

## AN ANALYSIS OF THE STUDENTS' MOTIVATION TOWARD ENGLISH LEARNING IN ONLINE CLASSES

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**Abstract.** The purpose of this research is to describe the students' motivation toward English learning in online classes and investigate the types of motivation of the students. The data in this study were collected through questionnaires and interviews. The participants in this study were 125 students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021, REG A and PPAPK class. The research findings revealed, that most of the students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021 have a high level of motivation toward English learning in online classes on both types of motivation, intrinsic and extrinsic. The research findings showed that 94% of students are categorized as students with a high level of motivation, and the other 6% are categorized as students with a low level of motivation. Specifically, students are more extrinsically motivated than intrinsically with a total mean score for

extrinsic motivation is 2.95 and for intrinsic motivation is 2.57. Several factors were found to influence students to have extrinsic and intrinsic motivation such as cost-effectiveness, accessibility, environment, career, facility, confidence, personal enjoyment, need, and preference. The findings of this research suggest pedagogical implications.

### INTRODUCTION

In this digital 4.0 era, almost all activities of human life rely heavily on technology (Widana, 2020). The use of technology in education has been implemented by Universitas Tanjungpura, especially when the COVID-19 virus spread in the campus environment, which required learning activities to be carried out online. This has transformed teaching and learning activities and face-to-face learning in the classroom into distance learning, which has been implemented in various schools and universities (Rahardjo & Pertiwi, 2020). However, after the COVID-19 pandemic has passed, online classes or blended learning are still being carried out by several Universitas Tanjungpura lecturers and students using applications that support synchronous meetings, such as Google Meet and Zoom. In addition, for learning media, lecturers and students used E-Learning Universitas Tanjungpura (online-based learning media for the Universitas Tanjungpura academic community) and Google Classroom.

The differences in learning activities may have advantages and disadvantages for students (Purnadewi & Widana, 2023). For the advantages, online learning provides opportunities for students to explore more deeply the use of digital media and applications for online learning as well as improve their soft skills such as editing, creativity, communication, adaptability, and so on (Sumandya et al., 2023). Besides that, students can have more study time than usual and can study without being limited by place and time. On the other hand, online learning also has disadvantages. Students stated that online learning has caused them some health problems such as fatigue, headache, or fever due to too many tasks to be completed in a short time. In addition, some students experience visual impairment due to staring at a computer screen or cell phone for too long during online classes (Gustiani, 2020). Additionally, due to the teacher's limited involvement with the class, students had problems understanding the teacher's explanations, comprehending the course material, finding the learning environment boring, and having trouble completing their assignments (Suhartina et al., 2022).

Apart from these advantages and disadvantages, students who are motivated to learn will still be willing to take part in online classes. Students must have the abilities of independent learners who are well motivated and can control their learning online because online learning differs slightly from traditional instruction in the classroom (Bach et al., 2007). However, online learning activities during the pandemic are reported to have caused a lack of motivation for some students to study, while others were highly motivated (Gustiani, 2020).

Motivation is the urge that exists within an individual to take action or show behavior in order to achieve goals. Motivation plays an important role in the process of achieving a goal because by having strong motivation, a person can achieve his or her goals with enthusiasm and willingness to do so. This is in line with the opinion of Masgoret and Gardner (2003) who state that motivated people will expend effort, show persistence, pay attention to the task at hand, have goals, desires, and aspirations, and then enjoy the activity, experience reinforcement from success and disappointment from failure, make attributions about success and failure, are aroused, and will use strategies to help themselves achieve their goals. Thus, motivation is an important factor determining people's success in learning a second or foreign language (Dörnyei & Csizér, 1998).

