Pedagogy: Journal of English Language Teaching
Volume 12, Number 1, June 2024
E-ISSN: 2580-1473 & P-ISSN: 2338-882X
Published by Institut Agama Islam Negeri Metro

EFL Students' Online Learning Readiness: Performing Out the Basic Functions of Technology

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ARTICLE INFO
Article history:
Received
January 21st, 2023

Revised
March 29th, 2024

Accepted
May 5th, 2024

ABSTRACT

This study aimed at investigating the 12th-grade students' online learning readiness in utilizing basic technological functions in their English teaching and learning process. An explanatory sequential mixed-method design was employed, surveying 233 students from Hospitality and Culinary classes at a senior vocational high school in South Bali through a questionnaire. Interviews were further conducted via personal messages with two highest readiness level students and two lowest readiness levels to comprehensively study readiness. The questionnaire result indicated that students are prepared to use basic functions of technology for online learning, with a few necessary improvements. Interview findings revealed that highly prepared students are more motivated to engage in online learning, whereas less prepared students are more demotivated due to factors like online learning support, familiarity with tools, and supporting facilities. It is suggested to actively support the less-ready students with highly engaged learning activities, pedagogically empowered teachers, and supportive policies and facilities.

Keywords: *EFL; learning in the 21st century; motivation; technology readiness in EFL learning; online learning readiness*

How to cite: Santosa, M. H., Putra, I. B. Y. B. S., & Pratiwi, N. P. A. (2024). EFL Students' Oline Learning Readiness: Performing Out the Basic Function of Technology. *Pedagogy: Journal of English Language Teaching, 12*(1). 59-80
DOI 10.32332/joelt.v12i1.3590.

Journal Homepage: https://e-journal.metrouniv.ac.id/index.php/pedagogy

INTRODUCTION

Since early 2020, traditional face-to-face learning has increasingly been replaced by fully online learning environments, particularly due to the Covid-19 pandemic. With rapid technological advancements, online learning has become a prevalent method for full-time education during this period, playing a crucial role in the field of education. This type of learning includes synchronous learning, where teachers and students interact simultaneously through audio-video meetings and audio conversations (Farooq & Benade, 2019; Hrastinski, 2008a; Pradana & Amir, 2016), as well as asynchronous learning, where interactions do not occur in real-time. Asynchronous learning is particularly suitable for millennials (Bagci & Celik, 2018), allowing them to study at their own pace, independent of scheduled class times. The connection between students and technology is vital in an online learning environment (Santosa, Senawati, et al., 2022). Fully online learning, often referred to as distance learning, relies greatly on technology for the educational process. In this century, technology has introduced a new normal in education, especially for millennial students.

Based on the information provided, some countries have adopted online learning. According to Torres and Rama (2018), nine Latin American countries have implemented online learning, each with its own specialists who play a crucial role in its development. In addition, Zawacki-Richter et al. (2016) examined the progress of online learning in Turkey, the Russian Federation, and Saudi Arabia. In Turkey, issues such as internet costs, technological literacy, and infrastructure still pose challenges. Some developing countries are also advancing in online learning as part of their technological growth. China pioneered online learning with the Central Radio and Television University (CRTVU) in 1979, achieving notable success. Ramkhamhaeng University in Thailand has used online learning since 1995, employing videoconferencing through the THAI-COM satellite and other media like cassettes, radio, and television. Although countries with a long history of online learning can address current challenges more effectively, the success of online learning cannot be solely determined by a country's development status, as both developed and developing nations encounter obstacles in its implementation.

Additionally, several countries have also implemented online learning extensively in their educational institutions. According to Rahman et al. (2015), most educational institutions in the United States offer online learning services, and this trend is growing. The main participants in this system are learners, instructors, and support staff from traditional face-to-face learning environments. The physical separation between learners and teachers in online learning increases the importance of each

participant's role, necessitating a high level of technological dependency. It is not only the learners who need to adapt; as noted by Knox (2017), language teachers are in need to equip themselves with technology literacy. Both teachers and learners must be technologically proficient to effectively deliver and receive online education. The success of distance teaching hinges on the teacher's ability to select appropriate delivery systems that cater to the learners' needs and the content requirements.

