STUDENTS' MOTIVATION IN LISTENING TO ENGLISH COURSE THROUGH ONLINE LEARNING

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Abstract: The goal of this study is to shed light on the motivation of students at Bososwa University's English Department toward their online learning. Some current studies revealed that students' motivation in online learning was affected both intrinsically and extrinsically as a result of the abrupt transition from traditional face-to-face learning to remote online learning. Snowball sampling was used in this study, with ten students participating in individual interviews and twenty students participating in focus group interviews. Thematic analysis was used to analyze the data gathered from both interviews. It was discovered that students' listening motivation to English course for online learning was intrinsically influenced more by their desire to learn new knowledge and their enjoyment of trying out new learning methods. It was also extrinsically influenced by external regulation and environmental conditions. However, amotivation, or a lack of motivation, occurred as a result of inadequate external supporting facilities.

Keywords: students' motivation, online learning, listening to English course

INTRODUCTION

The World Health Organization has declared a Covid-19 pandemic, also known as a coronavirus pandemic, for March 2020. As global data show an increase in the prevalence and severity of this contagious and lethal disease, many countries declare national emergencies. Indonesia, as one of the countries with a high infection rate, has also implemented policy reforms in a variety of sectors. A new policy has been regulated in the teaching and learning system in the education sector. The Ministry of Education and Culture of the Republic of Indonesia has designated online teaching and learning processes as one panacea for implementing a physical distancing program to halt the pandemic outbreak. Teachers and students are required to transition from face-to-face to online teaching and learning processes (Ministry of Education and Culture, 2020).All educational institutions are subject to online learning regulation. It has begun the transition from traditional face-to-face approaches to remote digital platforms. The quality of education that resulted from this abrupt transformation has been questioned. Previous research found that online learning had advantages during the Covid-19 pandemic era in Indonesia, while it also had disadvantages. On the one hand, students were reported to benefit from online learning because they had high interaction with rich learning materials regardless of time or place, as well as a high opportunity to experience digital learning programs (Firman & Rahayu, 2020; Hidayat & Noeraida, 2020; Simamora, 2020). Furthermore, high interaction occurred in the form of virtual communication between teachers and students, resulting in a vast capacity for sharing information and experience (Pakpahan & Fitriani, 2020; Rochman & Pertiwi, 2020). As computer technology was used in online teaching and learning processes, it increased the enthusiasm of both teachers and students to

participate, which in turn increased their computer skills (Dasrun, 2020; Khasanah, Pramudibyanto, & Widuroyekti, 2020). On the other hand, online learning has been described as having drawbacks. Because they had too many assignments to complete in a short time, the students claimed that online learning caused them to experience fatigue, headaches, and fever. Some also claimed to have impaired eyesight as a result of prolonged staring at computer or phone screens. Students also faced financial difficulties because they had to purchase large amounts of credit to meet the online quota (Simamora, 2020). However, during the pandemic, the advantages and disadvantages that determined students' learning success were closely related to students' motivation for online learning.

Surprisingly, students' motivation influenced both advantages and disadvantages. During the coronavirus outbreak, motivation for online learning was reported as having inconsistent effects in higher education, particularly in Indonesian universities. Some students were unmotivated to learn as a result of online learning, whereas others were highly motivated. Cahyani, Listiana, and Larasati (2020), Rachmat (2020), and Simamora (2020) reported in their studies that external factors such as learning environment, learning time, and instrumental supports had a significant impact on students' achievement. Because online learning was done from home, many parents assumed they could still ask their children for help with household chores during their online learning time. Inadequate internet connections and gadgets for accessing distance learning also contributed to frustration. Fitriyani, Fauzi, and Sari (2020) and Simamora (2020), on the other hand, argued that intrinsic factors strongly motivate university students to engage in online learning. They have studied hard, even online, because they are eager to learn and expand their knowledge. Furthermore, resilience and psychological condition aided them in their success in online learning.