Motivation is divided into two types, namely Intrinsic and Extrinsic (Widana et al., 2019). Intrinsic motivation is a desire that exists within an individual without being influenced by any external factors such as benefit, pressure, reward, and others. Intrinsic motivation refers to a person's desire to undertake and participate in specific activities because they are appealing and enjoyable to them (Susanto, 2018). Intrinsic motivation comes from internal aspects such as a child's inherent sense of inquiry, desire, self-confidence, and enjoyment when accomplishing a task motivates them (Subakthiasih & Putri, 2020). On the other hand, extrinsic motivation is activities carried out by an individual in order to achieve a certain goal such as scores, rewards, gifts, and others. Extrinsic motivation is the desire to accomplish a job or engage in an activity as a strategy to achieve a goal (Susanto, 2018).

Many studies have been conducted in the field of student motivation toward learning English. As research has been done by Suhartina et al., (2022). In their research, they investigated the impact of the online class on vocational high school students in learning English and the level of students' motivation in learning English during the online class. The

research findings show the negative and positive impacts of online classes and also reveal that online classes did not significantly change the level of students' motivation to learn English. A similar study was also conducted by [Subakthiasih and Putri \(2020\)](#). In their research, they analyzed the motivation of the first semester of English students at the Faculty of Foreign Language, Mahasaraswati Denpasar University in studying English during the COVID-19 pandemic using a questionnaire. Their research findings show that during the COVID-19 pandemic, students were more intrinsically motivated to study English than extrinsically motivated. Another research was also carried out by [Gustiani \(2020\)](#). In her research, she analyzed the motivation of the students at the English Department of Sriwijaya Polytechnic toward online learning during the COVID-19 pandemic. From this study, the research findings show that both types of motivation (intrinsic and extrinsic) influence students' online learning at the English Department of Sriwijaya Polytechnic.

Referring to the digital era 4.0, the implementation of the learning process at Universitas Tanjungpura includes several methods, and some of them are e-learning and blended learning (Pedoman Akademik FKIP Universitas Tanjungpura 2021/2022). In addition, the curriculum used in the learning process at Universitas Tanjungpura integrates e-learning (Pedoman Akademik Universitas Tanjungpura 2022/2023). On the other hand, since COVID-19 spread in Indonesia, Universitas Tanjungpura has also implemented online classes for lecturers and students. The COVID-19 outbreak has caused a significant transition from conventional to online classes within the education sector. The amount of pupils' motivation to learn English may be affected by this condition ([Suhartina et al., 2022](#)).

Therefore, due to the situation experienced by the students of the English Language Education Study Program batch 2020 and 2021 who are still carrying out blended learning for several courses, this research needs to be conducted to describe the students' motivation toward English learning in online classes and investigate the types of motivation of the students. The differences in the learning system in offline and online classes might affect their motivation to learn English. Thus, this research has focused on investigating and describing the students' motivation toward English learning in online classes of the students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021. This research has been conducted using a quantitative approach with a descriptive study method. The data in this study were collected through a questionnaire and interview created based on the information contained in the book *Excellent Online Teaching* by [Rennell \(2020\)](#).

## **METHOD**

This study used a quantitative approach with a survey research design and a descriptive study method. [Gay et al., \(2012\)](#) argue that “Quantitative research approaches are applied to describe current conditions, investigate relations, and study cause-effect phenomena”. In addition, a survey design analyzes a sample of a population to provide a quantitative description of trends, attitudes, and views, or to test for correlations among variables in that population ([Creswell & Creswell, 2018](#)). Moreover, a descriptive study aims to present a clear description of the situation or characteristics of a condition or situation ([Johnson & Christensen, 2020](#)).

The participants in this study were 125 students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021, Regular A class and PPAPK class. The data was collected through a questionnaire and an interview. The questionnaire was in

the form of 20 structured items. According to Gay et al., (2012), “Structured items (also called closed-ended items) require a respondent to choose among the provided response options (e.g., by circling a letter, checking a list, or numbering preferences)” (p. 186). Furthermore, according to Mackey and Gass (2022), an interview is beneficial for researching language learning motivations. For the interview, the researcher conducted a semi-structured interview with 10 students.

