

Nursing Students' Motivation in Online English Learning during COVID-19 Pandemic

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Abstract. COVID-19 pandemic has presented an enormous challenge to Indonesian education system, that is a sudden shift to online learning for all levels of education. This unplanned change may bring an impact on students' learning motivation, either positively or negatively. A study examining students' learning motivation while studying from home, hence, is needed. This research was conducted to find out the motivation of nursing students of Pelita Harapan University Tangerang in English online learning during COVID-19 pandemic. Total amount of the population was 236 students. To determine the sample, convenience sampling technique was applied, resulting in 150 respondents, which was around 63% of the total population. The data were collected using a likert-scale questionnaire. The results of this study showed that nursing students' intrinsic motivation was on moderate level with the mean score of 3.49, while their extrinsic motivation was considered high with the mean score of 3.84. Thus, the nursing students at one private university in Tangerang had higher extrinsic motivation than intrinsic motivation. This study also figured out students' moderate level of amotivation with the mean score of 3.57. It indicated that there were several elements causing students to be demotivated in learning. These results are expected to provide an overview of nursing students' motivation and to serve as an evaluation for enhancing the quality of future learning.

Keywords: Nursing, Motivation, English, Online Learning, COVID-19 Pandemic

Introduction

COVID-19 is an infectious disease caused by SARS-CoV-2 with the possible symptoms of fever, cough, tiredness, and shortness of breath. Due to the rapid transmission, this disease has become a serious threat to the world over the past two years. In Indonesia, COVID-19 has spread rapidly with a total of 6.031.636 cases as of April 2022, placing the country to be ranked 18th worldwide (Indonesian Ministry of Health, 2022). This chaotic situation forced the government to limit public activities, which then triggering a sway in various sectors including education.

Referring to the Ministry of Education and Culture on 24 March 2020 issued Circular Number 4 of 2020 on the implementation of education policy amidst COVID-19 outbreak, teaching and learning activities at all levels must be switched to online methods to anticipate the spread of the virus (Indonesian Ministry of Education and Culture, 2020). Stern (2018) perceives online learning as a form of distance learning with no direct contact between teachers and students. Its implementation requires the help of electronic devices

and various technologies such as e-mail, videos, websites, application, and so on. It is worth noting that this new learning approach applies to all subjects; and English is no exception. As an international language that connects many countries in the world, English becomes important medium for people to enrich knowledge, optimize competences, and advance future career. Given the importance, it is taught formally in Indonesia at almost all levels of education (Nishanti, 2018).

According to a survey conducted by UNESCO (2020), more than 60 million schools' meeting in Indonesia were temporarily switched to online learning due to COVID-19, and the shift is certainly not without challenges. Many studies revealed that students faced some obstacles since 'study at home' program was applied, the most common of which were the lack of internet access and the adequate devices for virtual meetings (Baticulon, et al., 2021; Efriana, 2021; Valizadeh, 2021). Internal factor like motivation was also reported to be one of the challenges during online learning.

According to Ahmad (2021), motivation is a psychological process to achieve certain goals that becomes substantial influence in determining one's success. When students are highly motivated, they are more likely to encounter defiance and persist with arduous assignments, resulting in outstanding achievements. This is to say that motivation is a dynamic aspect driving certain behaviors to the accomplishment of a goal. The behavior or action shown is very dependent on the motives that one has. It may be stimulated by external factors, but it may also grow from within a person. In the context of learning, motivation certainly has an important position in achieving learning objectives. The existence of motivation will provide enthusiasm so that students know the direction of their learning. Teacher, therefore, plays a significant role in optimizing students' learning motivation.

Interestingly, several studies found that student motivation in Indonesian higher education was unstable during this pandemic. As explained by Gustiani (2020) in her research, several students in English Department of the Sriwijaya Polytechnic were fond of online learning as it pushed them to learn independently with various digital platforms. Some other students, however, were not into it due to external problems such as an unstable internet network or a sudden power outage that distracted their focus. The same result was obtained by Islam and Putri (2021) that some students were motivated to study online, and some were not. Some liked the new learning environment and the startling new technological devices, while some were demotivated by limited socialization with classmates, boring instructional process, and inadequate infrastructure. From the two studies above, it appears that there are still many shortcomings in the implementation of online English learning during pandemic, which affects students' learning motivation. Stakeholders need to consider these findings before determining steps, for the sake of effective online learning in the future.