With intriguing facts about the inconsistent effects of motivation in online learning in a higher education context, the purpose of this study is to learn about the motivation of students in a higher private university, in this case, students from the English Department at Bosowa University, toward their online learning. As a result, the purpose of this research is to find an answer to the following question: what are the Students' Motivations for Listening to English Course Through Online Learning at the English Department of Bosowa University?

LITERATURE REVIEW
Motivation to Learn

Motivation is defined as a theoretical construct that can explain the initiation, direction, intensity, persistence, and quality of behavior, particularly goal-directed behavior. Brophy (2010):3. It is associated with individual cognitive and affective processes on situated and interactive interaction between learners and their learning environment as enablers or barriers under contextual and social factors (Schuck et al., 2014). Motivation, which has been described as a "learning engine" (Paris & Turner, 1994), influences what, how, and when learners learn (Schunk & Usher, 2012). Ryan and Deci (2000a, 2000b) argued in their studies that motivated learners can engage actively in finding appropriate strategies to facilitate their learning, while also enjoying them and indicating better, persistent, and creative learning.

Intrinsic and Extrinsic Motivation in Learning

According to Ryan and Deci (2000a, p.56), "the intrinsic motivation is defined as doing an activity for its inherent satisfactions rather than for some separable result."

It is associated with internal factors such as an individual's interest, fun, or challenge in doing activities, for the joy or satisfaction integrated into the activities. Furthermore, they defined extrinsic motivation as "a construct that applies whenever an activity is performed to achieve some distinct outcome" (Ryan & Deci, 2000a, p.60). It is associated with external factors in performing activities, such as rewards or recognition from others (Hartnett, 2016).

Intrinsic Motivation

Intrinsic motivation in learning, according to Deci and Ryan (1985), is related to (1) motivation to learn and gain new knowledge, such as happiness in learning new things; (2) motivation to experience encouragement and physical joy, such as enjoyment in learning interesting learning materials; and (3) motivation to undertake challenging learning activities, such as completing the challenging assignment. Interest, ambition, aspiration, awareness, competency, and physical and psychological conditions all have an impact on intrinsic motivation.

Extrinsic Motivation

Extrinsic motivation, on the other hand, is associated with (1) motivation to be rewarded or avoid punishment (external regulation), such as getting a good grade on a difficult project; (2) motivation to avoid a bad situation or being guilty (introjected regulation), such as proving one's capability in performing difficult tasks; and (3) motivation to gain benefit and necessity after completing a learning activity (identified regulation), such as learning a specific skill (as cited in Erten, 2014, p.174). Extrinsic motivation is influenced by learning conditions, social conditions, family circumstances, and support facilities.

Amotivation

Amotivation is defined as the absence of both intrinsic and extrinsic motivation. It occurs when learners are unwilling or lack motivation to learn. They have low self-efficacy and believe they are incapable because learning will not result in the desired outcome and doing the tasks has no value (Harnet, 2016). Deci and Ryan's taxonomy of human motivation types is depicted in Figure 1. (1985).

Listening comprehension skills

Listening comprehension refers to the ability to process, integrate, and comprehend what has been said (Hogan et al., 2014). Listening, along with reading, writing, and speaking, is one of the four basic language skills. Listening and reading necessitate students' decoding abilities (receptive skills), whereas speaking and writing necessitate students' ability to express themselves (productive skills) (Brownell, 2012). Even though listening and reading require different decoding processes (i.e., visual versus oral input), language researchers claim that they share common cognitive activities during information processing (Anderson, 2000). Listening and reading both necessitate the interaction of bottom-up and top-down processes (Field, 2004). Bottom-up processing is used by students when they use their linguistic knowledge to interpret small units such as words or sentences to compose an auditory message. When students rely on contextual or prior knowledge to build a conceptual framework and comprehend the message as a whole, they use top-down processing. Under the constraints of working memory capacity, these two processes typically work as an "interactive-compensatory" mechanism during listening (Field, 2004; Lau, 2017: Vandergrift, 2004). Furthermore, as with reading comprehension, researchers distinguish between literal and inferential listening comprehension abilities (Kim, 2016; Ulu, 2016). Literal listening refers to understanding the explicit meaning and entails accurate information

storage, such as recalling details or facts from a text passage. Inferential listening, on the other hand, refers to understanding the implicit message that the speaker is attempting to convey. Inferential comprehension tasks necessitate information processing, such as making inferences between different text parts and maintaining text coherence (Kim, 2016; Ulu, 2016). A listening comprehension test will be used to assess both literal and inferential listening skills in this study.

