LISTENING TO STUDENTS' AND TEACHERS' VOICES: ONLINE TEACHING PRACTICES LEADING TO EFL LEARNERS ' DEMOTIVATION

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Abstract: This study was conducted in response to the online teaching practices which demotivate EFL learners in learning English from both the teachers' and students' perspectives so that it can provide an equal point of view. The study was done by distributing a questionnaire to 152 students of the State Islamic Madrasah in Tulungagung, East Java, Indonesia to find data related to those who experience demotivation in learning English and interviewing them in depth both directly and indirectly through voice notes in July to September 2022. The in-depth interview was also done to their English teachers. The result of qualitative data analysis revealed that

students were demotivated, bored, and lazy during online learning because of two main factors, namely teachers, i.e., uninteresting teaching methods and techniques, lack of online teaching experience, teacher's personality, and the usage of the online learning application. Meanwhile, the teachers perceive that their demotivating EFL teaching was resulted from students' learning loss, lack of students' learning involvement, and teachers' feeling insecure caused by some factors, namely the variety of online teaching methods, the accessibility of online learning media, family interference, and students' internal lack of motivation. Still, this demotivating online teaching and learning do not significantly implicate the students' achievement of English. These research results are pedagogically implemented to improve the quality of online teaching and learning English, mainly at the secondary levels.

Keywords: *demotivation, online learning, teaching practices*

INTRODUCTION

The COVID-19 pandemic that has occurred since the end of 2019 has had an impact on the English learning system from offline to online. During offline learning before the pandemic, interactions between teachers and students through offline mode in a classroom at the scheduled time. Learning with direct physical interaction in the classroom has psychologically positive impacts, including non-physical distance with which learning clarification and confirmation can be made directly in a more interesting learning atmosphere and environment so that the students are more motivated to learn (Wright, 2017). On the other hand, online learning and teaching which according to Sadiku et al. (2018) is carried out through the Internet and designed to reach and engage students personally anywhere and anytime is considered as an effective solution during the pandemic (Dawan, 2020). It has changed many things including learning media, learning strategies, and learning assessments. Teachers, as essential actors in the success of online learning, are required to adapt their teaching activities to the learning goals, the learner's characters, and their digital skills (Had & Rashid, 2019). The successful online learning as according to Oliver (1999)

covers three elements: content, activities, and learning support, which positively affect the learning process and outcome. In addition, selecting the right online teaching strategy contributes significantly to creating student learning motivation and a pleasant academic atmosphere that impacts students' performance and achievement (Wei, 2018). In online learning, the selection of media and online applications also determines the involvement of students during the online learning process. This social fact can be seen from the results of preliminary research conducted through observations and interviews with students through virtual meetings. It shows that the problem of decreasing their motivation, performance, and achievement is mainly caused by some construct factors that come from teachers during online teaching, which include less attractive teaching techniques, the use of too much different variety of learning applications by each teacher, teachers sharing learning materials with lack of explanation, assignments without feedback, and non-transparent assessments.

Studies on "online English learning" tend to look at one perspective- the learners' or the teachers' perspectives. From the learners' perspective, there are two main points; the first are studies that look at the challenges experienced by students, which reveal that their challenges faced during online learning are related to technical, academic, and communication matters (Mahyoob, 2020), students' expectations that materials and assignments given should be followed by explanations (Allo, 2020). Other research also shows that there are three kinds of obstacles that students encounter according to their perspective during online learning, namely not being familiar with e-learning, weak internet connection, and physical obstacles such as eye fatigue due to being in front of a screen for a long time (Octaberlina & Muslimin, 2020). The second is research from students' perspective that focuses on the impact of online learning, which, on the one hand, was perceived as the best solution during the Covid pandemic. Still, it arouses many obstacles, including the lack of ICT knowledge for both teachers and students (Rahim & Chandran, 2021). Another impact of online learning is the emergence of demotivation in learners, which is caused by several construct factors that come from the learners

themselves, institutions, and teachers (Wang & Guan, 2020). The demotivating construct factors from teachers are related to teaching methods and processes, teaching materials and environment, teaching facilities, and teaching competencies (Acarol , 2020), as well as negative attitudes of teachers (Xie, 2020).