The data analysis in this study used descriptive statistics for quantitative data from the questionnaire and thematic analysis for qualitative data from the interview. Statistics is simply a set of procedures for describing, synthesizing, analyzing, and interpreting quantitative data (Gay et al., 2012). In addition, according to Johnson and Christensen (2020), thematic analysis is the most popular type of qualitative data analysis for identifying themes in research findings. Therefore, to analyze the quantitative data, the researcher followed the following steps: 1) scored the raw data to numerical data using the Likert scale; 2) calculated the data (mean, standard deviation, and percentage); 3) interpreted the data; and 4) described the data. The data were analyzed using the Excel program with a four-point Likert scale to measure the level and type of students’ motivation toward English learning. Each option in the questionnaire was scored as follows:

**Table 1.** Questionnaire Scoring System

Score	Optional
4.00	Strongly Agree
3.00	Agree
2.00	Disagree
1.00	Strongly Disagree

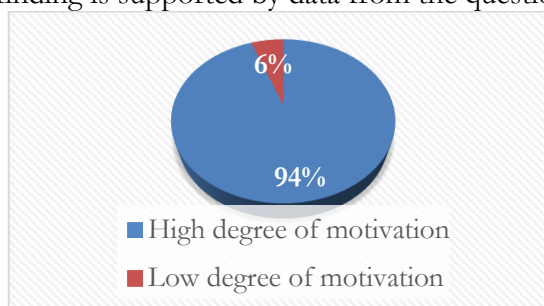
The scale used in the questionnaire to determine the level of agreement or disagreement of the respondents based on the following criteria:

**Table 2.** Mean Range for Motivational Level

Mean Range	Motivational Level
2.01 – 4.00	High level of motivation
1.00 – 2.00	Low level of motivation

## RESULTS AND DISCUSSION

Most of the students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021 have a high level of motivation toward English learning in online classes. This finding is supported by data from the questionnaire.



**Image 1.** The Percentages of the Students’ Motivation Toward English Learning in Online Classes

The pie chart above shows the percentage of the student's motivation toward English learning in online classes. Based on the data in the pie chart above, 94% of students can be categorized as students who have a high level of motivation. In contrast, only 6% of students can be categorized as students who have a low level of motivation.

Furthermore, the findings have revealed that most of the students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021 have a high level of motivation towards learning English in online classes on both types of motivation, intrinsic and extrinsic. However, the data from the research findings show that students are more extrinsically motivated than intrinsically. It can be seen clearly in the table below which shows a comparison between intrinsic and extrinsic motivation, where extrinsic motivation has a higher mean score than intrinsic motivation.

**Table 3.** The Comparison between Intrinsic and Extrinsic Motivation

Motivation	Mean	Standard Deviation	Level of Motivation
Intrinsic Motivation	2.57	0.74	High
Extrinsic Motivation	2.95	0.72	High
Total	2.76	0.73	High

Moreover, the following tables present the results of a questionnaire from respondents who have answered 20 statements about intrinsic and extrinsic motivation, which also presents their mean scores, standard deviation, and motivational level which can be used for further explanation.

**Table 4.** Intrinsic Motivation

No	Motivation	Mean	Standard Deviation	Level of Motivation
1	I am more motivated to learn English in online classes because I am an introverted person, so I do not have to meet many people face to face.	2.28	0.80	High
2	I am more motivated to learn English in online classes because I can attend classes from anywhere (home, office, etc.)	3.06	0.73	High
3	I am more motivated to learn English in online classes because I feel more confident when speaking English in online classes, so I can speak English more relaxed and not nervous.	2.66	0.81	High
4	I am more motivated to learn English in online classes because online classes allow me to communicate with lecturers and friends without having to meet in person.	2.44	0.77	High
5	I am more motivated to learn English in online classes because online classes allow me to have better time management, so I could have more time to study and do other things.	2.90	0.73	High
6	I am more motivated to learn English in online classes because online classes can be adapted to my needs and interests.	2.66	0.71	High
7	I am more motivated to learn English in online classes because online classes are the learning mode that I like the most compared to other learning modes.	2.43	0.73	High
8	I am more motivated to learn English in online classes because most of the materials and learning media in online classes are more interesting, such as using video and audio.	2.76	0.76	High