Nursing students at Pelita Harapan University also experience online English learning since COVID-19 emerges. Digital media such as video, quizzes, discussion forum, zoom, and google meet are utilized to improve their fluency, especially in listening and speaking skills. This is a must do to optimize the language intake that will enable students establishing good therapeutic relationships with foreign patients. During the pedagogical process, nursing students' motivation plays a crucial role in determining how much the input comes in and how successful they will be in learning English. Study examining nursing students' motivation in online English learning, hence, is needed for an evaluation. This research seeks to find out the motivation level of nursing students at one private university in Tangerang and the higher type of motivation among them during English online learning in COVID-19 pandemic era. The research questions of this study are:

1. What is the motivation level of nursing students at one private university in Tangerang in English online learning during COVID-19 Pandemic?
2. What type of motivation is the higher among nursing students at one private university in in Tangerang in English online learning during COVID-19 Pandemic?

The results of this study are expected to provide information to readers and educational practitioners about the motivation level of nursing students in learning English virtually and the most dominant types of motivation among them. This is most urgently needed to assist the educators increasing English learning excellence in the future.

Learning Motivation

According to Filgona et al. (2020) motivation is an internal drive that encourages a person to obtain particular goals. In line with this, Brophy (as cited in Hartnett, 2019) defines motivation as “a theoretical construct related to the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior” (p.3). Motivation and learning are intrinsically closely related and influence each other. As mentioned by Schunk et al. (2014), motivation is rooted in a person's cognitive and affective processes, where it can either support or hinder the person to continue learning. The higher the motivation, the more efforts one will make, and the greater the learning outcomes obtained. The success of learning is therefore greatly dependent on students' motivation level. In case of English learning, motivation significantly affect students' mastery and proficiency (Wang, 2006). Greater acquisition will take place as they possess high motivation to be more engaged in learning activities. Oktiani (2017) adds that motivation is a force coming from inside, encouraging individuals to take actions and to evolve enthusiasm toward certain things. In brief, learning motivation is the overall psychological driving force within a person that encourages enthusiasm, ensures continuity, and provides direction for one's learning activities in order to attain a goal.

Types of Motivation

There are generally two types of learning motivation. The first is what comes from within or commonly referred to as intrinsic motivation. This type of motivation is driven by inner satisfaction and not influenced by monetary rewards, values, or other external factors (Morris, C.G. & Maisto, 2002). The stronger the intrinsic motivation that a person has, the more likely he is to show strong behavior to achieve goals. Mahadi & Jafari (2012) further elaborate that intrinsic motivation arises because of one's interests toward something which then spark their courage and willingness to make a move. For instance, students with high intrinsic motivation of learning English feel excited to continue to practice speaking English and consider what they are doing is enjoyable.

On the contrary, extrinsic motivation emerges as individual grows desire of getting a reward or gift, whether it is a compliment, acknowledgement, money, or awards. Doing tasks to avoid punishment is also categorized as extrinsic motivation. To put it in other words, this type of motivation drives a person to do something not for his own satisfaction, but for achieving something in return or avoiding unpleasant thing (Harmer, 2001; Harnett, 2016; Saville-Troike, 2006). Meanwhile, amotivation is a situation where students do not have either intrinsic or extrinsic motivation. This will pop up if students have an aversion to learning or achieving a goal. As explained by Deci & Ryan (2002), amotivation is a motivational nuisance characterized by the absence of initiative and personal autonomy where one does not possess either intrinsic or extrinsic motives for involvement.