Meanwhile, there are three main points ferreted out from several studies about the teacher's perspective of online English teaching and learning: teachers' experience and challenges of online teaching, teachers' problems encountered during online teaching at elementary and middle schools, and online learning and students' learning motivation. Firstly, a study by Bailey and Lee (2020) revealed that teaching experience determines the variety of online learning activities which can be delivered more easily. Hence, it has a positive impact on the success of online teaching. However, teachers with little or no online teaching experience might increase barriers during online teaching. Another study by Khatoony and Nezhadmehr (2020) confirmed that even though teachers can use online learning applications, they still experience challenges such as a lack of material appropriateness, student attention, and demotivation. Secondly, some previous studies also revealed online learning practices at the high school level that show online learning problems from the teacher, students, and parents' lens. For example, teachers' problems cover financial matters, signals and Internet connections, low digital literacy, the learning styles of students with low proficiency levels, and students with low motivation levels (Atmojo & Nugroho, 2020). In addition, Putri (2021) revealed that the challenges teachers face in Elementary and Middle School are that speaking and writing are the most challenging language skills to teach during online learning. Thirdly, Hernández and Flórez (2020) found that English teachers consider synchrony and access to information as essential elements that positively impact learners' motivation in online learning. The absence of face-to-face teacher in online learning is also influential demotivating factor for learning English (Santosa & Riady, 2021). In addition, Adara and Najmudin (2020) found that teachers' teaching style is amongst the most salient EFL learners' demotivational factors after COVID-19 pandemic. However, those previous studies have

not much explored demotivating online teaching activities in the setting of a *Madrasah Aliyah* (a Senior High School under the control of the Indonesian Ministry of Religion) from the perspectives of both teachers and students, which result in an imbalance of perspective.

To investigate demotivating online teaching practices from both the EFL students' and teachers' perspectives would provide insights on conducting a more effective and successful online English language learning. This current study intended to address these issues and investigate the problem of demotivation among them because of online teaching practices that meet their expectations. This study is intended to answer these research questions: a). What forms of teaching practices cause a decrease in students' motivation? b). What factors cause the demotivating online teaching practices leading to reduce students' motivation? c. What are the implications of demotivating online learning practices toward students' English achievement?

METHOD

The portrait of the demotivating practices of online English learning at *Madrasah Aliyah* in the areas of Tulungagung, Indonesia that triggered students' demotivation was chosen as the central issue of this research for four considerations. First, it is essential to understand the impact of learning English at *Madrasah Aliyah* on English learning at the university level, as this has not been researched extensively. Second, the issue of online English teaching during the COVID-19 pandemic from the perspective of teachers and students is a crucial topic that has not been given enough attention in previous studies. The demotivating constructs of online English teaching activities at *Madrasah Aliyah* need to be addressed to achieve good learning objectives, which need to be revealed through this research. Fourth is the existence of teaching activities that have implications for students; demotivation is the basis for a series of consequences that occur, which need to be mapped out to formulate appropriate actions. Thus, it is expected that this research provides a comprehensive understanding and insights for solving problems in Online English learning at the level of *Madrasah Aliyah,* which also impacts student input in higher education.

Research design

This qualitative research that took place over three months (July-September 2022) was done to the EFL students and teachers in two state *Madrasah Aliyah*s in Tulungagung, East Java, Indonesia. A questionnaire survey was distributed to select students who experienced demotivation during attending online learning. The selected subjects were then in-depth interviewed. The in-depth interview was also done to their English teachers. There are two kinds of instruments- a questionnaire survey and an interview guide which were developed and validated through Focus Group Discussion which was attended by the EFL teachers who have concern in online teaching and learning and verified by two (2) experts in teaching and learning English. The questionnaire survey consists of sixteen (16) closed ended items of question and two (2) open ended items of questions asking the forms of their demotivation, reasons of their demotivation, and the implication of their demotivation towards their English competence. Item no 15 is specifically asking about the respondents' claim whether they were demotivated to attend online teaching. The questionnaire survey was then distributed through a link of Google Forms to students of State *Madrasah Aliyahs*. The link, https://forms.gle/XQQhzcmKar7ufEjr6, was shared through the Whatsapp groups of students from those *Madrasah Aliyahs* to collect initial data about demotivated learners of English and demotivating online teaching. The respondents voluntarily filled out this survey, so that the data collected were assumed to be more credible and dependable. Meanwhile, the interview guide was used to collect data about the teachers' and students' perspectives about the three previous mentioned.

