Students' Remotivating Strategies in Learning English During Covid-19 Pandemic

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Abstract. Since the Covid-19 virus, all students in Indonesia have been experiencing online learning and this has resulted in motivational problems. Motivation is a support for students to learn. Moreover, during the pandemic, students need to remotivate themselves. Little study has been conducted on how students remotivate themselves in studying English during the pandemic. This study was aimed at investigating the factors that remotivate students and students' strategies to remotivate themselves in learning English during the pandemic. A qualitative method was applied with a phenomenology design with participants experience during online learning. The data was collected through interviewing six students a Senior High Schools in Yogyakarta which was selected using the purposive sampling technique. This study showed five factors that remotivate students in learning English during the pandemic: friends, family, teacher, environment, and self-motivating. Meanwhile, there are nine strategies which were done by the students to remotivate themselves during the pandemic: learning vocabulary, taking private course, reading the material, watching movies in YouTube, watching English movies, asking friends, listening to English songs, collecting quotes, and setting new goals. These have benefits for both the students and the teachers in that since the findings involved the factors and the strategies, students can take the strategies to remotivate themselves and the teachers can prepare the teaching methodology and teaching materials which are relevant with the strategies.

Keywords: Remotivating in learning English · factors motivating students · students' strategies in remotivating

1 Introduction

Online learning like this really needs a lot of supports such as smartphones, internet services, and mental and psychological readiness of students in participating in online learning. According to the Central Bureau of Statistics (BPS) (2020) showed that in the last 4 years, especially during the pandemic, there has been an increase in internet use by 20–25% at all levels of education, whether it is Elementary School, Junior High School, Senior High School to College Students. As seen, that is a very fantastic number. However, most of the use of this internet service are students who use online learning systems. According to APJII (2020) Internet users have increased starting at the end of

2020 by 8.9% due to government policies that require online learning among students and people in remote areas. Not only the internet, students also need motivation during learning.

Motivation is the encouragement given to achieve the desire or will that be expected by someone to do something. It is something that can make someone be willing to do something whether it comes from outside or inside of the person (Octania, 2017). The role of motivation in learning is very important because without student motivation it becomes difficult to catch the learning given by the teacher, especially now that they are in this pandemic that requires online learning. Octania (2017) argued online learning is learning without face to face between teacher and students but using supporting applications that connect them to keep in touch. Online learning requires them to learn independently so that students' motivation can be affected from the environment in which they participate in the implementation of online learning.

During the pandemic period, many students experience decreased motivation to learn. Based on Niemi and Kousa (2020) research, the authors found that students felt tired and experienced a decrease in motivation during the pandemic and they also complained that many assignments had a negative impact on their motivation. This is due to the lack of varied learning methods, which causes them to be lazy to take part in learning.

This case makes students have some efforts as an action to increase or maintain their motivation. Some of the efforts they can do are to ask more questions to friends or teachers, study together, and so on. In addition, students can also get good motivation from the environment, family, and teachers. According to Sakai and Kikuci, they investigated six factors on motivation based on previous studies such as teachers, characteristics of classes, experiences of failure, class environment, class materials, and lack of interest (as citied in Rahma, 2019, p. 3).

The study done by Rahmawati (2016) said that motivation to learn depends on the students themselves. There are students who have high learning motivation, and some are low. This can be seen from the enthusiasm and attention of students in participating in learning. To increase student motivation, of course this is not an easy matter because basically everything must start from the willingness of the students themselves. Every student has different levels of motivation, and everything is not the same. There are students who really want to learn English because they like it and want to use it in their daily life or look for work. There are also students who only want to be able to speak English for personal use.

Based on information from the internship teacher stated that students at the school really like interesting and creative learning. It can be indicated that they experience a decrease in motivation during this pandemic. Seeing this problem, the researcher wants to know what factors motivate them during online learning and what efforts are made by students to keep them motivated during online learning.

In this study, the researcher wants to find out what efforts made by students to be motivated in learning English during covid-19 situation for Senior High School students in Yogyakarta. During a pandemic like this there are many factors that can decrease students' motivation in learning English. The researcher wants to know the factors that motivate students in learning English during the pandemic. In addition, the researcher also wants to know what efforts are being made to stay motivated during the pandemic.

Thus, the researcher wants to know in depth how things can help them to increase learning motivation, both internally and externally.

Online learning makes students have to adapt over a long period of time. There are impacts experienced by students, namely the lack of student motivation in learning which results in being lazy to study. In addition, students become less active in class such as being more silent and not asking when there are things that have not been understood related to the material presented by the teacher. This online learning requires supporting tools such as mobile phones, laptops, and computers. However, not all students have supporting tools for them to take part in learning so they have to borrow them from their parents. Not only that, to be able to connect to the internet, they also need a quota and a good network. If the conditions are not supportive, students will also have difficulty being able to follow the lesson. These problems are currently experienced by many students who take online learning.