Despite of the vast use of technology in online learning, several studies have highlighted the challenging factors in the online teaching and learning process. Fojtík (2018) examined the learning processes of students to identify the strengths and weaknesses of online learning by comparing students engaged in face-to-face learning with those in online learning. The results indicated that 64% of face-to-face students were more successful compared to 39% of online learning students. The primary issue for online learners was managing their studies. Many students struggled to meet course requirements and often failed their courses. The study's findings suggest that distance learning poses significant challenges for students. Therefore, improvements are necessary to ensure that online learners receive comparable educational experiences to those in traditional settings.

In terms support systems in online learning, Kintu and Wanami (2019) investigated students' perceptions of an online learning program at Kyambogo University in Uganda. Using a sectional survey design, the study purposively and randomly selected 150 student participants. Holmberg's interaction and communication theory-guided data collection through questionnaires. The results identified four key negative aspects: timely feedback on assignments and tests, course assessments, methods of presentation and content delivery, and lack of adequate peer support. These findings indicate that online learning at Kyambogo University requires improvements in these areas to better support students. Additionally, Pozdnyakova and Pozdnyakov (2017) conducted a qualitative study to explore the problems faced by adult students in online learning. The participants included both male and female first- and second-year undergraduate students, and data were collected through interviews. The study focused on three main factors: anxiety, concerns about education, and the impact of these on learning outcomes and consistency in participating in online learning. The results highlighted issues such as lost learning skills, lack of distance learning experience, financial costs of education, insufficient support from family or employers, feelings of desperation, and perceptions of educational irrelevance. These findings suggest that adult students require enhanced support systems to prepare themselves in their online learning experiences.

Some challenging factors may emerge from this context. Zhang and Kenny (2010) conducted an exploratory case study to investigate the experiences and perceptions of three international students enrolled in an online learning course. Using online surveys, observation, and interviews for data collection, the study found that the online learning environment negatively impacted the students, particularly regarding their language proficiency. Non-native English speakers required more time for reading and making posts, struggled with course discussions due to unfamiliarity with North American culture and colloquial language, and avoided participating in course activities to steer clear of social interactions. This highlights a common issue for English as a Foreign Language (EFL) learners, who often benefit more from practical, face-to-face interactions than from online learning.

Additionally, Altunay (2019) explored EFL students'' perspectives on online English language learning at a public university in Turkey. The study involved 62 first-year students at Mustafa Kemal University and used a quantitative design with an online Likert-scale questionnaire to gather data. The results indicated that students generally preferred face-to-face instruction for learning English but appreciated the flexibility of online learning regarding time and place. The main issues identified were related to equipment, technical problems, and challenges in learning English in general. Thus, while students valued the efficiency of online learning, they found it difficult to develop their language skills effectively in an online setting.

The previous studies predominantly indicate that online learning implementation presents several challenges for learners. Ensuring that online learning has a positive impact, compared to conventional learning, requires thorough readiness. Aronen and Dierssen (2001) highlight that online learning demands technical, financial, and cultural commitments, encompassing technology, infrastructure, and content. Developing this system necessitates significant investment, which is offset by substantial cost savings. Organizations must culturally commit to the online learning system, involve the appropriate team in decision-making, and cannot view it as a simple replacement for conventional learning.

Understanding the readiness of English as a Foreign Language (EFL) students for online learning is crucial to determining how their preparedness influences their motivation and demotivation in an online learning environment. Investigating students' experiences can help educational institutions address the challenges in implementing online learning. Fully replacing conventional learning with online learning is not straightforward, and careful consideration is needed. Hung et al. (2010) suggest five critical scales for implementing online learning: Computer/Internet Self-

Efficacy, Self-Directed Learning, Learner Control, Motivation for Learning, and Online Communication Self-Efficacy. These factors are essential for gathering necessary data through questionnaires. Additionally, identifying motivating and demotivating factors through interviews is important. By examining EFL students' readiness to use basic technology functions in online learning, institutions can identify which areas need improvement to optimize the online learning experience.