Online Learning

Some academics developed definitions for online learning. According to Bates (2005), online learning is the use of the web and the internet in learning. It is defined as follows by Ally (2008, p.5):

> … the use of the internet to access materials; interact with the content, instructor, and other learners; and obtain assistance during the learning process, to acquire knowledge, construct personal meaning, and grow from the learning experience.

Nonetheless, Hartnett (2016) defined online learning as a combination of Bates and Ally's terminology in her book. She defined it as "distance education mediated by technological tools, in which learners are geographically separated from the instructor and the primary institution." According to Inchiparamban and Pingle (2016), online learning allows students to take a course without having to attend a traditional educational institution. Learners have the option of taking a course from the comfort of their own home or another location. It also allows learners to obtain credible certifications, thereby improving their qualifications, which play an important role in career advancement. According to previous research (Heppen et al., 2017), online courses are increasingly being used for credit recovery in districts across the country, but there has been little research into the effectiveness of these courses for students who have previously failed. Despite widespread optimism about the potential of online learning to provide students with greater flexibility and interactive instruction. Furthermore, (Choi, 2016) suggests future research directions. First, the study's training platform was a text-based asynchronous online environment. To ensure study consistency, further study with various online learning platforms and approaches is required to generalize the findings of this study. Second, the participants in this study had prior experience learning in an online environment. The results may differ if participants are unfamiliar with the online learning environment. Other factors, such as technical competency, efficacy, and so on, may have an impact on learner satisfaction.

Principles of Online Learning

According to some research (Alabbasi, 2017; Archambault et al., 2010; Bakia, 2012; Huang et al. 2020; Powell et al. 2015; Watson & Gemin, 2008; Wick, 2010), online learning can be classified into two categories: content and instructions. To begin, the content of online courses has a significant impact on the learning outcomes of students. It must engage learners remotely using technology via the internet and a variety of interactive content such as audio, video, animation, and simulation. The content can be adapted and customized based on the needs of the learners to demonstrate their ability to comprehend the learning material and move on to the next one. Second, the instructions are delivered via the internet, and students can directly comment on their assignments. The instructions, like the content, can be adjusted based on the pedagogy demands, interaction rules, and gadget availability based on

the policy of the hosting education institution. Teachers provide instructions through interaction in the same time-space communication such as video conferencing such as Zoom or Google Meet, as well as through separate time-space communication such as email or chat texting applications. These modes of communication must be available from anywhere.

Creating an online learning design or maintaining the continuity of a learning layout is extremely important during the COVID-19 pandemic that has afflicted nearly the entire world. The pandemic has had an impact on all aspects of life, particularly education. As a result, a well-planned design is desired to increase and improve online learning or online courses on a large scale if a pandemic occurs again in the future. Online learning is defined as learning that occurs in part or entirely through the Internet (Bakia et al., 2012; Means et al., 2009). According to Alabbasi (2017), online course design features influence student learning outcomes in courses. According to previous research (Allen & Seaman, 2015; Casanova & Price, 2018), an online course is defined as one in which at least 80% of the course content is delivered online. Face-to-face instruction refers to courses in which no more than 29% of the content is delivered online; this category includes both traditional and web-facilitated courses. The remaining option, blended (or hybrid) instruction, delivers between 30% and 80% of the course content online.

Online courses, in general, deliver content and instruction via the Internet (Watson & Gemin, 2008). Online courses, for example, can use technology to engage students through animations, simulations, video, audio, documents, and other interactive content (Huang et al., 2020; Powell et al., 2015). Students can also receive direct feedback on activities and assessments, and course content can be tailored to their specific needs (Archambault et al., 2010; Bakia et al., 2012). Online courses can provide students with rigorous content, and some require college students to demonstrate skill-ability as they progress through them, thus passing over material they have already mastered (Powell et al., 2015). Baccalaureate (2020) defines online learning plans as "teaching strategies, communication rules, tools, solutions, and insurance policies that support online or blended learning in the school community." Make plans as simple as possible, but set clear expectations for students, instructors, and careers regarding online learning and training.