The first problem is the factors that motivate students in learning English during pandemic. This study will find out the factors that students face while learning English when they do online learning. The second problem is about what students do to motivate themselves to learn English. Of course, students have many ways to motivate themselves when learning English during class. Thus, recognizing the problem is essential because most students in Indonesia have difficulty understanding English in learning and one of the factors is the motivation for the students themselves. Increasing motivation in learning the target language can help students to be more active in class. This research can help high school students in Yogyakarta to learn English better in the classroom and increase their motivation to learn the language. In addition, this research can also be used to find out what difficulties students face when learning English and what strategies students use to increase their motivation in learning English.

1.1 Aims of the Study

Based on the research questions, the objectives of the research are:

1. To explore the factors that motivate students in learning english during the pandemic.
2. To explore students' efforts to motivate themselves in learning english during pandemic.

1.2 Motivation

Motivation is essential to the operation of organizations and classroom activities (Filgona, et al., 2020, p. 18). According to Lai (2011) Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. In other word, motivation is of particular interest to educational psychologists because of the crucial role it plays in student learning (Tohidi & Jabbari, 2012). Gopalan et al., (2020) argued that as a result, the definition of motivation often has the same concept among researchers. Based on the definition that I have already read, there is a difference in every source to talk about motivation. Overall, the point of view is the same with different sentences.

In another word, motivation is one of the key factors that can influence the self-efficacy of students and the ability to invest in learning activities (Gopalan et al., 2020).

They also noted that there are several external factors, including environmental concerns, financial constraints, lack of resources, time constraints that prevent students from accomplishing the motivation to succeed (Gopalan, et al., 2020).

1.3 Motivation in Online Learning

Motivation is a supporting concept that students need to keep learning. As long as study from home is implemented, they must still have good motivation so that their learning is not disrupted. Hartnett et al. stated that describes motivation in online learning a complex phenomenon that is mostly affected by individual traits and specific contexts (as citied in Mese & Sevilen, 2021, p. 13). In the same line, Mese and Sevilen (2021) argued that motivation is worth exploring in an online course because students are inclined to participate less (p. 13). Based on this statement, it can be concluded that motivation has an important role for students during online learning. Students who are less motivated will tend to be silent and passive in learning.

Motivation in online learning refers to the individual of each student where motivation is a supporting concept so that students still have a sense of wanting to learn. Motivation in online learning is the sense that students have in carrying out activities or activities related to online learning. For example, taking online classes. Students who take online classes certainly need good motivation so that they have a high enthusiasm and willingness to learn even though they are not really interested in the learning.

There are two types of motivations that students may have based on their abilities. First, intrinsic motivation. Intrinsic motivation refers to engagement in behavior that is inherently satisfying or enjoyable (Legault, 2016). According to Fachraini (2017) intrinsic motivation is the willingness to achieve goals that come from oneself, and it can be seen in the attitudes of students in class. Furthermore, extrinsic motivation. Extrinsic motivation refers to performance of behavior that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself (Legault, 2016).

Every student maybe has different types of motivation based on themselves. Frankly speaking, motivation is divided into two, namely intrinsic motivation and extrinsic motivation.

Intrinsic Motivation. Legault (2016) stated that intrinsic motivation is a natural human tendency—in other words, people will actively strive towards doing the things they find interesting or enjoyable (p. 1). It can be said that students who use their intrinsic motivation prefer something that they think is more relaxed and they are comfortable so that they can easily follow the learning process. Based on Triansari (2021), intrinsic motivation includes interest, need, desire, and goal.

Interest. Saroh, et al., (2019) says interest is a concentration that is born with full of will and depends on talent and environment. If someone does not have a high interest in learning something, then it will be difficult because it becomes a challenge for them (p. 2).

Need. There are many definitions of need. The "need" in question is encouragement to increase their motivation. This affects the level of motivation that each student has. Their needs to increase motivations are also different. If these needs can be met at a certain stage, it can be seen from the quality of each person's development (Unknown, 2021).

Desire. Based on Cambridge University Press (2021), desire (noun) is a strong feeling that you want something. This is in accordance with the desire of students to increase their motivation for learning. This must be owned by students and must be embedded in them to have a high desire to learn.

Goal. Based on Cambridge University Press (2021), goal (noun) is a purpose or something that you want to achieve. For students, goals are essential so that they continue to have good learning motivation. If there is no goal, it can automatically reduce their motivation.

