Students' English Learning Motivation in the Post-Pandemic Era

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ABSTRACT

The research investigates students' English learning motivation in the post-pandemic era, the factors influencing students' English learning motivation, and students' perceptions of the technology engagement during pandemic in motivating students' English learning. The research uses a qualitative case study research design with 37 senior high school students of the 12th grade as the participants. The data are collected from 2 questionnaires for 37 students and an interview for three students. The data are analyzed using Miles & Huberman's guideline. The results show that students' motivation for learning English in the post-pandemic are in the level of moderate (65%). Meanwhile, the factors that influence students' English learning motivation are extrinsic motivation, there are (1) External Regulation, (2) Introjected Regulation, and (3) Identified Regulation. It is also found that 43% of students have moderate engagement with technology that influence their English learning which students stated that technology does not always boost their English learning motivation because they do not always engage technology in English. Thus, pandemic has given impact in students' English learning motivation and further research are needed to investigate students' learning process in post-pandemic era.

Keywords: Students Motivation, English Learning, Post-Pandemic, Extrinsic Motivation, Technology

1. INTRODUCTION

In 2020, the coronavirus (Covid-19) pandemic has caused disruption in educational systems around the world. The research indicated that during Covid-19 pandemic in Indonesia, nearly 60 million students were temporarily absent from class (UNESCO in Ikhwan & Andriyanti, 2021)). This sudden transformation has influenced the learning process and outcomes. Based on the previous research, it was discovered that students spent less time learning, had stress symptoms, a change in the way they interact, and a lack of learning motivation in the pandemic era (Pietro, 2020). Besides, Aguilera-Hermida (2020) reported that students perceived the transition from in-person learning to remote learning was unpleasant. They perceived that learning online was harder and less motivating than in-person instruction, primarily due to a lack of resources to complete their tasks and a lack of communication with their teachers. On the other hand, (Gustiani & Sriwijaya, 2020) discovered that the students' motivation toward their online learning in the pandemic was extrinsically influenced by external regulation and environmental conditions, as well as inwardly affected by their desire and enjoyment to learn new information. However, amotivation or the state of lack of motivation also happened due to poor external supporting facilities.

Daniel et. al (in Rapanta et al., 2021)) also reported survey results that over the pandemic study

system, named as Emergency Remote Teaching (EMT), students' perceptions of cheating increased while their performance objectives, engagement, and perceptions of success all significantly decreased. In Indonesia, the study system also changed with the implementation of Covid 19 Emergency Curriculum. The implementation had multiple parts, including: (1) KI/KD (core competencies) simplification, (2) doing modules for students, (3) producing lesson plans in accordance with the simplified KI/KD, and (4) teachers' training for online learning (Sumarbini & Hasanah, 2021). The evaluation of the Emergency Curriculum revealed that 180 students in state and private Junior High Schools (SMP), Senior High Schools (SMA), and Vocational High Schools (SMK), described that the curriculum had less diverse learning designs and non-interactive learning. Furthermore, the teachers had fewer experiences in practicing distance learning and they gave students too many assignments. Specifically, students of Vocational Schools experienced less optimal learning on practical courses. Moreover, less assistance from parents and the cost of internet usage are also revealed in the evaluation of implementing an Emergency Curriculum (Gintings et al., 2020).

In China, where the government also implemented Emergency Curriculum during the Covid-19 pandemic, Feng et al. (2021)Click or tap here to enter text. found out that the performance of primary and secondary students before the pandemic was substantially better than during the pandemic, as seen by the differing means of students' English lesson scores, which were 91.28 before the pandemic and 79.21 during the pandemic. Then, during the pandemic, several students who previously received high scores were performing lower and achieved approximately the mean score. Additionally, online instruction had a worse impact on rural than on urban areas, widening the already-existing disparity between rural and urban students. The gap of students' achievement depended on which technology they had and used at home and urban students mostly had more advanced technology to support their learning rather than what rural students had.