Online learning has grown in popularity due to its perceived ability to provide more flexible access to content and instruction by 1) increasing the supply of learning experiences for those who cannot or do not wish to attend traditional schools, 2) more efficiently assembling and disseminating instructional content, and 3) increasing student-teacher ratios while achieving learning outcomes comparable to those of traditional classroom instruction (Bakia et al., 2012). Online learning, according to Wicks (2010), is distinguished by a structured learning environment that enhances and expands educational opportunities. Online learning can be synchronous (communication where participants interact in the same time-space as video conferencing) or asynchronous (time-separated communication such as e-mail or online discussion forums), and accessed from a variety of locations (at school and/or outside the school building).

As a result, online learning can broaden the range of courses available to students, particularly those who live in rural or urban areas. Online learning gives students who have conflicting scheduling of concurrent subjects more flexibility, improves the teaching of technology skills by instilling technological literacy in

academic learning content, and provides professional development opportunities for lecturers, such as mentoring and learning in scientific community colleges.

As a subset of all distance education, online learning has always been concerned with providing access to educational experiences that are, at the very least, more flexible in time and space than campus-based education (Oliver et al., 2009). Online learning typically includes email-like applications, chat, rib discussion, streaming audio and/or video, and a whiteboard. The majority of online learning characteristics are related to time and place flexibility, student and instructor involvement, and various characteristics that online learning shares with distance education. As a result, online learning may not be prepared to serve all disciplines in the same way, and not all online learning environments are the same. However, the previously mentioned characteristics are generic and can be applied to most online learning situations nowadays (Oliver et al., 2009; Scagnoli, 2009).

Oztok et al. (2014) contend that we do not deny the plausible technological know-capability of how to shape and limit the kinds of conversations that take place within its domain. Indeed, changes in modern structures and rapid trends in information and communication technology can influence or alter our culture, way of life, behavior, personal preferences, and perceptions. We contend, however, that media capacity cannot be the sole variable in defining online mastering curriculum and pedagogy.

In other words, the shape is the factor that determines how much autonomy humans have in an online mastering environment. As a result, according to the concept of transactional distance, dialogue and autonomy are two important concepts with which men and women must interact and comprehend their learning.

Bosowa University Contex

Since 2018, Bosowa University has used online learning as a learning innovation in the form of blended learning in higher education. Its purpose was to alleviate the need for technology integration in the educational system. Unfortunately, using the Learning Management System (LMS) under the AKSARA platform, this blended learning system was unpopular among lecturers at the time. It occurred as a result of a lack of knowledge and skills, as well as infrastructure, in using this 'technology-rich' learning system. During their pre-service training, the lecturers were not given instructions for online mastering. Later, in response to globalization changes, particularly in Education in the Industry 4.0 era, where learning is based on digital technology, Bosowa University prepared its lectures to meet global demand by optimizing blended learning. In Education 4.0, a new experience-based system replaces the traditional face-to-face approach with digital technology pedagogy. The system is intended to train and prepare students to meet the needs of Industry 4.0 as the global generation. All lectures from all departments were given online learning knowledge and practice through workshops and training on how to use the Moodle system. Furthermore, supporting infrastructures were upgraded to support the learning transformation. However, lecturers are not limited to using Edmodo, Google Room, Instagram, and other digital technology platforms. During the Covid-19 pandemic, existing blended learning is converted to entirely online learning. According to the recent learning system at Bosowa University, there should be no major internal obstacles in implementing the learning transformation. Nonetheless, the success of this online learning is measured not only by the institution's readiness and performance but also by the participation

of students as the primary users. Students' motivation is, indeed, the most important motivator for participating in provided online learning.