Online Learning

Online learning is an educational method where learning is done virtually using internet, electronic devices, and digital platforms to support knowledge acquisition, independent learning, and real-life learning experiences (Ally, 2008; Ngampornchai, A., & Adams, 2016; Suartama, 2014). In addition to technology, online learning is characterized by sustainable innovations such as video conference using digital platforms; interactive learning media of pictures, writings, videos, which students can access anytime and anywhere; and gamification approach to increase students' motivation (Marini, 2020; Putra, et al, 2019)

Online learning has several advantages over conventional learning. First, it trains students' independence to learn on their own through various media and sources that have been prepared by the teacher. By learning independently, students can deepen their comprehension and hone their skills in operating advanced learning applications. Second, online learning allows students to learn anywhere and anytime, as it can run only by turning on a mobile phone, laptop, or computer. Without proper preparation, nevertheless, online learning may bring up some challenges such as the lack of interaction between students and teachers, the disruption of students' focus, unstable network especially for students living in remote area, and the teachers' difficulties in assessing students' behavior due to lack of supervision (Dhull & Sakshi, 2017; Yuhanna & Kachik, 2020)

English for Nursing Students

English proficiency is obligatory for nurses. As Chichirez & Purcarea (2018) states, health sector always emphasizes communication across ethnolinguistics and cultural communities to ensure that the relationships with patients, patient's families, visitors, and fellow staff are well established. Nursing students, hence, need to evolve their English skills to be able to build good relationships with foreign patients.

In Indonesia, there is no official stipulation regulating how and when English for nursing should be taught to prospective nurses. Some health educational institutes set it as mandatory course, but some choose to make it only as an optional elective course. The teaching time also varies, in which some institutions decide to teach English at the beginning of semester, and others are in the middle to the end of semester. The materials, topics, language expressions used are usually prepared by the teacher, and adapted to the needs of students. In addition, the learning content must also be engaging so students can eagerly learn English and cope with the lesson (Coman, et al., 2020). The examples of topics in English for Nursing courses are bedside handover, checking vital signs, breaking bad news, pre-operative care, and drug administration.

Method

Research Design

This research was quantitative in nature. It refers to the research method involving numerical data, which is then processed using statistical working formulas, and is derived from operationalized variables with a certain measuring scale (Indrawan, Rully & Yaniawati, 2017). This method was chosen as it was in accordance with the research objective, which was to examine the motivation level of nursing students during online English learning and the most common type of motivation among the students. The results of this study were presented descriptively. The population of this research encompassed 236 second-year students of Nursing faculty at Pelita Harapan University, Tangerang. The sample of this study was determined using a convenience sampling technique based on readiness and availability of respondents (Solimun, & Fernandes, 2018). To determine the

sample size, Slovin's formula was applied, resulting in 150 number of respondents. This population was selected as they have completed three compulsory English courses in the faculty, which are General English, English for Nursing, and Academic English. The courses were given in three different semesters and were taught online due to the COVID-19 pandemic.

Instrument

The data in this study were collected using likert-scale questionnaire. According to Sugiyono (2013), a questionnaire is a data collection technique with a set of questions posed to respondents or research targets. The questionnaire alone was developed from Gardner's questionnaire of Attitude/Motivation Test Battery and the Concordia University Online Learning Questionnaire. Both questionnaires were selected because of its detailed statements and suitability with the objectives of this study. Both have also been involved in many previous studies. The questionnaire of this study consisted of 23 statements, with the following details: 7 statements were related to amotivation, 7 statements were related to the intrinsic motivation and 9 statements were related to extrinsic motivation. Each statement was made on a Likert scale of 1 to 5 with a choice of answers: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. On negative statements, the choice switched into; 5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree, 1 = strongly agree.

Before this questionnaire was distributed, it was tested on 30 students who would not be re-involved as the research sample. For 30 respondents, the expected r table was 0.361. The statement was hence considered valid if r count $>$ 0.361. The objective of validity test is to see whether the questionnaire really measures what the researchers aim to. On the other hand, reliability test is to find out the consistency of answers in each statement. The expected *Cronbach's Alpha* value for 30 respondents is 0.6, so the statement was reliable if the *Cronbach's Alpha* value was greater than 0.6.