Participants

This study involved two parties in data collection: (a) teachers identified as teaching English online, which led to students' demotivation. (b) students who claim to be demotivated due to the demotivating online teaching practices. The population was all students

of two state *Madrasah Aliyahs* in Tulungagung East Java, Indonesia who learn English through online mode, and the respondents of the questionnaire were 152 students who voluntarily filled in the questionnaire. There were forty-four (44) students who claimed to experience demotivation with online teaching and learning. Those potential subjects were then interviewed to ensure that they were really demotivated. It was found that thirty-two (32) students claimed to be demotivated. The interview to those students was carried out based on their availability and willingness and only nine of them who were willing to be face to face interviewed. Four English teachers who were teaching those selected subjects were also in-depth interviewed through either face-to-face interview or using voice notes.

Data and Data analysis

The data were obtained from interviews with both teachers and students. The data are in the form of both teachers' and students' utterances that contain information about the forms of online English teaching activities, such as the platform, the application used, and mode used to teach, and the assessment; factors that may contribute to demotivating practices, such as digital literacy, teaching experience, and workloads; and the implication of students' demotivation towards their English competence.

Data analysis was carried out in two ways. First, the quantitative data from the questionnaire were analyzed descriptively to determine demotivated subjects due to ineffective online teaching practices. The initial data obtained from the survey were also analyzed. Second, qualitative data from interviews were processed by following the steps as outlined by Huberman (2000), including condensing the data, summarizing it based on themes, and verifying the conclusions. Additionally, the analysis used an interpretative technique where the data collected from the interview was restated, patterns and trends were identified, and the meaning of the data was finally revealed.

FINDINGS

The result of the survey of 152 respondents from two State *Madrasah Aliyahs* (State Islamic High School) in Tulungagung, Indonesia shows that half of the respondents, 50%(see Figure 1), have a neutral opinion to a statement stating that "I am not motivated to learn English if my teacher teaches English trough online mode."

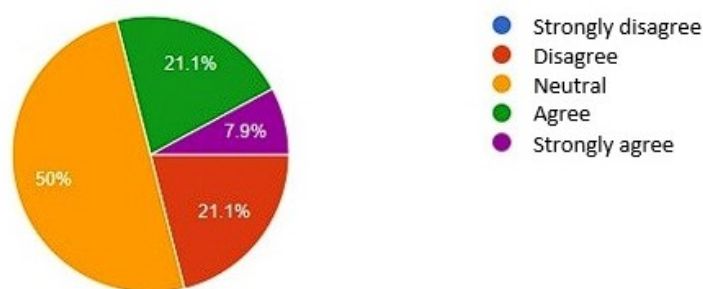15. I am not motivated to learn English if my teachers teach me through online mode
152 responses

Figure 1. Online English teaching and students' demotivation

The data in Figure 1 indicates that online teaching does not entirely lead to students' demotivation in learning. This is supported by the fact that only 32 out of 152 students (21.1 %) who filled out the questionnaire disagreed with the statement that online English teaching is not the reason for demotivation. However, it also shows that a significant portion of students still finds online teaching as demotivating. This is supported by the 12 students (7.9%) and **32** (21.1 %) who strongly agreed that online English teaching could demotivate them. This is exemplified by the student's quoted interview: *"If online English lessons are difficult to understand because there is no practice…this makes me unmotivated to study English" (Hend)*. The results also revealed that online teaching and learning could affect the lack of practice, which can contribute to demotivation. This finding is in line with Alyousif and Alsuhaibani (2021) who found that lack of activities for practicing English, overemphasis on grammar, and incompetence of teachers were the most demotivating factors for EFL students toward English learning. Overall,

the data show that while some students disagree that online teaching is demotivating, most students do agree with this statement. This indicates that online teaching with a lack of practice leads to students' demotivation. The results of the in-depth to students experiencing demotivation and teachers are explained below.