Extrinsic Motivation. According to Legault (2016) students who have this motivation if an activity is unpleasant or enjoyable (and thus not intrinsically motivated), may be regulated internally as opposed to being controlled externally. Based on Deci and Ryan (2000) there are four types of extrinsic motivation.

External regulation. According to Skinner, external regulation is the only kind of motivation recognized by operant theorist (as citied in Deci and Ryan, 2000, p. 62).

Introjection. Introjection describes a type of internal regulation that is still quite controlling because people perform such actions with the feeling of pressure to avoid guilt or anxiety or to attain ego-enhancements or pride.

Identification. It means that the person has identified with the personal importance of a behavior and has thus accepted its regulation as his or her own.

Integrated regulation. Integrated regulation is a form of motivation that arises because the person has fully integrated it into themselves, so that an action that already takes is based on the motivation they get.

Trianasari (2021) argued there are three supporting factors of extrinsic motivation. First is a teacher. In same line, Trianasari (2021) said teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities. Teachers do have a responsibility to motivate students so that they continue to get support for learning when they are at school. Second is parents. Parents also have a responsibility to motivate their children. Encouragement from parents is needed for students. In addition, parents must also create their children's personality and morality towards a bright and glorious future. The success of children depends on both parents (Bilqis, 2021). Third is Environment. The environment can also be a factor that causes students to be motivated. This is because the environment allows students to see many new things so that students will indirectly be motivated to do something positive that does not yet exist on their environment. According to Simatupang, Siregar and Ansari (2021) stated that one of the external factors that influence students' interest in learning is the atmosphere or learning conditions, facilities and also the environment. Fourth is self-motivating. Self-motivating is motivating yourself which is supported by external factors. Geller (2016) said that self-motivation is supported by situational factors (e.g., environmental context and other people) that facilitates the fulfillment of our needs for autonomy, relatedness, and competence (p. 84).

1.4   Motivation in Language Learning

Students had different levels of mastering English which caused the difficulties for the teacher to generalize students' ability in learning English (Zuarti, Salam & Ain, 2016). According to Hussain et al., (2020) that motivation can influence and control

students' behavior when they learn a new language. It can be seen from how they produce linguistics that have been studied. In other words, when learning a new language, students need to be motivated as a reference so that they are interested and want to learn the language. Basically, students are required to learn a second language because the revised 2017 curriculum requires students to master a foreign language in learning to get to know the outside world. Foreign language learning has been implemented and students are expected to be able to speak English.

There are several factors that students do to be motivated.

Friends. Friends are one of the external factors that can help students increase their motivation. Peers have positive and negative impacts on student efforts (Ma'shumah and Muhsin, 2019). The positive impact is to provide encouragement, create study groups, and share information about learning materials. The negative impact is that they become a group of friends. This will cause students to become less socialized with other friends.

Family. Family is also one of the external factors that can be a driving force for students to increase their motivation. The family here can be parents, cousins, or siblings. According to Ulfa and Bania (2019) stated that students who are encouraged by their parents will try new things and try to give high performance to get rewards from their parents (p. 166).

Teacher. The teacher is also one of the external factors that can encourage students to be motivated. Although the teacher is a facilitator in student learning, the teacher also has a big influence on student motivation because when students are lazy to learn, the teacher provides motivations that can arouse students' enthusiasm in learning. Trianasari (2021) said teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities.

Environment. The environment also has supporting factors that can encourage student motivation, both the school environment or the home environment. Usually, what drives students to be motivated is from events in their environment, such as many people around them who get good grades in school. This can indirectly encourage them to be enthusiastic about learning. One of the external factors that influence students' interest in learning is the atmosphere or learning conditions, facilities and also the environment (Simatupang, Siregar & Ansari, 2021).

Self-motivation. Self-motivating is one of the internal factors that can increase student motivation. Of course, this self-motivation arises from oneself because of the student's desire to maintain or increase motivation in achieving something. Geller (2016) said that self-motivation is supported by situational factors (e.g., environmental context and other people) that facilitates the fulfillment of our needs for autonomy, relatedness, and competence.

1.5   Student Efforts to Improve Motivation

Motivation for each student is certainly different. How they increase motivation is also in accordance with the abilities they have. There will be a difference between students who have low motivation and high motivation. Students with low motivation will face the difficulties in the learning process while students with high motivation can reach learning's objectives easily (Syahrozi et al., 2018). The impact resulting from low motivation is that students become unfocused on understanding the learning given by the

teacher and the value obtained will decrease. The reason is the lack of motivation for students both intrinsically and extrinsically. Student motivation also apparently affects achievements in the learning process. Syahrozi, et al., (2018) stated that to make students have a better result or English achievement, motivation should be improved for students in learning English. There are several efforts that students can make to maintain motivation or increase their motivation.