No	Motivation	Mean	Standard Deviation	Level of Motivation
9	I am more motivated to learn English in online classes because, in my opinion, online classes can give me a more memorable English learning experience.	2.21	0.70	High
10	I am more motivated to learn English in online classes because online classes are very dynamic in terms of interaction and variations, which suits my personality perfectly.	2.33	0.66	High
Total		2.57	0.74	High

Table 4. above reveals the results of the questionnaire related to students' intrinsic motivation toward English learning in online classes. According to the data presented in the table above, the total mean score for intrinsic motivation is 2.57 which can be interpreted as high motivation. Furthermore, each of the statements regarding intrinsic motivation from numbers 1 to 10 also got similar results. Each statement for intrinsic motivation gets a score above 2.01, which can be interpreted as high motivation.

Intrinsic motivation refers to the desire that exists within an individual to carry out and participate in certain activities due to several internal factors. The first is confidence. In terms of self-confidence for statement number 3, 47.2% of students chose Agree, which means that almost half of the total 125 participants agreed to learn English in online classes because they felt more confident when speaking English in online classes, so they can speak English more relaxed and not nervous. The interview result confirmed this finding:

*"In offline class, there are a lot of people, and sometimes I have a lack of vocabulary that makes me nervous. So, I feel more confident when speaking English in online classes because I only speak in front of a laptop or handphone, so I feel more relaxed and under less pressure. (P86)"*

Student's confidence when speaking English in class can be created from a comfortable and secure classroom atmosphere. One of the reasons students have intrinsic motivation is because they feel confident when speaking English and they feel it is okay if they make mistakes when speaking English in online classes (Novariana, 2021). This implies that students prefer to speak English in online classes because they do not meet face-to-face with friends and lecturers, so they are more confident in speaking English.

The second is personal enjoyment. In terms of personal enjoyment for statement number 1, 4, and 10, most students choose Disagree, which has a larger percentage than the other options, with the percentages for each statement being 50.4%, 41.6%, and 53.6%. That means, most students stated that they felt learning English in online classes did not suit their personalities, so they felt uncomfortable learning English in online classes and preferred to meet lecturers and friends face to face. The interview result confirmed this finding:

*"In online classes, the learning atmosphere is boring because I just stare at the screen and there is a lack of interaction. Therefore, I prefer offline because I can interact directly. (P111)"*

Some students may enjoy it more when they can meet their friends and lecturers face to face, while other students may prefer to meet friends and lecturers virtually. It recognizes that each student has different interests, ways of learning, and challenges, which can direct them to have intrinsic motivation. Intrinsic motivation refers to personality traits like interest, enjoyment, or challenges that a person develops in order to participate in activities for the pleasure or satisfaction they bring (Gustiani, 2020).

The third is need. In terms of the need for statement number 2, 5, and 6, most students choose Agree, which has a larger percentage than the other options, with the percentages for each statement being 56.8%, 55.2%, and 48.8%. That means, most students stated that they felt learning English in online classes could make them better at managing their time, so they could have more time to study and do other things, and also online classes allowed them to attend classes from anywhere (home, office, etc.) which also means that online classes can be adapted to their needs and interests. The interview result confirmed this finding:

*“For me, the online class is more effective than offline class because I can attend classes from anywhere and it is more efficient in time so that I can manage my time better and do some activities in one time. (P42 and P43)”*

Online classes allow students to attend classes from anywhere. In other words, online classes can meet the needs of students to attend classes without being limited by space, which is very advantageous for students who live far from campus or are in other cities. Once students have met their needs in learning a foreign language, language learners-especially those learning a second language-tend to be more motivated to carry on learning (Hamidah, 2022).