Students' perspectives
Forms of demotivating online English teaching

This study revealed that there are two forms of demotivating teaching which leads the students' demotivation (see Table 1). First, teaching conducting through online mode without providing students with sufficient attention resulted in the students' demotivation. This is supported by the student's quoted interview statement: "Both male and female students have different strengths and weaknesses; I hope my teachers are aware of that variety. I also expect them not to get angry with students who do not understand the materials yet." (Elv.). It is clearly stated that the students' expectation of getting equal attention from their teachers can make the find the joy as one of the indicators of motivation in learning. In fact, there are students with various characteristics and ability and each needs to be given equal attention and support. A teacher's attention is one of the critical factors that can make students feel happy and interested in either online or offline learning. This finding of this research supports the previous study conducted by Abadi (2018), which revealed that among the seven factors that trigger demotivating students in learning English, (1) Environmental and learning facilities, (2) Teacher attitude, (3) Dormitory, (4) Negative attitude to English, (*5)* School's policy, (6) the essential ability of students, and (7) Learning materials, teacher attitude is one of the most important. This includes the teacher's attention to students with different English skills. Moreover, teachers' lack of social and cognitive presence are also other challenges of online teaching which might affect students' demotivation (Ferri, Grifoni, & Guzzo, 2020).

Table 1. The forms of demotivating online teaching which lead to students' demotivation.

No.	Forms	Data
1.	Teaching online without or lack of giving attention to students	"Both male and female students have different strengths and weaknesses; I hope my teachers are aware of that variety. I also expect them not to get angry with students who do not understand the materials yet" (Elv.)
2.	Teaching online by only giving materials without providing a sufficient explanation	"The online teaching that only gives assignment makes me unmotivated to learn English" (Hln.)
		"Because during the online learning, my teachers did not explain the materials in detail. This made me dislike online teaching." (Tkr.)

Secondly, giving materials without providing a sufficient explanation is believed to be another form of demotivating Online teaching, because this makes them unable to understand the materials and to be less interested in getting involved with the Online learning activities. This is explicitly stated in the student quoted interview: "The online teaching that only gives assignment makes me unmotivated to learn English…I get reluctant" (Wld.) Lack of detail explanation is also noticed to be the students' perspective of another form of Online demotivating EFL teaching as reflected in the student's quoted interview: "Because during the online learning, my teachers did not explain the materials in detail. This made me dislike online teaching." (Tkr.) This finding is consistent with that of Iftanti, Imelda, and Yunita (2023), which revealed that giving materials without satisfactory explanation by teachers can result in students' demotivation. This indicates that such forms of online language teaching can decrease students' motivation and even lead to their demotivation, manifested in feelings of apathy, confusion, lack of engagement in the learning process, decreased passion, and lack of enthusiasm for online English learning. In addition, a study by Esra and Sevilen (2021) revealed that Online teaching has negative impact on the students' motivation due to a mismatch between expectations and content.

Factors affecting demotivating online English teaching

The research shows that implementing online English teaching can be challenging due to some factors, as seen in Table 2.

Table 2. Factors affecting demotivating online EFL teaching.