Setting new goals. Every student has a purpose in their life. With these goals, students can continue to be motivated to achieve their desired goals. Not only that, but students also become enthusiastic in learning and continue to feel motivated because of their ambition. According to McMillan (2019), goal setting is important because with goal setting it is easier for students to achieve the achievements they want. In the same line, the authors stated that when students create goals, it could increase their motivation to learn because they are able to take ownership over their learning (McMillan, 2019, p. 9).

Students with achievement goal orientation are intrinsically motivated. According to research, achievement goal-oriented students persist at tasks longer than performance goal-oriented students (Rawsthorne and Elliot, 1999).

Asking to Friends. Friends are one of the closest people who can provide information or a place to ask for information. However, asking friends is one way to increase motivation. During this pandemic period, of course, students experience problems in their motivation when learning English so they need to get encouragement and make some efforts, one of which is asking questions. According to Shanti et al., (2021) friends support is related to students' motivational beliefs. Friends' information and help increase students' belief that they are competent to perform a given activity, including learning activities (p. 68). Based on the statement that friends affect student motivation, so when students ask their friends about information it is also an effort to stay motivated.

1.6   Review of Related Studies

A previously discovered study adds to the literature in this research. The researcher found three earlier studies that were comparable to this research. The first study was conducted by Mulyani in 2020 entitled "Students' Perception and Motivation Toward English E-Learning during Covid-19 Pandemic (A Study the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020)". This study aims to determine students' perception towards English E-Learning during the Covid-19 pandemic. Mixed method was adopted using open-ended questions as the research design and questionnaire as instrument and interview guide approach as the research design and interview as instrument. Participants in this study amounted to 134 students consisting of 87 female and 47 male students at SMA N 1 Suruh Grade Tenth. The findings showed that E-learning is very effective and easy to use for doing assignments during the pandemic. However, some students become lazy to do assignments because their learning motivation decreases.

The second previous study was conducted in 2020 entitled "An Analysis of Students' Motivation in Studying English during Covid-19 Pandemic". This study aims to investigate students" motivation in studying English during Covid-19 Pandemic, whether they had intrinsic or extrinsic motivation. The researcher used quantitative method as research design and questionnaire as instrument to collect the data. Technique sampling used in this research was random sampling. The participants in this research consist of 90

first semester English students from 180 English students. The findings of this research showed that the students had the higher intrinsic motivation than extrinsic motivation in learning English during Covid-19 Pandemic. It means that the students get motivation to learn English comes from inside was higher (intrinsic) than outside (extrinsic).

It can be concluded that this research has similarities and differences with the two previous studies. This research has similarities with previous research in terms of the topic about students' motivation. In addition, the two previous studies took research time during the pandemic period where all participants experienced online learning. However, this study also has differences with the two previous studies. It can be seen from the methodology used in the two previous studies. In the study entitled "Students' Perception and Motivation Toward English E-Learning during the Covid-19 Pandemic (A Study the Tenth Graders at SMA N 1 Suruh in the Academic Year of 2019/2020)" used a mixed method, namely questionnaire and interview to collect data. Furthermore, the research entitled "An Analysis of Students' Motivation in Studying English during Covid-19 Pandemic" used a quantitative method, namely a questionnaire to collect data. According to two of related studies above, the researcher concludes that there is no finding that explains the efforts made by students to stay motivated during the pandemic.

2   Methodology

The Researcher used a qualitative research approach in conducting this research. The reason is that the data collection used in the form of interviews, so it is necessary to use this method. Creswell (2018) states that qualitative research is an approach to explore and understand the meaning of individuals or groups that are ascribed to social or human problems. In addition, this research is also used to explore a case according to the phenomenon that occurs. This study aims to determine students' efforts to be motivated in learning English during Covid-19 pandemic.

The research design used a qualitative descriptive design. According to Nassaji (2015), qualitative research collects more qualitative data from various sources to be able to get a lot of new information and more intensive understanding both from the opinions, perspectives, and attitudes of the informants. In the same line, the authors add the information that the goal of descriptive research is to describe a phenomenon and its characteristics.

This research examined High School students Grade Eleven in Yogyakarta who are learning English. The reason researcher chose this place because the participants here only learn English in English subjects. Moreover, they are currently facing a pandemic period that requires them to do online learning so that it is possible for them to experience a decrease in motivation. Another reason the researchers chose the eleventh grade was because they had more experience in learning English during offline learning in class. This is what causes researchers to prefer the eleventh class, especially when they experience two learning phenomena, namely before the pandemic (offline) and after the pandemic (online). In addition, the school chosen by the researcher is an internship place so that the researcher already knows the teachers and students at the school. The research conducted in November 2021, and took around 1 month to collect data, analyze and finalize the results by December 2021.