The fourth is preference. In terms of preferences for statement number 7 and 9, most students choose Disagree, which has a larger percentage than the other options, with the percentages for each statement being 44.8% and 56.8%. Then, still, in terms of preferences for statement number 8, most students choose Agree, which has a larger percentage than the other options, with the percentage for the statement being 49.6%. From these percentages, it can be interpreted that online classes are not their preferred learning mode and they are also not sure that online classes can give them a memorable learning experience. Even so, most students still think that most of the materials and learning media in online classes are more interesting, such as using video and audio. The interview result confirmed this finding:

*“In my opinion, we cannot do a lot of activities in an online class because we do not meet directly, while in offline class I can meet my friends and they sometimes do funny things that make me laugh, and I also have a lot of memorable learning experience with them. (P44)”*

*“The learning media that I like in online classes are videos because I think they are interesting, so the classes are not too boring. (P70)”*

Online classes are not able to give students a memorable experience because of the limitations that exist. In addition, students prefer learning using videos in online classes because it is more interesting for them than just listening to explanations. Learning mode can affect students' interest and desire to learn English. Students tend to be more intrinsically motivated if the learning mode they get is interesting, such as discussions between classmates during learning and using videos when explaining. As said by Hamidah (2022), the desire to learn a language, self-requirement, self-determination, self-regulation, and learning autonomy lead students to intrinsic motivation.

**Table 5.** Extrinsic Motivation

No	Motivation	Mean	Standard Deviation	Level of Motivation
11	I am more motivated to learn English in online classes because I do not have to pay for transportation, so I can save more money.	3.34	0.73	High
12	I am more motivated to learn English in online classes because the learning materials are provided in soft file form (PDF, Word Doc, PowerPoint, etc.), so I do not have to pay for printing learning materials.	3.21	0.81	High

13	I am more motivated to learn English in online classes because I can do my assignments only by using a laptop or mobile phone, not in a conventional way like writing in a book or paper.	3.12	0.71	High
14	I am more motivated to learn English in online classes because I find it easier to access learning materials anytime and anywhere through applications such as Google Classroom, Learning Management System, YouTube, etc.	3.14	0.60	High
15	I am more motivated to learn English in online classes because online classes allow me and my friends to work on group assignments without meeting in person, using applications such as Zoom and Google Meet.	2.61	0.82	High
16	I am more motivated to learn English in online classes because the learning atmosphere in online classes is more conducive for me, so it's easier for me to understand what the lecturer explains in online classes, rather than in offline classes.	2.14	0.79	High
17	I am more motivated to learn English in online classes because online classes allow me to learn new skills, especially in terms of technology, which will be very useful for my future career in this technology era.	2.97	0.73	High
18	I am more motivated to learn English in online classes because online classes can help me to improve my English skills, with the help of several applications such as Grammarly, YouTube, etc.	2.98	0.67	High
19	I am more motivated to learn English in online classes because I can access learning materials anytime and anywhere from various sources to get higher grades.	3.10	0.61	High
20	I am more motivated to learn English in online classes because I get several facilities from my parents and the campus to carry out online classes, such as the internet, a laptop/mobile phone, a comfortable place, and so on.	2.94	0.78	High
Total		2.95	0.72	High

Table 5. above reveals the results of the questionnaire related to students' extrinsic motivation toward English learning in online classes. According to the data presented in the table above, the total mean score for extrinsic motivation is 2.95 which can be interpreted as high motivation. Furthermore, each of the statements regarding extrinsic motivation from numbers 11 to 20 also got similar results. Each statement for extrinsic motivation gets a score above 2.01, which can be interpreted as high motivation.

