself from situations that may lead to insults, ridicule, or indifference, and refrain from taking active actions due to the fear of failure.

The report highlighted that learners were predominantly driven to enroll in online English lessons due to external factors. Participants acknowledged the importance of having a high level of English language skills, as seen by their bosses or stakeholders in their workplace. Around 82% of learners held the belief that having a high level of English proficiency could improve their chances of success in their careers. Nevertheless, 8% of the individuals expressed apathy towards this concept, and an additional 10% held a contrary opinion. Out of the respondents, 38% agreed to study English because of external demands, while 36% disapproved and only 26% remained indifferent. The results indicate that learners' motivation to study English is influenced by external influences, particularly their perception of the significance of English competence for career progression. The findings were corroborated by (Budiana and Djuwari, 2018) which indicated that 108 business college students recognized adherence to the national education system as the principal incentive for pursuing English studies.

According to the interview, most learners, who were mainly teachers, stated that they had been studying English for about 8 years. Their introduction to the English language often commenced at the age of 14, during their attendance at junior high school. One participant reported commencing their involvement as early as the 3rd grade of elementary school, while facing constraints due to their remote geographical location. The learners reported significant satisfaction and derived substantial benefit from the online English training program. The feedback received suggested that the training was captivating, pleasurable, extremely advantageous, and specifically pertinent to the present educational requirements of both teachers and educational staff members. The tool also aided in evaluating English language proficiency, which was deemed to be lower than the intended standard. This revelation acted as a catalyst for maintaining a consistent commitment to ongoing learning. The participants found the program to be a valuable tool for improving their English skills, which was essential for their professional development. The results were supported by (Lamb and Arisandy, 2020), stating that CALL could indirectly increase learners' motivation by providing more opportunities for oral communication practice, specifically through videoconferencing or online gaming.

As a result, learners were less likely to feel uneasy or embarrassed when communicating in L2. Another reason for joining online training was to improve English skill, due to job demand. This was consistent with (Brown, 1981) stating that extrinsic motivation could be driven by external forces (such as a corporation sending a Japanese businessman to U.S for language training). The study's findings align with previous research that has consistently demonstrated a strong correlation between learners' attitudes toward acquiring a language and their performance. This correlation suggests that learners' attitudes significantly impact their ability to learn and retain new language skills. The study also underscores the importance of considering both intrinsic and extrinsic motivations when designing language learning programs. Intrinsic motivations, such as personal interest and enjoyment, are crucial for fostering a positive and engaging learning environment. Extrinsic motivations, such as job demands or educational requirements, can also be powerful drivers of language learning. However, it is essential to balance these motivations to create a comprehensive and effective learning program. By considering both types of motivations, language learning programs can be designed to better meet the diverse needs and goals of learners. This approach can lead to improved language proficiency, enhanced confidence, and increased motivation among learners.

Conclusion

The study on learners' motivation in an online English language training program for elementary school teachers in Indonesia reveals significant insights into the factors influencing their motivation. The quantitative data analysis indicates that the primary motivation for learning English among the teachers is the demand for English in the workplace. This is supported by the fact that most learners agreed to study English because it was demanded in their profession, with a strong agreement score of 68 out of 100 (Table 6). The data also shows that stakeholders' demand and the intention to stay current with modern trends are significant factors influencing learners' motivation. This is evident from the high average score of 76, indicating a strong inclination towards these factors. The standard deviation of 9 suggests a moderate level of variation among the responses, indicating that while most learners are motivated by workplace demands, there is a range of opinions on the importance of staying current with modern trends. In conclusion, the quantitative data analysis highlights the critical role of workplace demands and the need to stay current with modern trends in motivating elementary school teachers to learn English.

This study aimed to provide practical recommendations for educators and prospective scholars interested in learners' motivation in English training. Moreover, it represented a substantial advancement in comprehending the crucial role of motivation in English teaching and learning process. By incorporating current psychology and education theories, this study conducted an in-depth investigation of the topic. The objective was not only to contribute to the collective knowledge of learners' motivation in English training but also to offer practical guidance to institutions and educators interested in utilizing technology to generate effective and novel learning environments.

The study's findings have several implications for language learning programs. Firstly, they suggest that learners are motivated by both intrinsic and extrinsic factors and that programs should be designed to cater to both types of motivation. Secondly, the study highlights the importance of considering learners' personal interests and needs when designing programs. Finally, the study suggests that programs should be designed to provide learners with opportunities to use English in practical and meaningful ways.

The primary focus was on elementary school teachers' motivation in online English learning, although the limited number of learners hindered the generalizability of the quantitative results. Therefore, the results obtained might not comprehensively reflect the extent of learners' motivation toward alternative methods of online English learning. Future studies were recommended to adopt a combination of quantitative and qualitative methodologies with a larger sample. The method could provide valuable insights into individuals' motivation for engaging in online English learning.

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