METHOD

A mixed-method design was employed in this research. According to Creswell (2012), a mixed-method research is a technique for gathering, evaluating, and combining both quantitative and qualitative methods in a single study to clarify the research questions. The respondents were the 12th-grade of vocational high school students in South Bali. They were selected based on the preliminary observation on the use of technology and English in the vocational school context in the vocational high school, particularly in the Hospitality and Culinary program in South Bali. There were 1,165 population in total in the selected school, and using a Slovin's formula (5% of the total population), 233 participated in the study. The sample's demography is presented in Table 1.

Table 1. Sample's Demography

Demography	N	Frequency (%)
Major	233	
Hospitality		116 (49.8%)
Culinary		117 (50.2%)
Gender	233	
Male		58 (25%)
Female		175 (75%)

Specifically, the study employed an explanatory sequential mixed-method design where the data were collected and analyzed subsequently from quantitative then followed up by the qualitative method. The quantitative data were collected by using a online learning readiness questionnaire to show the level of EFL students' readiness in performing out the basic functions of technology in the online learning context based on five scales of online learning readiness, namely Computer/Internet Self-Efficacy (CIS) which consists of 3 items, Self-Directed Learning (SDL) which consists of 5 items, Learner Control (LC) which consists of 3 items, Motivation for Learning (MFL) which consists of 4 items, and Online Communication Self-Efficacy (OCS) which consists of 3 items (Hung et al., 2010) (see Appendix 1).

To ensure instruments' quality, reliability, discriminant validity, and try-out were conducted on the items of the questionnaire. Then, the quantitative data were supported by qualitative data collection by using an interview guide to show EFL students' motivating and demotivating factors for conducting online learning. Based on the validity and

reliability checks, it was found that the instrument passed the content validity and reliability prior to the distribution. Experts have indicated that 0.7 is an appropriate value for a reliable design (Fornell & Larcker, 1981). The content validity and reliability checks are presented in Table 2.

Table 2. Reliability and Average Variance Extracted (AVE)

Measures	Items	Composite reliability	Average Variance Extracted (AVE)
CIS	3	0.736	0.486
SDL	5	0.871	0.577
LC	3	0.727	0.477
MFL	4	0.843	0.573
OCS	3	0.867	0.686

The square root of AVE was conducted due to the discriminant validity of Computer/Internet Self-Efficacy (CIS) and Learner Control (LC) constructs were below the minimum score of 0.50. Table 3 showed that the discriminant validity of all constructs was acceptable because the square root of the AVE of each construct is greater than the correlation shared between and other constructs which should be 0.50 for minimum (Fornell & Larcker, 1981).

Table 3. Correlations among Constructs (square root of AVE in diagonal)

	CIS	SDL	LC	MFL	OCS
CIS	**0.697**				
SDL	0.087	**0.760**			
LC	0.052	0.661	**0.691**		
MFL	0.266	0.572	0.511	**0.757**	
OCS	0.151	0.459	0.412	0.621	**0.828**

The collected data from the questionnaire were analyzed descriptively by using SPSS 24 to show the EFL students' level of readiness. To assess the students' level of readiness, the Assessment Model for E-learning Readiness developed by Aydin and Tasci (2005) was used. This assessment model was utilized as it has a clear guideline to determine readiness in terms of online learning. It has a continuum line with a range interval that informs the minimum readiness level needed with the identified mean score of the expected level of readiness is 3.41. The continuum line of the assessment model can be seen in Figure 1.