Motivation for Online Learning

Because online learning requires students to take responsibility for their learning, they are unable to simply join the class with other students. The requirement compels them to actively participate in the online class, gaining new knowledge and information while interacting with the teacher and other students (Knowles & Kerkman, 2007). According to Schunk et al. (2014), the success of students' learning is related to their motivation. Furthermore, Nayakama et al (2014) argued that students were affected differently by extrinsic motivation, such as learning environment, and intrinsic motivation, such as personalities.

According to some studies, students were primarily influenced by their internal motivation rather than external motivation. As stable personal characteristics of successful online learners, internal factors have been identified. Furthermore, studies comparing online and face-to-face learners found that online learners were more motivated by intrinsic motivation than their face-to-face counterparts (Artino, 2008; Keller, 2008; Weighting et al. 2008; Yukselturk and Bulut 2007). Internal motivation, specifically isolated feelings, technological failure, and poor time management skills, have been shown to influence unsuccessful online learners (Hara & Kling, 2003; Keller, 1999; Paulus & Scherff, 2008). As a result, the more unsuccessful online learners become accustomed to technology, the less those barriers will eventually fade (Keller & Suzuki, 2004). Furthermore, amotivation, or the absence of both intrinsic and extrinsic motivation, is the most significant factor for unsuccessful online learners (Artino, 2008; Keller, 2008). As a result, motivation plays an important role for learners in online learning and becomes a huge factor that must be considered when conducting online learning. Following that, it is worthwhile to investigate student motivation in their online learning as a measure of the success of online learning at Bosowa University.

METHODS

Research Design

This study used a case study method with a qualitative approach. The purpose of the case study was to investigate phenomena in a 'real-life' setting (Cousin, 2005). The complex phenomenon concerned the motivation of English Department students at Bosowa University toward their listening to English course via online learning. The qualitative design was used to investigate the phenomenon through the use of words, stories, and images (Creswell, 2012). It aided in the comprehension of the meaning of the acquired phenomena, the explanation of existing issues, and the provision of solutions (Gillham, 2000).

Research Site and Participants

The location was carefully selected with the study's objectives in mind (Bryman, 2012). As a result, the study was carried out in the English department at Bosowa University to investigate the motivation of the students there. It was to determine whether intrinsic or extrinsic motivation played a significant role in their online learning.

Taking into account the participants' physical distance during the Covid-19 Pandemic, the participants were approached using snowball sampling. It was done because the population was difficult to find during the study (Creswell, 2012). During the pandemic, all English Department students at Bosowa University stayed at home and were located in various areas with various technological problems, such as internet access, improper gadgets, and limited quota. As a result, only students (regardless of semester or gender) who were able to participate were counted as participants. Individual in-depth interviews had eight participants and focus group interviews had fourteen participants (FGI). For number identification, all participants were identified as Participant (P) followed by a number (1, 2, 3...), so Participant 1 will be known as P1, and so on.

Data Collection and Analysis

The data was gathered through two interview methods: (1) individual in-depth interviews with semi-structured interview questions, and (2) focus group interviews. The interview questions were designed to elicit students' motivation for online learning during the pandemic period. Individual interviews were conducted at a distance using WhatsApp video or voice calls during the pandemic, and focus group interviews were conducted using Google Meet conference. According to Creswell (2012), the methods of interviews conducted by the researcher to its participants must meet comfortable situations during the interviews to produce the best results. The interview questions were developed and adapted from Deci and Ryan's theory of motivation in learning, which is based on the Self-Determination Theory (1985). The semi-structured interview questions in an individual in-depth interview were designed to allow participants to answer the questions in their language in their way (Matthew & Ross, 2010). Its purpose was to reveal the perspectives of the ten participants on their motivation for online learning during the pandemic. There were twenty students in the FGI (all participants in the individual interview were included). It was carried out to gather additional information and perspectives that may not have been obtained through individual interviews (Barbour & Schostak, 2005). Thematic analysis was used to analyze the data gathered in this study. Matthew and Ross (2010) used the procedures in four stages: segmenting primary themes, categorizing them, relinking the aspects of the themes, and presenting them as final data.