Meanwhile, students all over the world had no choice but to engage with technology to study during the pandemic. The flexibility of time and place, the various media of learning, and the unlimited access to connect with people around the world are not only the reasons why technology became the choice to be used, but it also gave the advantages in online learning (Yuhanna et al., 2020). Despite the benefits in online learning, this phenomenon also had some drawbacks. Prior et al. (2016) stated that online learning became monotonous because there was no contact between teachers and students. The situation of limited communication through online devices makes student-teacher connection unpleasant. Besides, distraction was a barrier in online learning. Computer games, social networking, and other readily unrelated internet information were likely distracted by online learners who were taking classes (Daly et al. in Chang, 2020). Furthermore, Bubnova et al., (2018) indicated that senior high school students who had a high level of internet addiction expressed a lack of self-control, a difficulty to set time limits for their online time, and a persistent urge to connect to a network.

Those drawbacks of online learning have affected students' learning attitude in the classroom in post-pandemic. In the early 2022, the government has allowed offline learning which means teachers and students are able to study in the classroom with the implementation of Covid-19 health protocol. This new regulation has opened new opportunities for students to achieve better learning outcomes. However, pandemic has affected students' learning behaviors in offline learning. Based on the researcher's observation in the 12th class of a senior high school, students showed less motivation to learn in the classroom. They seemed to feel exhausted from following the learning instructions, they were not active in the classroom and their dependency on using smartphones was intense. This condition made an urge to

discover students' learning motivation in the post-pandemic era, the factors influencing students' English learning motivation, and students' perceptions of the technology engagement during pandemic in motivating English learning.

In learning a language, a student's personal motivation is one of the most important aspects of helping them to learn English as a second language (Ikhwan & Andriyanti, 2021). According to Gardner (in Susanto, 2018), it is seen as a significant factor in the accomplishment of linguistic objectives, which usually include the language's knowledge structure, including its vocabulary, pronunciation, grammar, and four fundamental abilities. Li (2020) stated that the effectiveness of a learner in learning a second language depends on their ability to act on their own motivation by actively utilizing the resource and affordance in the educational environment. Motivation plays an important role in learning English. The importance of motivation, which is seen as a prerequisite for learning a second language and one of the important elements, influences language learners' performance (Dornyei in Ekiz & Kulmetov, 2016).

Based on the explanation above, it can be seen that pandemic may affect students' English learning motivation specifically in the post-pandemic era. The shifting of learning situation from offline (before pandemic) to online (during pandemic), and is now returning to being offline as the outbreak's restrictions have faded might influence students' English learning motivation. Also, students' massive engagement with technology during pandemic may take part to determine students' English learning motivation. While the engagement should have boosted students' motivation, but the results from previous research are still debating. Thus, it is important to investigate students' English learning motivation in post-pandemic era with specific research aims: (1) to investigate the students' motivation in learning English in post-pandemic, (2) to discover the factors influencing students English learning motivation in post-pandemic, and (3) to find out students' perceptions in engaging with technology during Pandemic to motivate students' English learning.

2. LITERATURE REVIEW

Motivation is described as a significant factor in the accomplishment of linguistic objectives, which usually include the language's knowledge structure, including vocabulary, pronunciation, syntax, the use of idioms, and four fundamental linguistic abilities. In addition to the importance that intelligence and language proficiency take in learning a second or foreign language, motivation is a crucial component in the success of language acquisition (Gardner in Susanto, 2018). Motivation is related to the four components that includes: the reasons why we want to learn, the strength of our desire to learn, how our individual characteristic defines who we are, and the task and estimation that urge us to accomplish the action (McDonough in Ekiz & Kulmetov, 2016). According to Masgoret and Gardner (Ekiz & Kulmetov, 2016), a motivated learner increases effort, accepts responsibility, has objectives, intention and joy toward the learning process.

There are two kinds of motivation that influence students' learning motivation; the intrinsic and extrinsic motivations. According to Ryan and Deci (in Gopalan et al., 2017), intrinsic motivation describes a behavior carried out just for one's personal satisfaction and without any external anticipation. There are three subscales of intrinsic motivation (Decy and Ryan in Natalya & Purwanto, 2018): (1) Intrinsic Motivation to Know (IMTK): the feeling of satisfaction and contentment experienced while learning something new; (2) Intrinsic Motivation to Accomplish Things (IMTA): the feeling of satisfaction and contentment experienced while successfully overcoming, completing, and creating something new; and (3) Intrinsic Motivation to Experience Stimulation (IMES): the feeling of excitement and enjoyment

obtained from engaging in stimulating activities.