No	Description	Data
1	Lack of familiarity with online teaching tools	"…not familiar with media social used to teach…" (TkR) "If the teaching activities carried out only through giving quiz without explanation and without using online learning using video, virtual meeting like Zoom, or other learning application, I get bored and reluctant." (Kmr)
2	Lack of teachers' explanation	No explanation or at least using youtube video, so that I can learn it (Nla) "The exercises given without explanation lead to reluctance and boredom. It could be varied with using video from *Ruang Guru* application or the other learning application such as Zoom to build teacher-students interaction during online learning" (Kmr.)
3.	The limited communication between students and teachers	"…It is sometimes difficult to contact teachers to ask for clarification about the materials." *(Pnj).*
4.	Teachers' uninteresting teaching method	"…the learning is done through online mode, but my teachers did not explain interestingly or taught in a constricting learning atmosphere…(I) "The teaching was monotonous, less interesting, and and we were given assignment without any materials. "(Ndy)
5.	Teachers' lack of experience in online teaching English	"Teachers with lack of experience, uninteresting and boring teaching strategies, confusing explanation make me experience demotivation in online learning."(Nn)
6.	Lack of practice during Online	"It is difficult for me if English is taught through online mode, because there is no practice during the online learning. This makes me demotivated to attend Online English learning. "(H).
7.	Lack of using Online learning facilities	We were only given videos and asked to make summary (Hai) I get trouble with internet connection and quota (Slv)

The sudden shift to online teaching during the pandemic caught some teachers off guard, leaving them unprepared for this new teaching mode. This leads to less effective use of online teaching tools and a decrease in students' motivation and engagement. As found in the survey that 40.1% of the respondents state that teachers who are not familiar with online learning applications could demotivate students. "lack of familiarity in media social…can demotivate me." (TkR). This confirms a study by Siripol and Wilang (2021) showing that the demotivating situations in synchronous online class settings were familiarity with the online platform, students' attention and control, and teachers' beliefs towards teaching and learning. Razkane, Sayeh, and Yeou (2021) also found that university teachers in Morocco who encountered a lack of familiarity with some tools to deliver their lessons faced difficulties with online teaching. Similarly, a study by Dashtestani (2014) demonstrated that teachers' limited knowledge of online teaching, is one of the challenges in online learning (Dashtestani, 2014). Teachers who struggle with adapting to online learning media can further impact students' motivation in online English learning.

Another factor that leads to students' demotivation to attend online English learning classes is when the teachers assign them without proper and sufficient explanation. Teaching English through Online without giving clear and appropriate explanation made the students be demotivated to attend instruction. As clearly stated in the student's quoted interview:" the exercises given without explanation lead to reluctance and boredom. It could be varied with using video from *Ruang Guru* application or the other learning application such as Zoom to build teacher-students interaction during online learning." (Kmr). They could not interact directly with the teachers during online learning, so any explanation presented online makes them confused and lacks understanding. This is validated by the survey result showing that 79.6%of the repsondents agree that giving assignments without explanation makes them demotivated. A clear explanation can help them understand the

instruction and the materials presented to them. Allo (2020) found that adequate explanations should precede assignments. Another study by Evans and Tragant (2020) revealed that poor teaching methods and a lack of speaking practice could also demotivate students. In online learning, students are supposed to be more independent, but if the teachers' instructions are poorly understood, it can also lead to demotivation. The research (Evans & Tragant, 2020) suggests that students will be more motivated when a clear explanation accompanies the tasks so that demotivation in online learning can be avoided.

Another triggering factor of demotivating online teaching is the limited communication between students and teachers. The survey revealed that 55.9%agreed with the statement stating that limited communication between students and teachers during online teaching makes students demotivated. Teachers whom the students do not easily reach are found to be the reason that makes students experience demotivation in online learning. The interview results implied that: "…It is sometimes difficult to contact teachers to ask for clarification about the materials." *(Pnj).* This supports a study by Alawamleh, Al-Twait, and Al-Saht (2020) which indicates a decrease in communication level between students and teachers and the feeling of isolation because of online classes. During the learning process, students need to have access to clear explanations and good interaction with their teachers, either synchronously or asynchronously, through virtual meetings, voice notes, video calls, or messages. These forms of communication are essential for conveying teaching materials, assignments, and explanations and allowing students to communicate any difficulties they face with understanding the materials or instruction given by the teachers. This indicates that communication between teachers and students is a decisive factor in the demotivating experience of online teaching.