Procedures

To collect the data, the researchers prepared informed consent, research explanations, and questionnaire in *google form* to be distributed to respondents. Since the data collection was carried out through the online system, the researchers shared the questionnaire link to students' *whatsapp* group. The data were then processed using univariate analysis which examines variable separately. To determine nursing students' level of motivation, the researchers referred to the criteria proposed by Salamat et al. (2018) below:

Table 1. Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

Findings and Discussion

This chapter describes the results of data analysis to find out the level of motivation of nursing students in online English learning and what type of motivation is the highest among students. On intrinsic motivation, the results are as follows:

Table 2. Intrinsic Motivation

No.	Statements of Intrinsic Motivation	Mean	Level of Motivation
1	I do not mind communicating online in English	3.53	Moderate
2	I feel comfortable composing English essay on a computer in an online learning environment.	3.41	Moderate
3	When I am studying English, I ignore distractions and pay attention to my task.	3.61	Moderate
4	I believe that learning remotely using internet is more motivating than a regular English course.	3.04	Moderate
5	I possess sufficient computer skills for doing online English assignment.	3.61	Moderate
6	As a student, I enjoy working independently.	3.68	High
7	I am not only interested in reading the handout given by my lecturers, but also other English texts such as newspapers, magazines, and research paper for my university study.	3.55	Moderate
	Total	3.49	Moderate

As shown in the table, almost all the statements of intrinsic motivation turn to be in moderate category. The total average of intrinsic motivation reaches 3.49, meaning that the respondents are quite intrinsically motivated. The first statement (*I do not mind communicating online in English*) gained a score of 3.53, signifying that most of the students are moderately motivated to speak English in online classes. The second statement (*I feel comfortable composing an English essay on a computer in an online learning environment*) gets a slightly lower score than the first statement, which is 3.41, indicating that most respondents are quite comfortable with essay writing assignments during sudden shift to online learning, and that it is enough to excite the spirit of learning in them. Furthermore, the third statement (*When I am studying English, I ignore distractions and pay attention to my task*) and fifth statement (*I possess sufficient computer skills for doing online English assignment*) obtain a score of 3.61. This score is quite high, but insufficient to be included in the 'high motivation' category. Regarding this, researchers assume that some nursing students may still struggle to neglect interferences and keep their focus on learning English virtually. Some of them also feel to be not proficient enough to operate technology. Meanwhile, the fourth statement (*I believe that learning remotely using the internet is more motivating than a regular English course*) gets the lowest score (3.04) among all statements of intrinsic motivation, depicting how many students are more personally motivated to have face-to-face English class rather than online. Unlike the fourth statement, the sixth statement (*as a student, I enjoy working independently*) gets a score of 3.68, which is the highest score for intrinsic motivation's statements. In English online learning, students are indeed required to be more independent, without relying heavily on lecturers. They are asked to learn certain subjects by reading books, listening to video explanations provided by the lecturers, and looking for various other additional

sources of learning without assistance or with limited assistance from others. High score in sixth statement that some nursing students have gained the sense of independent learning during the pandemic. The last statement of intrinsic motivation (*I am not only interested in reading the handout given by my lecturers, but also other English texts such as newspapers, magazines, and research paper for my university study*) is categorized as 'moderate' with a score of 3.55. This signals that nursing students have enough urge to find and read other handouts other than those provided by the lecturers.

The analysis on extrinsic motivation shows slightly different results into the bargain:

Table 3. Extrinsic Motivation

No.	Statements of Intrinsic Motivation	Mean	Level of Motivation
1	When I have a problem understanding something in my English class, I always ask my lecturer for help.	3.09	Moderate
2	I am able to manage my study time effectively and easily complete English assignments on time.	3.87	High
3	I can easily access the internet to study English.	4.06	High
4	I can ask my lecturers questions and receive a quick response outside the online English class.	3.65	Moderate
5	I can collaborate with other students outside the online English class.	3.99	High
6	Learning English is beneficial for traveling abroad.	4.35	High
7	Studying English enables me to behave like native English speakers: e.g accent, using English expressions.	4.00	High
8	I believe a complete English course can be given by the Internet without difficulty.	3.77	High
9	I am motivated by the material in an Internet activity outside of English class.	3.84	High
	Total	3.84	High