On the other hand, extrinsic motivation refers to external factors like a reward, a requirement, a penalty, and a situation. Extrinsically driven people are those who are receiving rewards, feeling pressure, or being forced to do something (Decy and Ryan in Gopalan et al., 2017). According to Ryan and Deci (Natalya & Purwanto, 2018), there are three subscales to illustrate extrinsic motivation: (1) External Regulation (EMER), which refers to actions taken as a result of orders or pressure from others or situations; (2) Introjected Regulation (EMIN), which refers to actions that a person performs in part because they are internalized but are not entirely related to aspects of their life. (3) Identified Regulation (EMID), which describes actions decided upon by the person himself or herself, while not actually enjoying doing so, because they feel it is necessary that those activities be completed. This kind of motivation fosters high levels of engagement and willpower, but it cannot endure as long as intrinsic motivation. Students may develop the habit of performing only to receive rewards or compliments rather than for their own enjoyment or to learn new language skills if they are routinely pushed to do so by the use of external rewards or accolades (Gopalan et al., 2017). It is significant to notice that motivation changes over the course of the drawn-out learning process. It is connected to the brain functions of the student and their experience with internal and external forces (Anjomshoa & Sadighi, 2015). Besides the concept of intrinsic and extrinsic motivation, there is also a concept of amotivation. According to Cokley (2015), amotivation is the least level of motivation. This is because amotivation is a state of absence of intent, backed up by both intrinsic and extrinsic motivation.

From the previous explanation, it is important to investigate students' learning motivations. In this study, it is focused only on the intrinsic and extrinsic motivation in the post-pandemic era. The intrinsic motivation components (Intrinsic Motivation to Know (IMTK), Intrinsic Motivation to Accomplish Things (IMTA), and Intrinsic Motivation to Experience Stimulation (IMES)) and the extrinsic motivation (External Regulation (EMER), Introjected Regulation (EMIN), and Identified Regulation (EMID)) will be measured on students' English learning motivation.

3. METHODOLOGY

3.1 Research Method and Design

In this study, a case study research design from qualitative research technique was used since the case study's focus is on a phenomenon that is thoroughly studied in its actual setting (Yin in Meşe & Sevilen, 2021). Its main goal is to identify a certain thing's qualities, and its key distinguishing traits include a single unit, in-depth descriptions of phenomena, a focus on real-world examples, and the application of diverse data gathering methodologies (Njie & Asimiran, 2014)The phenomenon in this study is related to students' English learning motivation in the post-pandemic era, specifically at a public senior high school in South Tangerang, Banten Province, Indonesia. The researcher intends to investigate students' English learning motivation in post-pandemic era, discover the factors influencing students' English learning motivation in post-pandemic era and find out students' perceptions with technology to motivate students in learning English.

3.2 Research Subject

The research subjects of the study are 37 students of 12 Social 5 students in one of public senior high schools, South Tangerang. The subjects are chosen based on the specific purpose of the study as Kruger and Morse (in Njie & Asimiran, 2014) suggested at least one individual in a case study is allowed.

However, more than one person may be used as the researcher sees it is appropriate due to the search for rich data from units inside the context of the individual, unit, or institution to be researched. Also, based on the prior observation, the students of 12 Social 5 showed some indications of the research problems.

3.3 Research Instrument

The instruments used for the study are two questionnaires and interview. The first questionnaire is adapted from Academic Motivation Scale (AMS) designed by Vallerand (1992)and Motivated Strategies for Learning Questionnaire (MSLQ) designed by Pintrich et al. (1991). A questionnaire consists of 36 statements assessed on a 7-point Likert scale. Amotivation, external, introjected, and identifiable regulation are evaluated in the questionnaire along with intrinsic motivation for learning, accomplishments, and stimulation. The second questionnaire is arranged to discover the engagement of technology for students English learning during pandemic. There are 10 questions with 5 Likert scales related to the usage of technology specifically English applications that students usually use during pandemic. Also, three students will be subjected to the interview. The interview questions were designed to elicit information about the students' motivation in the post-pandemic era while reflecting on Deci and Ryan's Self-Determination Theory (in Gustiani, 2020).

3.4 Data Collection

One of the most important activities in a case study is data collecting since the richness and depth of what is ultimately known depend on the skill and efficacy of the data collection approach in locating important information about the circumstance ((Njie & Asimiran, 2014). The data will be collected by distributing questionnaires to 37 students of 12th grade as the research subjects. The questionnaires will be delivered using Google Form with the assistance of the researcher. For the interview, the researcher will choose 3 students that will be different from the lowest, moderate, to the highest level of students' English learning motivation.