Teachers' uninteresting teaching method is another factor that leads to students' demotivation. This is implied from the survey result showing that 46.1% disagree with the statement

stating that interesting teaching methods demotivate students' online learning. The quoted interview state that: "...the learning is one through online mode but my teachers did not explain interestingly or taught in a constricting learning atmosphere..."(I). This proves the students' joy in online teaching and learning is determined by using an engaging teaching method. A more effective way of online teaching can consist of a combination of synchronous and asynchronous modes that utilize various media and appropriate teaching tools, making students feel more comfortable. Additionally, incorporating humor into teaching can create a fun and motivating atmosphere for students; as seen in a study by Salmee and Arif (2019), humor positively affects students' intrinsic motivation in learning English. The teacher's explanation should not just consist of essential points of the materials but should be a more detailed explanation with examples and exercises.

Teachers' lack of experience in online teaching English is another triggering factor of students' demotivation in learning English online. This is ferreted out from the student's quoted interview: "Teachers with lack of experience, uninteresting and boring teaching strategies, confusing explanation make me experience demotivation in online learning."*(Nn)*. This study found that inexperienced teachers might implement uninteresting teaching methods, provide unclear explanations that are difficult to convey, and unpleasantly teach, which can cause demotivation in their online English learning. This empirical evidence shows that teaching experience, regardless of the mode, is crucial in determining the success of enjoyable learning and fostering positive student attitudes and motivation in the learning process. Moreover, Alemu's study (2014) revealed that personality and ability traits are critical factors in creating effective teaching.

Besides teacher-related factors which bring about students' demotivation in learning English online, this research also found that doing online learning with lack of practice is perceived to be uninteresting and demotivate students. This finding is supported by the student's quoted statement which clearly claim that "It is difficult for me

if English is taught through online mode, because there is no practice during the online learning. This makes me demotivated to attend Online English learning. "(H). Effective language teaching requires integrating all language skills and ample practice opportunities. Without enough practice, students can feel uncomfortable and demotivated. This finding aligns with Evans and Tragant (2020), who discovered that a lack of speaking practice could trigger demotivation and lead to a discrepancy between students' desired and perceived stagnant levels, causing demotivation in online English learning.

The last factor is lack of online English learning facilities like Online learning application, internet connection, and quota which contributed to the demotivation of online English teaching as implied in the students' quoted interview: "We were only given videos and asked to make summary (Hai); I get trouble with internet connection and quota (Slv). Unlike offline teaching, online learning requires several suitable facilities such as online tools and apps like Teacher's Room, Kahoot, Quizzes, YouTube, Google Classroom, and Google Meet. A study by Believers et al. (2015) showed that limited learning facilities lead to demotivation. The demotivating factors in this research were students limited basic knowledge of the English language, students' lack of motivation, the school environment, limited supporting facilities, working conditions, and teachers' workload. Using various online applications in online teaching can provide variety in learning, avoiding boredom for both students and teachers. This aligns with Allo (2020), who found that students expect their teachers to utilize online facilities in their online learning activities. They hope teachers use tools like free messaging applications in the Online Learning System. This highlights the importance of using online learning applications and media in online learning. Furthermore, the study found that Voice Notes are found to be an effective feature for giving explanations during online teaching, suggesting that Voice Notes should be used when giving instruction.

Teacher's perspective

The forms of demotivating online English teaching

These research findings reveal that online learning demotivates not only students but also the teachers in their teaching activities, as explicitly stated in the teachers' quoted interview:" I think yes, I do agree that online teaching can demotivate the students and actually it also demotivates teachers, I have lost." (Mrs. Ern). According to the teacher's perspective, this study noted that the forms of demotivating teaching include learning loss, low attendance in virtual meetings, students' discomfort, students' focus on attendance, and students' boredom. Still, such students' demotivational forms have made teachers remain patients and happy, and but sometimes confused.

The result of this present study shows that the teachers identified their students experienced learning loss during online learning- a general or specific loss of knowledge or skills due to an extended gap or discontinuity in a student's regular education program (Law Insider Dictionary, n.d). This teachers' perspective matches those found in research carried out by Donnelly and Patrinos (2021), Engzell, Frey, and Verhagen (2021), and Dorn et al. (2020), revealing that students may experience learning loss when studying online from their homes with little or no progress being made.