FINDINGS

The data from the interviews revealed that the students in the English Department at Bosowa University who participated in this study in online learning during the Covid-19 pandemic were motivated from both within and without. Their motivation influenced their participation in this unexpected emergence of the distance learning experience. The findings are investigated and classified as internal and external factors.

Internal Motivation

All participants agreed that their online learning was intrinsically motivating. Their intrinsic motivation has a significant impact on them. Their online learning was motivated by two factors: (1) their desire to learn and gain new knowledge, and (2) their enjoyment of trying out new learning methods. Each factor will be discussed in turn. First, they claimed that they were drawn to online learning because they wanted to learn and expand their knowledge. Participant 5 (P5) stated that his motivation was based on his desire to continue studying even through distance learning.

> During the Covid-19, my motivation for online learning was Pandemic is my desire to learn more. As long as I live and think... even though we are currently facing a pandemic that prevents us from studying offline like we used to... this cannot be used as an excuse to stop learning because learning can be done anywhere as long as we have the desire to learn (P5).

Furthermore, fourteen of the twenty FGI participants (P1, P2, P5, P6, P8, P10, P11, P13, P14, P15, P17, P18, P19, P20) stated that they are participating in online learning because they recognize the importance of maintaining knowledge. Only six participants (P3, P4, P7, P9, P12, and P16) stated that their internal motivation did not affect their online learning. P11 in FGI expressed her thoughts as follows.

> Because I am self-aware, I study online. Even though we are all in a difficult situation right now, this should not prevent us from learning and gaining knowledge. It may not be as effective as traditional learning methods, but it is a challenge for us. As a result, I continue to participate in online learning activities because I don't want to miss out on anything from my studies (P11-FGI).

Second, participants stated that they enjoyed participating in online learning because of technological activities. Individual interviews with P4 and P9 revealed that the new approach to learning (using digital platforms) always motivated them to attend classes. P4 and P9 from individual interviews, with assistance from P17 from FGI, explained it as follows.

> ...although we have Universitas Bosowa's LMS [Learning Management System], it is more enjoyable and fun because some lecturers use Gmeet [Googlemeet] and Zoom to explain the lesson (P4).

> Online learning has helped me [my technological savvy] in some ways... it motivates me to learn to use some apps [applications] that I never thought I'd use in my life. In other classes, I would try designing [project assignment] (P9).

> ...because online learning allows me to hone [my] skills in areas of technology where I previously lacked proficiency, particularly video editing and the ability to operate Microsoft, which is extremely useful during and after online learning (P17- FGI).

External Motivation

Seven participants (P1, P3, P4, P6, P7, P11, P14) agreed that their motivation in the listening English course through online learning was influenced by (1) external regulation, in which they attended the online classes to avoid compensation for being absent; and (2) environmental condition, namely proper supporting facilities. To begin, they stated that they did their best to participate in online learning at all times, regardless of bad signals or other domestic obstacles. Some FGI participants (P1, P2, P4, P5, P6, P8, P9, P10, P11, P13) also stated that they avoided working at their workshop or having extra assignments as absent compensation during the semester break. P11 from the individual interview and P13 from the FGI provide clarification as follows.

> Online learning is a kind of boring activity for me... Voice delay...unstable picture...weak signals... However, I would rather participate in it than miss class and receive compensation at the end of the semester (P11).

> I tried to make time to attend the online class... You know, my parents asked me to do the cooking and cleaning at home... Unless you enjoy doing remedial [additional homework] when you are absent (P13-FGI).

Second, P1, P3, P4, P11, P14, and some FGI participants (P2, P5, P6, P7, P8, P9, P10, P15, P17) confirmed that their environmental circumstances aided them significantly in their technological distance learning process. The assistance came in the form of a favorable learning environment, the availability of appropriate learning facilities, and parental encouragement.

> I've always wanted to be able to study in my room, somewhere quiet and relaxing. My time is not wasted by studying online. I don't have to spend an hour driving to campus and another hour driving home... spend less money, time, and energy (P11).

> When studying online, our lecturers communicate effectively... I also have positive interactions with my friends... This pandemic also taught me that we should value [direct] meetings more because if we are separated, only longing remains (P15-FGI).