The participants of this study were high school students in Yogyakarta. Participants were taken from class XI because they also face online learning during this pandemic, which makes them experience motivational problems. The researcher took six participants with several predetermined criteria. First, participants who took part in online learning English.

The participants of this research are part of the sample who have met the criteria and answer the questions given by the researcher. Six participants were taken based on recommendations from teachers according to predetermined criteria. The criteria needed to select participants are first, students who experience learning with two phenomena, namely offline and online learning. Second, students who experience less motivation when learning according to the recommendations from English teacher. Third, students who are ready and willing to be interviewed. The participants consisted of three female students and three male students based on English teacher recommendation.

Interviews was used as a data collection technique. Cohen, et al. (2011) argued that the interview is a flexible tool for data collection, allowing multi-sensory channels to be used: verbal, non-verbal, spoken and audible (p. 409). In addition, this study also uses an open-ended-interview that relies on statements given by participants. Patton said that there are two characteristics of open-ended interviews (as cited in Cohen, et al., 2011, p. 413). First, the exact wording and sequence of the questions are determined in advance. Second, all interviewers were asked the same basic questions in the same order (as cited in Cohen, et al., 2011, p. 413). To investigate further, participants will answer several questions related to their experiences in increasing motivation to learn English. The interview using Indonesian language to avoid misunderstanding.

2.1 Data Analysis

The first step is to transcribe the data. Transcribing is an activity carried out by researchers to transfer interview data in the form of recordings into written text. It aims to facilitate researchers in coding data. Brady (2021) said that transcription for academic research is the process of converting findings recorded through audio or visual means into text format for further analysis. In this process, the researcher transcribed data from recordings into written text according to the data obtained.

The next step is member checking. According to Cohen, et al. (2011), data validity can be achieved by carefully auditing trails of evidence or member checking validation. In this step will be used to re-check the validity of the data. Researchers will clarify that participants regarding the results of the transcripts that have been done. In addition, researchers ask participants if there are statements that are unclear. The researcher did not take this step because of the time constraint, so the researcher immediately took the next step, namely coding.

Researchers used to open coding on data analysis. According to Kerlinger, coding has been described as the translation of the question-answer session and respondent information into subcategories for analysis purposes (Cohen et al., 2011).

3   Findings and Discussion

3.1   The Factors that Remotivate Students' to Learn English During Pandemic

This section will present and discuss the research results of the factors that motivate students to learn English during the pandemic. According to the results of the interviews, the researcher categorizes the factors that motivate students into 5 findings according to the perceptions of high school students: friends, family, teachers, and the environment.

Finding 1. Friends. The first factor is friends. friends are people that have close relationships or closest people. friends here are peers at school, because participants feel that school friends are one of the supporters for their motivation.

As it has been said by several participants as follows, "Friends motivate me to be able to master English.". Then the third participant also revealed that "friends who can learn English make me jealous because they are more proficient." (P2.3). Next, the fourth participant also added "I want to be able to speak English like my friends." Based on this expression, it can be said that friends are a very influential factor in the motivation of participants. Most of them feel that friends are the main motivation to motivate them to learn English. Especially now, they are experiencing online learning during the pandemic.

Friends are included in external factors which are external factors in supporting learning motivation. Based on British Council (n.d.), Extrinsic motivation is a motivation to learn caused by external pressures such as work, because a parent has sent a learner to class, or the need to gain a qualification in the language.

Based on the data above, it can be concluded that friends are one of the factors that can help participants be motivated to learn English. As revealed by participant one, it was his friend who motivated him to master English, and the second participant revealed that the participant felt jealous because his friend could speak English well, so that participants were indirectly motivated to learn English. In addition, the fourth participant also thought that participants wanted to be able to master English like their friends. Simbolon (2014) said that if friends have interest in learning and high motivation in learning, then the interests of other friends can also influence it.

Family. The second factor that supports students to be motivated is their family. the family included parents and cousin. Basically, the family is indeed the closest in scope and it is in the participants circle every day. It can be said if the family has a big enough factor for student motivation and it becomes a driving force as well. Actually, family is also the largest place for participants to get other motivations that can indeed help them to have more motivation.

In addition, the first participant said that "my sister is one of the motivations to learn English. The participant also added "I want to make my parents happy." The second participant argued that "my sister can speak English well so I want to be able to speak English too." and also added "actually, to be more motivated, my goal is more to my parents so that they are proud of me.". Besides, the fifth participant said that "maybe it's because my cousin is also majoring in English, so I'm motivated to learn English." and also added "I got supporting motivation from my parents.". Meanwhile, the sixth participant revealed that "in learning English I was self-motivated and also, I got motivation from the family and environment.".