During online learning, teachers claimed that online teaching and learning activities have been done through virtual meetings either Google Meet or Zoom. However, students could not actively participate in the learning activities, as referred to the teacher' quoted interview: "I have ever conducted virtual meeting via Google Meet, but only a few students attended." *(Mrs. Ank).* This is because they experience learning loss and other issues like poor connectivity and lack of learning engagement. Fulfilling the attendance requirement is more noticed by the students than following the learning activities. Both teachers and students report feeling bored and experiencing demotivated. Teachers then search for ways to make their online teaching more interesting and engaging. Krystalli (2020) suggested that the virtual classroom can be as effective as the traditional one if it is appropriately designed and the

teaching materials are appropriate and adequate for this type of teaching.

Factors affecting demotivating online English teaching

This study found that demotivating teaching, as perceived by teachers, is caused by five factors: (1). teaching methods, (2). access to learning media, (3). teaching preparation, (4). family intervention, and (5). students' internal factors. Teachers with little or no experience teaching online felt that the limitation of learning methods during online learning could cause demotivating online teaching- as supported by one of the teachers' quoted interviews:" The first I think the limited method of teaching." (Mrs Ern). This finding is consistent with a study by Krishnan & Pathan (2013) which found that teaching method, lack of facilities, and course content were the most significant factors in demotivating students. This study also found that the teaching method is a crucial factor that can affect the atmosphere of online teaching and ultimately influence students' motivation during online learning.

Another critical factor that leads to demotivating online teaching is the access to learning media and the limited ability to access online learning media. It was observed that not all students have equal access to various online resources with easier access to apps like WhatsApp and madrasa e-learning. Teachers also believe that limitations in accessing different online resources used in teaching, such as Telegram, Zoom, YouTube, and Google classroom, contribute to demotivating teaching behavior. It is implied in one of the teacher's quoted interviews: "Limited media in teaching and then the students can't access the media we use, like WA grup, G-Meet, Telegram, G-Classroom and madrasa e-learning, but e-learning is very difficult to be accessed not only by students but also teacher actually." (Mrs Ern). Meanwhile, Alim et. al. (2019) revealed that the Google Classroom application is an effective medium for teaching undergraduate students, even though there are some technical constraints due to a technical problem not being able to access the account provided by the lecturers.

This present research discovered that family interference could significantly contribute to demotivating online English learning. It was found that some students are required by their parents to assist with household chores or work in the field during their online classes. This is explicitly stated in the one of the teachers' interview statements: "students were asked to do some housework by their parents, because when students were at home, some of their parents consider that their children were on their school-holiday" (Mrs Ank). The teachers assume parents may consider their children available for work since they are studying from home. As a result, students cannot concentrate on doing their online assignments and become demotivated because they do not get any support from their families. This finding confirms a study by Liu et al. (2020) which proved that insufficient learning opportunities and a lack of learning support are salient factors affecting Uzbekistani students' demotivation while learning Chinese as a foreign language.

Students' internal factors were also identified as demotivating experiences in online English learning, as implied in the teacher' quoted interview: "the students just join the class and then fill the attendant list. After that, we do not know where they are and what they do." (Mrs Lai). Their lack of interest in attending online learning was a significant factor of the students' demotivation. Similarly, Akay (2017) revealed in his research that lack of interest in English and negative attitude of teachers as demotivating factors. This finding aligns with that discovered by Trang and Baldauf (2007), showing that the student's awareness of the importance of English and their motivation to succeed in learning English were critical factors in overcoming demotivation. Additionally, teachers perceive that students who study from home provide ample free time for leisure activities such as playing games which the teachers identify as a factor in their lack of motivation as clearly stated in the teacher's quoted statement: "It is inevitable that with Online learning students become addicted to play online. They are more motivated to play game then to open Youtube channel about learning." (Mrs Ank).

This leads to staying up late and being unable to participate in online learning activities. Therefore, they could not do the assignment independently.