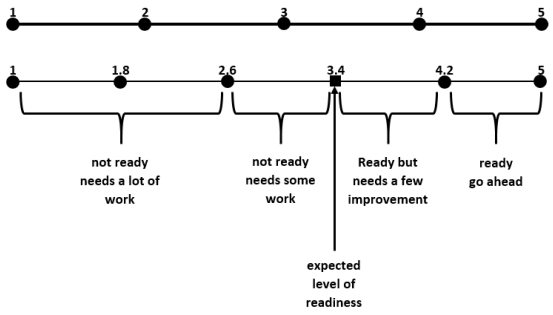

Figure 1. Assessment Model for E-learning (Aydin & Tasci, 2005)

To understand the data findings more comprehensively an interview was conducted to interviewee representatives selected based on the highest two and lowest two scores from the questionnaire results (see Appendix 2). The data were analyzed using the Interactive Model Analysis (Miles et al., 2014). The data were transcribed from the interview conducted via WhatsApp personal messages. The data

from all the interviewees were then coded and categorized based on similar emerging themes. The data were displayed based on the motivating and demotivating factors affecting students for conducting online learning and concluded by supporting the interview results with related theories. To ensure credibility and trustworthiness, data triangulation was utilized by comparing similar findings of the two main data of survey and interview.

RESULTS AND DISCUSSION

Several important findings were found based on the questionnaire and interview results. The results are also supported by several related theories regarding the EFL students' readiness in performing out the basic functions of technology in the online learning context.

EFL Students' Readiness in Performing Out the Basic Functions of Technology in the Online Learning Context

The findings of each item under Computer/Internet Self-Efficacy were displayed in Table 4.

Table 4. EFL Students' Statistics on "Computer/Internet Self-efficacy" Readiness Scale

Items	Statement	N	Mean
S1	I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).	233	3.62
S2	I feel confident in my knowledge and skills of how to manage software for online learning.	233	3.63
S3	I feel confident in using the Internet (Google) to find or gather information for online learning.	233	4.24

Note: S1= Statement 1, and so on.

As shown in Table 4, the mean score (3.62) for the first item under the Computer/Internet Self-Efficacy scale was higher than the expected level of readiness. It means that the students feel ready in performing out the basic functions of Microsoft Word, Excel, and PowerPoint, but they still need a few improvements. Besides, the mean score (3.63) for the second item under the CIS scale was higher than the expected level of readiness. In other words, it means that the students feel confident in their knowledge and skills of how to manage software for online learning, but they still need a few improvements for it. The results were similar to research results conducted by Dwiyanti et al. (2020) where the students are ready for online learning regarding computer/internet self-efficacy but need a few improvements. Moreover, Sam et al. (2005) also conducted research that showed the undergraduates had high computer self-efficacy. This showed the students are ready for performing out the basic use of technology to support their online learning process with continuous improvements needed.

Furthermore, the findings of each item under Self-Directed Learning were displayed in Table 5.

Table 5. EFL Students' Statistics on "Self-directed Learning" Readiness Scale

Items	Statement	N	Mean
S4	I carry out my own study plan.	233	3.91
S5	I seek assistance when facing learning problems.	233	4.17
S6	I manage time well.	233	3.88
S7	I set up my learning goals.	233	4.03
S8	I have higher expectations for my learning performance.	233	4.08

As shown in Table 5, the mean score (3.91) for the fourth item under the SDL scale was higher than the expected level of online learning readiness. In other words, it means that the students are ready to carry out their own study plan in online learning but still need a few improvements. The mean score (4.17) for the fifth item under the SDL scale was also higher than the expected level of online learning readiness where it means that the students are ready to seek assistance when facing learning problems but still need a few improvements. In terms of managing time, the students are categorized as ready since the mean score (3.88) for the sixth item under the SDL scale was higher than the expected of online learning readiness but still, needs a few improvements.