It can be concluded that family is one of the most influential drivers in the motivation of participants. According to Ulfa and Bania (2019) stated that students who are encouraged by their parents will try new things and try to give high performance to get rewards from their parents. Based on the results of the interviews, the researcher found that the reason four out of six participants felt very motivated was because of their parents and cousins. During a pandemic like this, participants really need a motivational boost because it will keep participants motivated to learn.

Teacher. The third factor is the teacher. the teacher is also one of the most influential factors of the motivation of students because the teacher is a facilitator in learning. The Teacher always motivates each lesson to start because it is one way so that learning can be well received by students. Every teacher has a different way of providing motivation, such as giving words of encouragement.

Based on the second participant that "the teacher is very active, so that it can live up the classroom atmosphere during learning. Based on this statement, it can be said that the role of teacher in motivating participant is very large, especially during the pandemic. The teacher indeed required to be more active so that participants do not feel bored when participating in learning.

Based on the result of the second participant interview, the teacher must be able to build a learning atmosphere to be interactive, conducive and comfortable. Trianasari (2021) said teacher is not only a person who facilitates the student to get knowledge, but also as a motivator who has to motivate students to do learning activities.

Environment. The environment is one of the factors that can affect the motivation of participants because participants have an environment in their lives. There are two environments that might influence motivation, namely the school environment and the neighborhood where you live. An example is the desire to master English because no one in the neighborhood can speak English. This is a desire based on the motivation to be able to learn english which indirectly appears by itself.

In accordance with interviews carried out by researchers with all participants, two out of six participants revealed that the environment was also one of the factors that made them motivated. As the third participant said that "English is indeed a foreign language used by everyone around the world so it is important and supportive for me to learn English.". In addition, the fourth participant also stated that "the environment because I feel proud if I can speak English in the social community."

In increasing motivation to learn English, it turns out that the environment has the ability to make participants enthusiastic to learn English even though they are in a pandemic period that requires online learning. As stated by the third participant, the participant wants to learn English because many people around the world use it as a communication language. Then the fourth participant also said that the participant wants to learn English because the participants had their own pride in the social environment. Not only that, the sixth participant also said that the participant wanted to learn English because of his own desire and also received support from his family and environment.

Based on the data above, it can be seen that participants motivation can be influenced by environmental factors around them, for example at home or at school. In addition, it turns out that the environment has an important role in the motivation of participants. As previously stated, each participant has the same desire but different environmental

factors cause them to be motivated. Simatupang, Siregar and Ansari (2021) stated that one of the external factors that influence students' interest in learning is the atmosphere or learning conditions, facilities and also the environment.

Self-motivation. The fifth factor that influences motivation is self-motivating. It turns out that you can also be a supporting factor to stay motivated. Self-motivating usually arises when there is a desire to be achieved, so that indirectly motivation will increase to get it.

After conducting interviews, there were four out of the sixth participants who got self-motivation. The second participant said that "I always remember what has motivated me so far to study, such as wanting to improve my grades better." and the participant also added that "It turns out that learning English is fun because there are many things I do not know, so I want to find out more and I am not lazy to find out.". In addition, the third participant state that "English is one of the subjects that have exams, so that makes me excited to learn English." The fourth participant revealed that "if there is enthusiasm, I can speak English so that when I go abroad, I can speak English and the participants added "yes there is. I want to get good grades." Besides, the sixth participant revealed that "in learning English I was self-motivated and also, I got motivation from the family and environment."

From the data, it can be concluded that all participants have their own motivation to keep themselves motivated, whether it is being able to give the best grades in English, or not, learning English is one of the subjects. Geller (2016) said that self-motivation is supported by situational factors (e.g., environmental context and other people) that facilitates the fulfillment of our needs for autonomy, relatedness, and competence.

3.2   The Students' Efforts to Motivate Themselves in Learning English During the Pandemic

Learning vocabulary. During the pandemic, of course, participants must take online learning. This can lead to decreased motivation due to lack of interaction between teacher and participants. Based on the results of the interviews, there were several attempts made by the participants to stay motivated. For example, listening to music or watching movies. Examples of these activities can increase students' motivation because they can do these activities while learning English in the music or movies.

The first participant said that "learn difficult English vocabulary, look up the meaning of difficult words in the dictionary." Of course, in learning or mastering English, it is necessary to gradually introduce vocabulary from the basic level to the intermediate level. Vocabulary introduction is highly recommended because it will make it easier for participants to recognize them carefully.