DISCUSSION

The findings of this present study have completed the ones found by Ren (2022) proving that there are three crucial factors contributing to students' demotivation in learning English online: (1) the mismatch between students' actual and required levels of English learning, (2) the low value placed on English learning, and (3) the role of teachers, teaching methods, and teaching outcomes. This study found that teachers' demotivating teaching practices are a factor causing students to lose motivation in their online English learning. This is due to the teachers' teaching styles and the limitations of online teaching resources. This study supports the previous research, which indicates that teacher characteristics play a significant role in students' motivation (Unal & Yanpar, 2016).

The result of this study also indicates that the demotivating online English teaching does not directly implicate the students' language competencies traced from their scores of English. Three indirect implications include unengaging English materials, unappealing online teaching techniques, and an inability to improve students' English skills through online learning. Their English grades do not decrease or increase during online learning, indicating that online learning does not significantly enhance their English abilities. This suggests that external factors have less impact on their English achievement than internal factors. This finding confirms Li' and Wei's study (2022) amongst Junior High School in rural China, proving that internal factors such as enjoyment, anxiety, and boredom are consecutively the strongest and the most enduring predictor of students' achievement. However, this does not mean that demotivating teaching has no significant impact, as it can negatively affect their attitudes and emotions and make them feel lazy, unhappy, uncomfortable, and unmotivated. This is in line with a study by Chadi, Chorfi, and Guerfi (2021) which investigated the EFL teachers' and learners' attitudes towards the effects of online learning on the

learners' learning motivation during covid-19 pandemic which shows that online learning affects the learners' learning motivation negatively. The teacher's evaluation of their student's performance and attitude during online learning determines the outcome of their evaluation.

Furthermore, this study found that, from the teachers' perspective, demotivating online teaching can result in low student motivation for learning. The adverse effects of demotivating online English teaching also include students becoming less informed and the communication between teachers and students becoming less effective compared to offline teaching mode, as inferred in the teacher's quoted interview "implication teaching to the student I think ya it can make a student less informatics for the communication from student and teacher" (Mr. Ind). The identified causes of demotivating teaching not only affect students but also demotivate teachers, leading to a decline in students' English performance. This is acknowledged not only by the teachers but also by the students. This aligns with the previous research showing that students generally report positive opinions about the Internet's utility for academic work, but satisfaction with it for academic interactions may be on the decline (Jones et al., 2008).

CONCLUSION

The results of this study portrayed three main points about online teaching in secondary high school which led to students' demotivation from the perspective of both teachers and students, namely the forms of demotivating teaching, the causes, and the impacts on students' English competence. Firstly, the students perceive that online English teaching without giving attention to students and with only giving materials without a sufficient explanation are forms of demotivating online English teaching. Meanwhile, the demotivating experience due to online teaching is also perceived by the teachers in seven forms, namely students' learning loss, low attendance in virtual classes, students' feeling uncomfortable in studying online, students only focused on the score, boredom during online learning, the need for the teachers

to be patient during online teaching, and the teachers' feeling confused. This form of demotivating teaching leads to students' lack of motivation, demotivation, boredom, and inactive involvement during instruction. Secondly, the demotivating factors as according to the students include lack of teachers' online teaching experience, uninteresting teaching methods and techniques which focused more on giving assignments rather than providing students with sufficient explanations, lack of interaction between students and teachers, lack of teachers' experience in online teaching, and lack of online learning facilities. Moreover, teachers perceive that demotivating online teaching are affected by some factors, namely (1). teaching methods, (2). access to learning media, (3). teaching preparation, (4). family intervention, and (5). students' internal factors. Thirdly, this research did not ferret out significant implications for students' English competence or grades due to their demotivating online teaching, but they become less informed and less motivated. This research results are pedagogically implemented to online English teaching at secondary school levels either in *Aliyah Madrasahs* or Senior High Schools that share common characteristics with this research setting.

This study which aimed at uncovering demotivating factors from the perspective of teachers and students, only focused on only two state Madrasa Aliyah in a small area in East Java, so that the following studies can be conducted to expand the scope by including private Madrasa Aliyah which have different characteristics, such as students' input, learning facilities, and teachers' competence. This will result in a more comprehensive understanding of demotivating factors. Additionally, since this lack of significance towards students' competence through online learning was noted, further qualitative studies can be conducted to explore this issue more in-depth.

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