Moreover, the seventh item under the SDL scale showed that the students are ready to set up their learning goals since the mean score (4.03) was higher than the expected level of readiness but still needs a few improvements. Furthermore, the mean score (4.08) for the eighth item under the SDL scale was higher than the expected level of readiness where it means that they have higher expectations for their learning performance, but still need a few improvements. The result of this research is supported by research conducted by Ergin (2017) that reported students could be easily directed to their learning such as carry out a study plan, seek assistance when pacing learning problems, good time management, set up learning goals, and having a higher expectation for learning performance if the students have high social skills. Also, Dewi et al. (2019) have reported that the EFL students participated in a variety of activities that demonstrated their self-directed learning in terms of self-mentoring, learning motivation, learning strategy, and social skills. However, Humaira and Hurriyah (2018) researched Indonesian students' perspectives toward self-directed learning and found it difficult for them to choose an appropriate strategy for their learning with a lack of self-assessment and self-reflection capacities. This shows that there is a strong need to assist students in the vocational high school with self-directed learning to help them tackling the difficulties in their learning process.

The next interesting finding is from the Self-Directed Learning dimension that can be presented in Table 6.

Table 6. EFL Students' statistics on "Learner Control" Readiness Scale

Items	Statement	N	Mean
S9	I can direct my own learning progress.	233	3.74
S10	I am not distracted by other online activities when learning online (instant messages, Internet surfing).	233	3.42
S11	I repeated the online instructional materials on the basis of my needs.	233	3.52

As shown in Table 6, the first item under the LC scale showed that the students are ready to direct their learning progress since the mean score (3.74) for this item was higher than the expected level of readiness but still needs a few improvements. Kayaoglu and Akhbas (2016) also found a similar finding in their study where the students could direct their learning process in online learning. The mean score (3.42) regarding the tenth item showed that the students are ready and not distracted by other online activities such as instant message and Internet surfing when learning online since the mean score was higher than the expected level of readiness, however, with a few improvements. Finally, the last item under the LC scale showed that the mean score (3.52) which was higher than the expected level of readiness. It means that the students are ready to control their learning, especially for repeating the online instructional materials on the basis of their needs but still need a few improvements on this aspect needed.

Although the result of each item under the LC scale was higher than the expected level of readiness, they still need few improvements on the dimension. This means that even students could control their own learning, there could be other factors that influence this. A research conducted by Lengkanawati (2017) reported that EFL students may found it difficult to develop learning autonomy because of the restricted time allocated for the implementation of the curriculum, lack of independent learning experience for students, too much emphasis on national exams, and inadequate proficiency in English. This report can be considered by all parties in the educational field to focus on the other constraints to help students have better learners control.

Furthermore, the findings of each item under Self-Directed Learning were displayed in Table 7.

Table 7. EFL Students' statistics on "Motivation for Learning" Readiness Scale

Items	Statement	N	Mean
S12	I am open to new ideas.	233	3.85
S13	I have motivation to learn.	233	4.04
S14	I improve from my mistakes.	233	4.11
S15	I like to share my ideas with others.	233	3.91

As shown in Table 7, the twelfth item under the MFL scale showed that the students' mean score was higher than the expected level (3.85). This means that they are ready to open to new ideas but need to

do a few improvements. Similar findings are also present to the other scale items. The mean score of the thirteenth item showed that the students have good motivation to learn since it was higher than the expected level of readiness with a few improvements (4.04). In terms of improving themselves from mistakes, the students are ready for it since the mean score (4.11) regarding the fourteenth item was higher than the expected level of online learning readiness, but they still need a few improvements for it. With the students' readiness to share ideas with others, it was found that they are ready to share their ideas with other people such as classmates and teachers (mean score=3.91) with a few improvements.

The results on this dimension are in line with the study by Dwiyanti et al. (2020) which found that Indonesian students' have high motivation for online learning because the students are open to new ideas and they aware of improving their skills. According to Ergin (2017), students could have high motivation for learning such as open to new ideas, learn from mistakes, and like to share ideas with others if they have high social skills and well-being.

Table 8 presents the findings of each item under Online Communication Self-Efficacy (OCS).