Extrinsic motivation refers to the desire possessed by an individual to carry out and participate in certain activities due to several external factors. The first is cost-effectiveness. In terms of cost-effectiveness for statement number 11 and 12, most students choose Strongly Agree, which has a larger percentage than the other options, with the percentages for each statement being 46.4% and 41.6%. That means, most students stated that online classes could save them more money because they did not need to pay more for transportation and printing materials. The interview result confirmed this finding:

*"Online classes cost less money than offline classes because I do not have to go to campus and do not have to pay to print learning materials. (P122)"*



Online classes are more economical in terms of transportation costs and printing materials because students can attend classes from home and do not need to go to campus, and also material printing is optional. Effectiveness in terms of cost can affect student motivation. Students will tend to prefer learning modes that can minimize their expenses. Online classes can minimize student expenses because the classes can be done from anywhere, so students do not have to pay for transportation to go to campus. Several things such as money, prizes, scores, and even some praise can cause people to have extrinsic motivation (Brown, 2007).

The second is accessibility. In terms of accessibility for statement number 13, 14, 15, and 19, most students choose Agree, which has a larger percentage than the other options, with the percentages for each statement being 50.4%, 64.8%, 44%, and 64.8%. That means, most students stated that they found it easier to access learning materials and work on group assignments without having to meet in person, anytime and anywhere, only by using a laptop or mobile phone with supporting applications such as Google Classroom, Learning Management System, YouTube, Zoom, and Google Meet, which allows them to get higher grades. The interview result confirmed this finding:

*“These applications are very helpful, especially Google Classroom and LMS for submitting assignments and viewing learning materials because they can be accessed anytime and anywhere. (P111)”*

*“Google Meet helps me a lot because I can attend the class from anywhere and also my friends and I can do group assignments online without having to meet in person. (P68)”*

Online classes are closely related to accessibility. Learning materials and submitting assignments in online classes are easier to do because these supporting applications can be accessed anytime and anywhere. The ease of accessing classes and learning materials from anywhere can make students have extrinsic motivation. This has been proven by the results of research conducted by Hussin et al., (2016), which revealed that students' motivation to learn in online classes is strongly influenced by accessibility and communication.

The third is the environment. In terms of the environment for statement number 16, most students choose Disagree, which has a larger percentage than the other options, with the percentage for the statement being 53.6%. That means, most students stated that the learning atmosphere in online classes was not conducive for them, so they were unable to focus on understanding what the lecturer explained in online classes. The interview result confirmed this finding:

*“The environment at my house is not conducive for online classes because my parents have a store at home, so the noise sometimes bothers me. (P44)”*

The learning environment when attending online classes can influence students to have extrinsic motivation. Many factors can influence student motivation and engagement in online classes, such as personality, the learning environment, and how much a student feels connected to their classes (Mieczkowski, 2022). Thus, a conducive environment is very necessary for students when attending online classes because an unconducive environment makes it difficult for them to focus and understand what is explained.

The fourth is a career. In terms of career for statement number 17 and 18, most students choose Agree, which has a larger percentage than the other options, with the percentages for each statement being 61.6% and 64.8%. That means, most of the students stated that learning English in online classes allows them to learn new skills, especially in terms of technology, and also helps them to improve their English skills by using supporting applications such as

Grammarly, YouTube, Canva, etc., which will be very useful for their future career in this technological era. The interview result confirmed this finding:

*“Through online classes, I get new knowledge about technology such as how to make interesting learning tools based on the website and also how to make interesting learning material. (P42)”*

Career advancement can also influence students to have extrinsic motivation. Conducting English learning in online classes opens opportunities for students to learn various skills related to technology. This will be very useful to support their careers in the future, where nowadays everything is related to technology. This is in line with what [Hartnett \(2016\)](#) said, extrinsic motivation can make people have the desire to do something such as enrolling in a learning course that can improve their future career prospects.