Based on the data above, it can be concluded that recognizing vocabulary and seeing its meaning in the dictionary is an effort made by the first participant to be able to master English. This can help participants not lose motivation in learning English because when they do not understand the vocabulary, participants immediately look for meaning in the dictionary. Indirectly, this effort will create new motivation to trigger participants to recognize more vocabulary. The fact that a person can expand his or her vocabulary knowledge while being involved in any language activities without any specific intention to focus on vocabulary (Tuan, 2011).

Taking private course. As it is known that during the pandemic, students have problems, one of which is motivation. Based on the results of the researcher interviews with six participants, three of the six participants taking private course as the efforts to make participants stay motivated.

The first participant revealed that "taking private lessons or watching western movies or listening to western songs.". Then the fourth participant also stated that "the study must be more focused and take private lessons.". The sixth participant revealed that "when I go online learning, I take private lessons.". Based on the statement expressed by participants, taking private course can also help participants to remain motivated to learn English. Private course will usually make learning as effective as possible by providing learning strategies so that participants who take private lessons can easily understand the material provided.

The conclusion from the data above is taking private course is one of the efforts that participants can make to increase or maintain their learning motivation during the pandemic. Private course can also help participants master English easily because usually the teacher of the private course will be given tricks to master English easily. Based on Nierman, private lessons are growing in popularity as teachers and researchers find evidence that participation in private instruction can aid not only in student achievement (as cited in Villarreal, 2010).

Reading the materials. The third efforts that participants do to stay motivated in learning english is read the material from the teacher. during the pandemic, all teachers provide learning materials in the form of modules or power points to help participants understand the material being taught. The participants will understand it by reading independently according to their understanding.

The second participant stated that "online modules have been given from school and then read independently." In addition, the third participant revealed that "the school provides materials that I only read the material." The fifth participant said that "I only learn the materials from the teacher."

Reading the learning materials is very necessary to help participants understand the material presented by the teacher because if they do not read, then participants will have difficulty understanding the material. Not only that, reading the material provided by the teacher can also motivate participants to be able to explore the material via the internet.

Based on the data above, it can be concluded that reading the material provided by the teacher is an effort that participants can make in order to understand the learning material well. On the other hand, it also allows participants to explore more about the material so that participants will gain new insights. Not only that, participants can also practice if the material is related to speaking. Ur said that reading is an activity with a purpose, such as to gain information or verify existing knowledge, to learn subject matter, for enjoyment, and for academic purpose (as cited in Nashruddin, Ningtyas, & Ekamurti, 2018).

Watching learning videos from YouTube. The fourth efforts that participants do to motivate themselves is watching Youtube videos. YouTube is a video-based application which is one of the learning media that is usually used by teachers to get additional learning material. The YouTube application also provides features to download, upload,

and save the necessary videos. There are many learning videos that can be used by teachers to help the teaching and learning process.

In fact, many participants used YouTube as a forum to find additional information related to learning materials. Not only that, YouTube can also help participants to learn English independently. The second participant stated that "but usually I also look for learning videos from YouTube so that the learning resources are not only from the teacher.". The fifth participant also revealed that "yes, when I watch YouTube related to English." (P5.4).

From the data, it can be concluded that YouTube is an application-based learning media that is used by participants as a reference in finding learning materials that are not yet understood. In addition, YouTube is also used as a medium for learning English. This is one of the participants' efforts to be able to motivate themselves when facing online learning. Mujianto (2019) found that the use of YouTube a learning media played a significant role in student learning motivation. Jannah, et al., (2021) stated that YouTube media make students become interested and enthusiastic to follow classical guidance services.

Watching English movies. In accordance with interviews conducted by researchers with all participants, two out of six participants revealed that watching english movie was also one of the efforts that made them motivated. Currently, the English movies is used as a learning place for participants to be able to master english independently. moreover, all movies are equipped with subtitles that are not only in one language, one of which is Indonesian—English or English—Indonesian. The participants take this opportunity to understand the English vocabulary used, if they do not know what it means, participants look for it in Google Translate or a dictionary.

As the third participant said that "first, I might look for new ways to learn, for example listening to songs while studying. Then I usually intersperse by watching movies." then the participant added "I watching movie only used English subtitle." Besides, the participant added that "watch English subtitled movies, but I choose simple English, which is my everyday language." The fourth participant revealed that "I have to study English often and watch movies with English subtitles to get used to it."

Based on the data above, in can be seen that watching the English movies is one of the participants efforts to be able to learn English independently. Along with the development of the times, all films are equipped with subtitles which have several languages in it so that it can be used for learning as well. According to Rao (2019) English movies allow students to have an experience that makes them comfortable while watching, as well as get additional information about the culture and style of native speakers.