Table 8. EFL Students' statistics on "Online Communication Self-Efficacy" Readiness Scale

Items	Statement	N	Mean
S16	I feel confident in using online tools (email, discussion) to effectively communicate with others.	233	3.79
S17	I feel confident in expressing myself (emotions and humor) through text.	233	3.73
S18	I feel confident in posting questions in online discussions.	233	3.64

As shown in Table 8, the mean score regarding the sixteenth item under the OCS scale was higher than the expected level (3.79). This showed that the students feel confident in using online tools such as email and discussion to effectively communicate with other people, but still need a few improvements. In terms of confidence in expressing themselves such as emotions and humor through text, the students are categorized as ready since the mean score (3.73) was higher than the expected level of readiness, however, they need a few improvements for having more confidence to express themselves in online learning communication. Furthermore, the last item under the OCS scale showed that the students feel confident in posting questions in online discussion since the mean score (3.64) was higher than the expected level of readiness, but still need a few improvements for having confidence in asking questions in online learning discussion.

The results generally show that the students are ready in the OCL dimension, with dew improvements needed. This is in line with what Dwiyanti et al. (2020) found where students were ready for online

communication in general. Students could also have higher online communication confidence, for example in using email or online discussion, confidence in expressing themselves through text, and confidence in posting questions in online discussions if they have the high social skill and well-being emotional intelligence levels (Engin, 2017). Thus, students' social skills and well-being must be improved to ensure that they have high self-confidence in online communication and it would be helped them to be more ready in online learning.

The survey results show interesting phenomenon where the students under investigation were ready with online learning with few improvements necessary to be considered along the five dimensions. This means that even though they were prepared to perform basic functions of technology in the online learning context, there are some factors need to deeply investigated, specically on the motivating and demotivating factors for conducting online learning.

EFL Students' Motivating Factors for Conducting Online Learning

Regarding the motivating factors, four students with the highest (labeled as S1 and S2) and the lowest levels of readiness (labeled as S3 and S4) were further interviewed. There were ten guided questions delivered and the participants responded to them. From the interview, it was found that S1 was motivated to find new ideas in online learning as it could make them more innovative and creative. S2 further stated that she was motivated to find new ideas in online learning because she could discuss new ideas with her friends, find them on Google, support from families and teachers to find ideas. The students' responses were in line with what Songkram found (2017) on the potential of online learning to enhance students' creativity and innovative skills. Santosa et al (2022) added that digital technology can assist creativity and innovation for students as well as teachers in the teaching and learning process.

Both S1 and S2 also admitted to be motivated to learn from their mistakes, like clicking buttons, being punctual, wrong forums, etc. during the online learning. Both students had similar reasons in this case as they could learn from their mistakes and avoid making the same mistakes in the future, to be better in the future. As stated by Chaaban et al. (2021), the most important lesson in making mistakes is to trust that while mistakes are unavoidable, if people can learn from the current one, they can also learn from potential mistakes, and prevent the repetition of mistakes. Reflection is one important aspect in improving learning quality (Ningsih et al., 2022; Santosa et al., 2021).

Additionally, S3 asserted that he was motivated to share ideas with others in online learning. The various reasons that motivated students to share their ideas indicated that many factors could make students motivated such as who are the

teachers and students they comfortable with, the willingness of other people to help each other, and the students' awareness of the benefits of sharing ideas with others (Mansor et al., 2015). This willingness to share can be affected by such factors as personal, the environment, technological support, participation, and culture (Lee, 2019). In the present findings, the most factor that influenced students to share ideas with others is the environment factor since, in online learning, students need more support systems to motivate them in the learning process (Santosa, 2024; Santosa et al., 2024).

Regarding the motivation to use online media in the online learning, S1, S2, and S4 stated to be motivated in using the media to communicate with others. They said the media could help them to easily communicate with others. This finding is supported by a study conducted by Prihastuti et al. (2018), where the use online media, such as Instagram assisted them in the learning interaction. S4 further added that the internet connection high quality had helped him to perform well in the online learning process, thus, motivating him to participate more. Dogruer et al. (2011) highlighted that effective functions of the internet could be a good means of communication and source of information.