In table 3, it appears that statement one (*When I have a problem of understanding something in my English class, I always ask my lecturer for help*) is at a moderate level with a score of 3.09. This score is the lowest of all statements on extrinsic motivation, reflecting students' adequate motivation are to ask the lecturer when they have difficulty understanding the learning materials. The second statement (*I am able to manage my study time effectively and easily complete English assignments on time*), conversely, gets a score of 3.87 which is quite high. Most of the students are thus greatly motivated to do the given English online assignments that they can finish it on time. Similarly, the third statement (*I can easily access the internet to study English*) achieves a high score, which is 4.06. This means that most students are connected to the internet as a source of learning support. The fourth statement (*I can ask my lecturers questions and receive a quick response outside the online English class*) is in 'moderate' category with the score of 3.65, denoting sufficient

accessibility and response latency of the English lecturers outside the online class. The next statement (*I can collaborate with other students outside the online English class*) is at a high level with a score of 3.99. This signifies that even without being face-to-face, nursing students can still work together outside of online English classes. Additionally, the sixth statement on extrinsic motivation (*learning English is beneficial for traveling abroad*) achieves the highest score of all statements, which is 4.35. Almost all respondents seem to believe in the usefulness of English for traveling abroad. This may be one of the credence encouraging them to study English during COVID-19 pandemic. A high score is also found in the seventh statement (*Studying English enables me to behave like native English speakers: e.g: accent, using English expressions*), with a score of 4.00. Meanwhile, the last two statements on extrinsic motivation are in the high category, with a relatively thin score difference. The eighth statement (*I believe a complete English course can be given by the internet without difficulty*) attain a score of 3.77, portraying nursing students' belief that no technical problems will occur in full online English learning. Statement nine (*I am motivated by the materials in an internet activity outside of English class*) gets a score of 3.84, so it appears that students are highly motivated to learn English from the materials they get with the help of internet. Overall, the extrinsic motivation of nursing students in learning English online is considered high, with a score of 3.84. In addition to intrinsic and extrinsic motivation, the researchers also attempt to examine nursing students' level of amotivation to find out the potential factors hindering them to study English optimally during sudden switch to remote learning. The results are represented below:

Table 4. Amotivation

No.	Statements of Intrinsic Motivation	Mean	Level of Motivation
1	My environment is not conducive for English online learning	3.21	Moderate
2	I am not really knowledgeable in using computer technologies, so I am not really comfortable in learning English online.	3.73	High
3	I often run out of quota in the midst of my English study, and it really distracts my attention.	3.58	Moderate
4	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.	3.61	Moderate
5	I do not really enjoy online English class due to the limited interaction with my lecturer and classmates.	3.81	High
6	I do not have stable internet connection, so I feel that I cannot learn optimally in English online class.	3.46	Moderate
7	I often have problem with my gadgets, so it decreases my motivation in online English learning.	3.59	Moderate
	Total	3.57	Moderate

The first statement (*my environment is not conducive for English online learning*) is in moderate category with the score of 3.21. This means that students' environment is moderately conducive for English online learning. Some distractions may emerge, but not to the point that it really interferes with the students' learning process. The second statement (*I am not really knowledgeable in using computer technologies, so I am not really comfortable in learning English online*) surprisingly gets a high score of 3.73, denoting students' high discomfort in online English learning due to their lack of technological skills. The third and the fourth statements of amotivation appear to be in moderate category, with a slight difference in scores. The score of the third statement (*I often run of quota in the midst of my English study, and it really distracts my attention*) is 3.58 and the fourth statement (*I tend to give up and not pay attention when I do not understand my English teacher's explanation of something*) is 3.61. This indirectly signals that there are still some nursing students facing disturbances such as sudden running out of quota and difficulty of growing motivation in their learning process. The score of the fifth statement (*I do not really enjoy online English class due to the limited interaction with my lecturer and classmates*) is also quite surprising that it reaches 3.81. It is thus obvious that nursing students are highly fond of limitless interactions with peers and lecturer that they do not really feel comfortable with restricted meetings in online learning. Next, the sixth statement (*I do not have stable internet connection, so I feel that I cannot learn optimally in English online class*) is in the moderate category with the score of 3.46. This means that students have quite stable internet connection for them to learn English virtually. The last statement of amotivation (*I often have problem with my gadgets, so it decreases my motivation in online English learning*) attain the score of 3.59, depicting how students quite often get technical problems with their gadgets that it slowly decreases their learning motivation. In total, the average score of amotivation is 3.57. Based on the total score, it can be concluded that nursing students are a bit unmotivated to learn English in online environment.