Asking friends. The sixth effort are asking friends. this effort is usually carried out by participants so that their motivation is maintained. When participants have difficulty understanding the lesson, participants will ask their friends to understand the material. Friends here are peers that are at school and are friends that are considered smarter than others.

As the fifth participant said that "I ask my friend too." It can be seen that asking friends is also an effort that can be done to stay motivated in learning English. When participants ask questions, it also encourages participants to want to learn and seek

information from friends who are considered more proficient because to get information not only from the teacher, but also from friends.

Based on the data, it can be concluded that asking friends is something that is usually done to dig up more information or ask questions related to material that is not understood. Most of them will ask their friends rather than the teacher because if they ask the teacher, they feel ashamed or not confident. Hermanto, Rai, and Rahmi (2021) found that almost all students asked their friends when they had difficulty doing assignments. Based on this statement, it can be said that asking friends is one of the efforts made by students to stay motivated in learning English.

Listening to English music or English song. The seventh effort is listening to music or song. listening to music is something that everyone does almost every day and even becomes a habit. Apart from entertaining, listening to English music can also be a way for participants to learn English. Today, many applications for listening to songs also include the lyrics of the song. By singing while looking at the lyrics of the song, participants can learn while singing and recognize the sung vocabulary.

Based on the results of the researcher interview, the third participant said that "first, I might look for new ways to learn, for example listening to songs while studying. Then I usually intersperse by watching movies." and the participant added that "Sometimes there is an English song, I listen to it and I interpret the lyrics. If I do not know what it means, look it up on google translate." It can be seen from the results of the interview that participants use songs as an effort to stay motivated in learning by listening to songs while studying and also using them as a tool for learning English. Participants interpret vocabulary that they do not know or have just heard.

Based on data above, it can be concluded that listening to English music or songs is one of the efforts used by participants to stay motivated to learn English. From listening to music or songs, participant can get a lot of everyday vocabulary or new vocabulary. Not only that, it turns out that listening to songs can also be a friend to learn so you don't feel bored. Sigurðardóttir said that when children start their foreign language learning, using songs should be a general activity because it has so many qualities that will engage students and make them more positive towards learning languages (as citied in Aguirre, Bustinza, & Garvich, 2016, p. 179).

Collecting motivational quotes. The eighth effort is collecting quotes. quotes are motivational words that are made in such a way that they can be accepted by readers and become encouraged. often seeing quotes on social media is also an effort that is often done unconsciously. Apparently, Quotes can also be a trigger for participants to get motivated again.

The first participant said that "usually, I only look for quotes that can raise my motivation." From this statement, it can be said that reading quotes is an activity that can provide personal motivation at that time. Currently, there are many quotes that are constructive and encourage readers. Through these quotes, the author can give positive energy to the reader.

It can be concluded that reading quotes often can make participants experience an increase in motivation in learning because the purpose of quotes is to motivate others in life, lessons, and so on. As stated by first participant, participant always read quotes to increase their motivation in learning. It can be said that this is an effort to increase

learning motivation. According to Mysak and Vorobel (2020) quotes can provide positive energy to motivate, inspire, and encourage readers because they contain insights that can be summarized into a few words.

Setting new goals. In accordance with interviews carried out by researchers with all participants, two out of six participants have an effort to stay motivated, namely setting new goals. Setting new goals is very important for participants because it can motivate them to stay motivated in learning. Of course, each participant has their own goals according to what they want.

As the second participant revealed that "every goal must have supporters in order to achieve its goals. in my opinion, for example, now my goals are to enter the national selection so I have to study harder." (P2.7). The sixth participant said that "remembering that my goal for learning is to achieve my goals, so I became motivated." (P6.6).

Based on the data above, it can be concluded that goals are one of the things that really help students to stay motivated and it is also an effort that students do unconsciously. According to McMillan (2019), the goal setting is important because it is easier for students to achieve the achievements they want. Not only that, when participants make a goal, it can indirectly increase their motivation. McMillan (2019) stated that when students create goals, it could increase their motivation to learn because they are able to take ownership over their learning.

4   Recommendation

The students should know how to increase or maintain their motivation during this pandemic because it greatly affects the learning system they face. In addition, students are recommended to increase their motivation by making efforts that can help increase that motivation.

The teachers are recommended to find out what efforts are being made by students to increase their motivation in learning because many students may not know how to deal with it. The data shows that students perceive the teacher as a motivational factor. Therefore, I encourage teachers to understand the efforts made by students to increase their motivation through these efforts.

This research contains some discussion material about students' efforts to be motivated in learning English during the pandemic. Further researchers are advised to carry out research on this topic in other contexts. The researcher suggests for further research to dig deeper into the students' efforts because it helps students to find out what efforts they might be able to do to stay motivated to learn.

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