The last but not least is the facility. In terms of the facility for statement number 20, most students choose Agree, which has a larger percentage than the other options, with the percentage for the statement being 54.4%. That means, most of the students stated that they enjoyed learning English in online classes because they got facilities from their parents and the campus, such as the internet, laptops or cell phones, a comfortable place, and so on. The interview result confirmed this finding:

*“At home, my parents provide me with electronic things and we also have Wi-Fi here, and if I have classes, they will make sure that my environment is conducive. (P86)”*

Facilities such as internet or Wi-Fi signals, comfortable places, and devices (laptops or cellphones) make it easier for students to attend online classes. The facilities that students get to attend online classes greatly affect their motivation. If all these facilities are met, then students can focus on learning and the learning process can run well. Students would be more motivated if their parents facilitated their learning and gave support to them in terms of learning English ([Tashlanovna et al., 2020](#)).

The use of technology in the 4.0 era is embedded in everyday human life, including the field of education. The presence of online classes in the field of education, especially in the last few years, has made it very easy for lecturers and students to conduct classes from anywhere. Therefore, this research was conducted to describe the students' motivation toward English learning in online classes and investigate the types of motivation of the students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021. The major finding of this research revealed that most of the students have a high level of motivation toward English learning in online classes on both types of motivation, intrinsic and extrinsic. However, the students are more extrinsically motivated than intrinsically.

The findings of this study are similar to [Jefiza \(2017\)](#) who found that most of the students had extrinsic rather than intrinsic motivation, and they also had a positive attitude toward learning English. On the contrary, other researchers have revealed the opposite, such as research conducted by [Gustiani \(2020\)](#) which revealed that students are more motivated intrinsically than extrinsically in online learning. In addition, [Subakthiasih and Putri \(2020\)](#) also found that students had higher intrinsic motivation than extrinsic motivation in learning English during the COVID-19 pandemic. From these studies, it was revealed that students are more intrinsically motivated because they are influenced by their desire to gain new knowledge as well as their interest in trying out new or different methods of teaching. The findings of those studies are also similar to the findings in this study which found that

students can be intrinsically motivated due to several factors such as confidence, personal enjoyment, need, and preference.

Differences in research findings possibly happen due to differences in terms of environment, situation, and conditions. The research conducted by Gustiani and Subaktiasih was carried out during the COVID-19 pandemic in 2020, where learning was carried out fully online, so students did not have the opportunity to meet face-to-face and could only interact online. Meanwhile, this research was conducted after the pandemic in 2023, where learning is no longer carried out fully online but through blended learning, which allows students to meet face-to-face and interact directly with lecturers and friends.

## CONCLUSION

After conducting the research, it can be concluded that most of the students of the English Language Education Study Program, Universitas Tanjungpura, batch 2020 and 2021 have a high level of motivation toward English learning in online classes on both types of motivation, intrinsic and extrinsic. According to the data presented in the research findings, 94% of students are categorized as students with a high level of motivation, and the other 6% are categorized as students with a low level of motivation. More specifically, the research findings also reveal that students are more extrinsically motivated than intrinsically with a total mean score for extrinsic motivation is 2.95 and a total mean score for intrinsic motivation is 2.57.

Moreover, several factors were found to influence students to have extrinsic and intrinsic motivation such as: a) Extrinsic: cost-effectiveness, accessibility, environment, career, and facility; and (b) Intrinsic: confidence, personal enjoyment, need, and preference. To conclude, motivation is needed for students in learning English, especially in online classes, because motivation is one of the keys to success in learning. Thus, motivation can come from anywhere whether it is external or internal, because both are important aspects that can lead students to succeed in learning.

Furthermore, it is recommended to pay more attention to external factors that can affect students' motivation in learning English in online classes, since students are more extrinsically motivated. By doing so, students will be more interested and enthusiastic about the material being taught in online classes, they can more easily understand what is being taught, and can actively participate in the process of learning English in online classes. Thus, it is highly recommended to conduct research that discusses effective strategies and techniques, as well as factors that can make students more motivated to learn English in online classes.

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