In terms of motivation to actively participate in online learning, all the students revealed their high motivation because of various reasons. S3 and S4 would be motivated if there is a good internet connection and if the teacher checked the student's attendance. While S1 and S2 would be motivated because they could share ideas with others, online learning makes them feel more confident to participate in-class activities. These findings showed that students were mostly aware of the importance to participate in online learning (Hrastinski, 2008b). Online learning participation is a process through involvement and relationship management with others, involving complex process of online and offline communication, thinking, feeling, and belonging (Rasmiani et al., 2023; Santosa, 2017; Yuliastiti et al., 2023). Thus, participation is not only about being active in online learning, but also related to the activity such as communication, thinking, feeling, and belonging.

Those factors that motivated students for conducting online learning are based on intrinsic and extrinsic motivation. This is related to the Self-Determination Theory (SDT) that focused on the types of motivation (Deci & Ryan, 2000). Concerning the result of this study, the students are internally motivated because of their interest, enjoyment, and awareness. While the students are externally motivated because of their self-control, the importance of online learning, and reward and punishments given by the teachers. Therefore, it can be concluded that the students are motivated both by internal and external aspects. Investigating motivating factors is important to understand

students' performances in the online learning. To understand the phenomenon more comprehensively, a deeper explorations toward students' demotivating factors is also carried out.

EFL Students' Demotivating Factors for Conducting Online Learning

Regarding demotivation, especially in seeking out new ideas, S4 admitted to be demotivated to find new ideas in the online learning context because she found it hard to understand the learning material. After all, the students must mostly learned independently in online learning which was different from the face-to-face learning. Santosa et al. (2022) highlighted that even in the online class, the activities should be well-designed following the students' learning preferences. A good internet connection also affected the students to find new ideas in online learning. According to Pratama and Santosa (2023), students have learning preferences regarding learning modes. Mulyanti et al. (2020) found that vocational high schools' students and teachers preferred face-to-face learning than online learning. Other than this, the students' readiness could also be affected by connectivity issue. Some students might be demotivated to produce new ideas in online learning because of the internet problems during the online learning. Meladina and Zaswita (2020) emphasized that internet connectivity is one important element in the online learning context.

When confronted with learning mistakes, students stated that they were demotivated due to the challenges they faced in the online learning and the need to have positive supports from the learning environments. S3 admitted that he came late to the online class one time due to an internet connection and he was marked as absent by the teacher. He expected to have supportive communication first due to the situation. Although this is about discipline and commitment, he argued that the guideline has not been established earlier, therefore, it could be negotiated firstly. Sudianthini et al. (2021) found that learning habit like discipline can be situated and learning styles could take part in the process. The result, however, is contradictory with Wahab et al. (2013), where students' negative behavior, such as coming late to classes can be solved by the teacher's negative reinforcement. Another look indicated that implementing online learning affected students' motivation when making mistakes. As stated by Hamid et al. (2020), online learning is not always the best substitute for conventional learning. Alternative ways, like effective communication, negotiations, and early establishment of class rules and guidelines to assist students' motivation and help them be more ready in online classes are suggested.

Other demotivating factors come from the willingness to share ideas, use online learning media, and participate actively in the online learning context factors. S4 found herself to be reluctant to share ideas in the online class due to being

afraid of making mistakes. This happened to some other students as they found it was challenging to exchange thoughts in the online learning platforms (Bidari et al., 2021; Santosa et al., 2023). Familiarity to utilize online learning media, like Google Classroom, also emerged. S4 admitted to be unfamiliar with the features and requested the teacher to provide trainings before the class. This shows that students expect assistance in the online learning with clear pedagogical supports (Dwipayanti et al., 2024; Santosa, 2023). The role of the teacher is vital to ensure the students understand the material and participate in the class (Rasmiani et al., 2023) and supporting factors from the teachers (Sari et al., 2023) and facilities (Ariastuti et al., 2021; Sandy et al., 2021; Santosa, et al., 2022) are prominent to be considered in the specified learning situations. Looking at the demotivating factors, it is highly important to take into account these factors to enable the success of online learning instruction in the future.