> Alhamdulillah, I have wifi and a decent laptop and smartphone for online learning... help my learning (P14).

> During this pandemic, my parents and younger brother are supporting my online learning. The most basic example is that they will lower the volume of the television or even turn it off when I am recording a video or conducting a meeting via Zoom or Gmeet so that I can study effectively (P7-FGI).

> I have good interaction with my classmates and teacher, and it excites me to see them even if it is only in an online meeting (P3).

Motivation

Interestingly, three participants from individual interviews (P2, P5, and P7) and three from FGI (P3, P6, and P11) indicated that they sat with either intrinsic or extrinsic motivations. They assumed that their dissatisfaction with technology, such as electrical problems, bad signals, delayed voice, and blurry images, had an impact on their belief and ability to understand the delivered learning materials. However, due to their lack of contribution to their online learning, this condition was classified as demotivated or motivated. The following are their recommendations.

> We couldn't hear what the lecturers were saying because of a bad connection, and the screen frequently froze... When we hear the voice and moving pictures again after a few seconds, the lesson has already begun, and... you know... we couldn't ask for repetition... too tired to continue studying (P6-FGI).

I felt that because I live in an area where the power goes out and on, I couldn't be online properly and was occasionally absent from class. My motivation to study has dwindled, and I believe I have already fallen behind my friends (P5).

Data from individual and focus group interviews show that the participants in the study were heavily influenced by their external motivation. Table 1 was created to demonstrate the findings. This phenomenon is discussed further in the discussion section.

Table 1. Students' Motivation In Listening English Course Through Online Learning.

Motivation	Factors
Internal	Desire to learn and gain new knowledge: belief in the importance of education; and enjoyment in experimenting with new learning methods: using some digital platforms.
External	External regulation: avoiding compensation for absence; and environmental condition: adequate learning support facilities.
Amotivation	Problems with outsources: lack of electricity and internet access reduces their belief and ability.

DISCUSSION

The findings revealed that internal factors were highly motivating students in the English Department at Bosowa University. This is consistent with research by Artino (2008), Keller (2008), Weighting et al. (2008), and Yukselturk and Bulut (2007), who claimed that successful online learners had consistent personalities to drive their learning activities. Because online learning necessitates learner awareness (Knowles & Kerkman, 2007), the students' participation in online learning was the result of their intrinsic motivation, which included self-determination, personal interest, belief, and ambition. Furthermore, their eagerness to experience and learn new technological distance-integrated learning was linked to situational interest. They were developed in response to the lack of sufficient digital platforms in their online learning process (Hara & Kling, 2003; Keller, 1999; Paulus & Scherff, 2008).

Furthermore, the presence of punishment or compensation for missing an online class, as well as adequate learning facilities, was identified as external regulation in the form of extrinsic motivation for students in the English Department at Bosowa University. Because of the punishment, the students' online learning goals were separated from the learning activities themselves (Ryan & Deci, 2000a; 2000b). They participated in online learning passively because they saw it as an obligation rather than a necessity. Nonetheless, adequate learning support facilities have resulted in a self-determined form of motivation for the students. This is referred to as co-existing motivation. It is a condition in which students feel self-determined as a result of positive external motivation for their online learning (Lepper et al. 2005). The students' level of internal motivation increased. Finally, as a result of their external factors, the demotivated students felt a lack of intention toward their online learning. According to Lepper et al. (2005), the condition of co-existing occurred in this case because the poor condition of students' external factors impacted their level of belief and self-determination. They felt inept and saw little value in their online learning.

CONCLUSION AND SUGGESTIONS

Motivation has been identified as having an impact on students' listening to English course in online learning at Bosowa University's English Department. It was either intrinsically or extrinsically influenced. However, due to the co-existence case, intrinsic motivation was shown to have a greater impact than its counterpart on students' participation in online learning. As a result, it is suggested that lecturers and institutions pay more attention to external factors, which are also integrated into students' self-determination in online learning. Furthermore, it is suggested that future research conduct this study in quantitative method with more students from various departments.

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