The total average for the three types of motivation can be seen in the table below:

Table 5. The Average of Three Types of Motivation

Types of Motivation	Mean	Level
Intrinsic	3.49	Moderate
Extrinsic	3.84	High
Amotivation	3.57	Moderate

Discussions

From the analysis, it appears that extrinsic motivation is the highest type of motivation among nursing students at a private university in Tangerang, with a total average of 3.84. The fact that the students were extrinsically instead of intrinsically motivated was a bit surprising. Rather than self-efficacy, attributions, or high interest, their motivation was driven from the outside things such as the easily accessible internet that facilitates their learning process; desire to be able to speak English with native speakers' accents; group work with friends outside of online class hours; and being eligible to travel abroad. Amotivation was in the second position with a total average of 3.57, and intrinsic motivation was the last one with a total average of 3.49. Further studies are needed to examine why nursing students at a private university in Tangerang have low intrinsic motivation in English online learning.

As the results implied, the level of nursing students' intrinsic motivation in online English learning during COVID-19 pandemic was moderate. They were quite motivated to speak

English, compose essays, ignore distractions that arise during study, learn virtually, operate learning technology, study independently, and look for additional learning materials outside of what has been given by the lecturer. This finding was agreed upon the previous study done by Emaliana (2015) where the intrinsic motivation of university students in learning English was not too high. Some students admitted that their level of understanding was still lacking. They also felt that they lack mastery of linguistic features such as grammar and vocabulary, making them unconfident to speak and write in English.

Similar results were also obtained by Farihah & Umamah (2021) who examined the motivation level of non-English students at a private university in Malang, that the level of students' intrinsic motivation was classified as moderate. They claimed to be quite able to maintain their focus to stay motivated in learning English during pandemic. That was done by conceptualizing their learning methods, trying to be consistent in achieving their goals, using free time to learn English from social media on YouTube, podcasts, spotify, etc, and holding discussions with classmates.

Contrarily, Erniyati & Putra (2022) found that non-English department students' intrinsic motivation in learning English online was higher than their extrinsic motivation. Most students agreed that English is now substantial to master as it can help them achieving their dream job. Moreover, intrinsically motivated students are often associated with better classroom performance due to high eagerness and willingness to study new materials. Yulistianti (2016) argues that teaching methods play an important role in shaping and encouraging students' intrinsic motivation. In English online learning, thus, lecturers should design a variety of activities that meet the diverse needs of students and provide opportunities for all students to hone their different abilities. Oetari et al. (2021) further explains that lecturers can also maximize the use of technology in the learning process to increase students' learning motivation during pandemic. Online learning requires supporting facilities such as the internet, online platforms, computers, and various other devices. Good use of facilities will maximize the material presented and the function of existing facilities. Lecturers may create animated media using special software so that English learning is easier to understand and attract students' interest.

In addition, this study found that the students' extrinsic motivation level was in the high category with a score of 3.84. Most of the students were highly capable to access internet for their study needs, complete assignments on time, find additional material independently, and cooperate well with classmates. External factors that strongly support online learning absolutely have a positive influence on student learning motivation. On top of that, most students were motivated to learn English because of their conviction that English is useful for traveling abroad and their desire to speak like native speakers. They also strongly believe that English can be fully taught online, without any difficulties. This finding contrasts with what Fadhilah (2019) found in her study that half of the Hangtuh Tanjung Pinang STIKES students who became respondents had low extrinsic motivation. Most of them studied English because they wanted to impress other students in the class.