CONCLUSION

From the study, it was found that the EFL students' level of readiness under investigation is ready with a few improvements necessary. It means that the students are ready in using technology in the online learning context, with some considerations, especially in performing out basic functions of technology in the context of online learning. From the interview, it was revealed that some motivating and demotivating factors took place in the study. The selected students – both from the highest and lowest readiness level – stated that they were motivated to find new ideas, share ideas, communicate using online media, and participate activiely in the online learning, even though they sometimes made mistakes. One representative respondent admitted to experience demotivation to find and share new ideas while communicating using online media due to lack of understanding of the materials, familiarity of the online media and platforms, and less available facicilities. Future studies should consider assisting the less-ready students with well-designed learning activities integrated with technology, well-trained teachers in English pedagogy, and affordances from policies and facilities.

ACKNOWLEDGEMENT

We would like to express our sincere gratitude to all individuals who have contributed to the completion of this research article. First and foremost, we extend our heartfelt appreciation to reviewers, for their invaluable guidance, support, and expertise throughout the review process. Their insightful feedback and constructive criticism have significantly shaped the development of this manuscript. We are also grateful to the participants who willingly devoted their time and shared their experiences, insights, and perspectives, which have enriched the findings of this research. Their cooperation

and willingness to engage in the study are deeply appreciated.

AUTHOR CONTRIBUTION STATEMENT

Conceptualization and research design were carried out by the primary author, who formulated the research idea, rationale, questions, objectives of the study, conceptual frameworks, design, and interpretation of the research. The co-authors were involved in the collection, analysis, and interpretation of the data. The main author also contributed to the writing of the manuscript, including drafting and revising the content, ensuring clarity, coherence, and logical flow of ideas.

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Appendices

Appendix 1: Online Learning Readiness (OLR) (Hung et al., 2010)

Scales for Assessing OLR	Item No.	Items
Computer/Internet self-efficacy	CIS1	I feel confident in performing the basic functions of Microsoft Office programs (MS Word, MS Excel, and MS PowerPoint).
	CIS2	I feel confident in my knowledge and skills of how to manage software for online learning.
	CIS3	I feel confident in using the Internet (Google) to find or gather information for online learning.
Self-directed learning	SDL4	I carry out my own study plan.
	SDL5	I seek assistance when facing learning problems.
	SDL6	I manage time well.
	SDL7	I set up my learning goals.
	SDL8	I have higher expectations for my learning performance.
Learner control	LC9	I can direct my own learning progress.
	LC10	I am not distracted by other online activities when learning online (instant messages, Internet surfing).

	LC11	I repeated the online instructional materials on the basis of my needs.
Motivation for learning	MFL12	I am open to new ideas.
	MFL13	I have motivation to learn.
	MFL14	I improve from my mistakes.
	MFL15	I like to share my ideas with others.
Online communication self-efficacy	OCS16	I feel confident in using online tools (email, discussion) to effectively communicate with others.
	OCS17	I feel confident in expressing myself (emotions and humor) through text.
	OCS18	I feel confident in posting questions in online discussions.

Appendix 2: Interview Guide

Factors	No	Items
Motivating factor	1	Do you feel motivated to find new ideas in online learning?
	2	Do you feel motivated when making mistakes in online learning?
	3	Do you feel motivated to share your ideas with others (teacher or other students) in online learning?
	4	Do you feel motivated in using online tools to communicate with others in online learning?
	5	Do you feel motivated to actively participate in online learning?
Demotivating factor	6	Do you feel demotivated to find new ideas in online learning?
	7	Do you feel demotivated when making mistakes in online learning?
	8	Do you feel demotivated to share your ideas with others (teacher or other students) in online learning?
	9	Do you feel demotivated in using online tools to communicate with others in online learning?
	10	Do you feel demotivated to actively participate in online learning?