Meanwhile, Rahman et al. (2019) figured out that the extrinsic motivation of students in the library science study program at Tanjungpura University was high. The most influencing factor for students' motivation was their wish to be able to speak with foreigners fluently and get high grades in English class. Student motivation was also influenced by the teacher and the learning methods used in the classroom. The debate regarding which motivation is more important, between intrinsic motivation and extrinsic motivation, does happen some time ago. Stated by Deci and Ryan (2000), several studies mentioned that intrinsic motivation is more valuable than extrinsic motivation. Similarly, Hedges et al. (2013) convey that "students motivated by extrinsic factors are more likely to

resort to 'surface' or 'rote' learning which is, in-turn, associated with lower academic achievement" (p.3). If the external factors that motivate the students disappear, they can automatically lose their enthusiasm for learning. Contrarily, those with higher intrinsic motivation, may "produce qualitatively structured outcomes (i.e. more meaningful work demonstrating understanding)" (p.3).

This argument, however, was refuted with other studies finding out that intrinsic and extrinsic motivation can collaborate well to enhance learning (Jovanovic, D. & Matejevic, 2014; Kasyulita, 2019; Oletic, 2014). Deci et al. (2001) have also reconsidered their self-determination theory which initially ruled out extrinsic motivation. Their new finding reveals that extrinsically motivated behavior can be self-sufficient if internalization occurs. Internalization is the process of returning certain values and making it one's own. When the process is running faultlessly, individuals will change the externally regulated extrinsic motivation to internally regulated extrinsic motivation by consolidating its regulations and values into their self-awareness.

Beside the decent level of motivation, the analysis also disclosed the moderate level of students' amotivation (3.57), indicating that challenges do exist during the English online learning process. The biggest ones seemed coming from students' insecurity for not being knowledgeable in operating computer technologies and inconvenience for having limited interaction with lecturer and classmates. In accordance with this, Mahyoob (2020) discovered that obstacles faced by students at Taibah University in English online learning were related to network problem and lack of digital skills. The need for Internet access that increased dramatically during pandemic often made the internet network unstable and disrupted. Consequently, students had difficulties in accessing online lessons, downloading materials, and doing the online exam. Some also found it hard to open the online exams via mobile phone since the format did not suit their device. Along with that, some students acknowledged to lack of digital skills, particularly in operating online learning equipment, tools, and systems.

Izra (2021) in her study also gained similar results that technical problems such as lack of availability of learning facilities and poor quality of network are frequently an obstacle to the implementation of online learning, especially for those living in countryside. Some students also felt that conventional learning was more motivating than online learning because they could have face-to-face interaction with their teachers and classmates. While in online learning, interaction did occur, but it was very limited that students feel dissatisfied and less than optimal to discuss the assignments. The challenges faced by students were reported to decrease students' motivation in the learning process. This finding can also be an evaluation for teachers that COVID-19 is still a big challenge for education. Several steps that might be taken to increase students' motivation and quality of online English learning are upgrading internet connectivity; conducting training for students regarding the operation of applications used; identifying and supporting those who are left behind with different teaching methods. Furthermore, along with the decreasing number of COVID-19 cases, the application of blended learning can be considered. Blended learning allows students to meet face-to-face with their colleagues and teachers, despite the minimum intensity.

Conclusions

To sum up, this study was conducted to determine the level of motivation and the highest type of motivation among nursing students in online English learning during the COVID-19 pandemic. The analysis found that students had a moderate level of intrinsic motivation with a mean score of 3.49. This implied that nursing students were motivated enough to

speak English; write papers; operate applications and learning tools; study independently; and seek additional materials in an online environment. Their intrinsic motivation was also quite capable of helping them maintaining their concentration and ignoring distractions.

In contrast, the level of extrinsic motivation of nursing students was high with a mean score of 3.84. This meant that students' external factors really supported the online learning process that it highly motivated them to learn. Other external factors which boost nursing students' motivation were the usefulness of English for going abroad and the students' urge to speak with the accent of native speakers.

Despite the good level of motivation, several things turned to quite demotivate nursing students. Two of the highest were students' lack of digital skills and limited interaction with lecturers and classmates. Further research needs to be done to determine the factors influencing the motivation of nursing students in learning English online.

Acknowledgements

The authors would like to thank all respondents involved in this research, and to LPPM Universitas Pelita Harapan who have funded this research.

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