3.5 Data Analysis

To analyze the data, the procedure of data analysis adopted by Miles & Huberman (1994) as follows:

1. Data reduction. It involves choosing, concentrating, abstracting, and altering the information from transcriptions. Writing summaries and data coding follow the reduction of the data in accordance with the research limitations.
2. Data display. It alludes to the method of compiling and arranging facts in order to reach conclusions and take appropriate action. Matrix, graph, chart, and network displays are all options for displaying the data. It is employed to compile organized data into a manageable and condensed form.
3. Conclusions. Conclusion is the process of concluding the research data gathered after the process of data reduction and data display. Conclusions are also verified as the analysists proceed.

4. RESULTS

The data from questionnaire and interview revealed students' English learning motivation in the Post-Pandemic Era. The findings are explored and categorized as follow:

Students level of motivation

A questionnaire consisting of 36 statements with a 7-point Likert scale was administered to 37 students of the 12th grade. From the interval of students' questionnaire scores, it is found that 4 students have low motivation, 24 students have moderate motivation, and 9 students have high motivation. Thus, the graphic can be seen in Figure 1.

Figure 1. Percentage of students' motivation
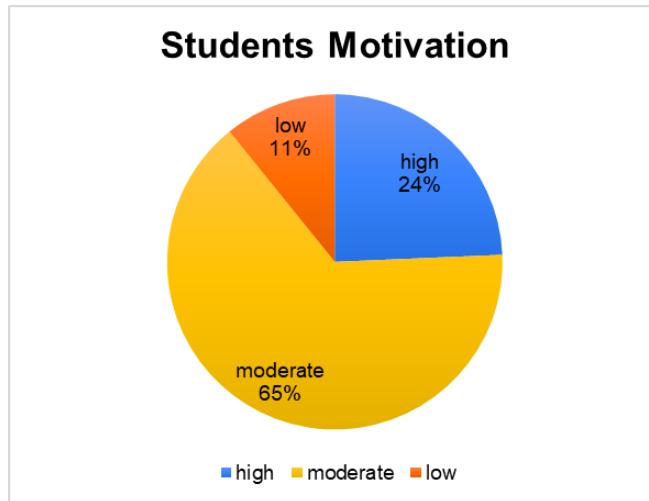
From Figure 1, it is revealed that 11% of students have low motivation with the range of questionnaire scores 116-158, 65% of students have moderate motivation with the range of scores 159-202 and 24% of students have high motivation with the range of scores 203-246. Thus, it is found out that most students have moderate motivation in English learning during post-pandemic era with 65% of students who have moderate motivation based on the questionnaire adapted from Academic Motivation Scale (AMS) designed by Vallerand (1992) and Motivated Strategies for Learning Questionnaire (MSLQ) designed by Pintrich et al., 1991).

Factors influencing students' motivation

Based on Ryan & Deci (2000), there are two factors influencing motivation: intrinsic and extrinsic motivation. The intrinsic motivation related to the concept of: (1) Intrinsic Motivation to Know (IMTK), (2) Intrinsic Motivation to Accomplish Things (IMTA), and (3) Intrinsic Motivation to Experience Stimulation (IMES). Whereas extrinsic motivation has three subscales such as: (1) External Regulation (EMER), (2) Introjected Regulation (EMIN), and (3) Identified Regulation (EMID). Also, amotivation that describes the lack of motivation scales.

Table 1. Average of Motivation Factors

Indicators	Scores Average
Intrinsic Motivation	
Intrinsic Motivation to Know (IMTK)	193
Intrinsic Motivation to Accomplish Things (IMTA)	192
Intrinsic Motivation to Experience Stimulation (IMES)	188
Extrinsic Motivation	

External Regulation (EMER)	209
Introjected Regulation (EMIN)	196
Identified Regulation (EMID)	208
Amotivation	192

From Table 1, the factor which has the highest score is External Regulation (EMER) with 209 scores, followed by Identified Regulation (EMID) with the score of 208 and Introjected Regulation (EMIN) with 196 score. It means that the factors that influence students' motivation are derived from their external motivation instead of their intrinsic motivation. However, the intrinsic motivation with the highest score, Intrinsic Motivation to Know (IMTK) achieves the score 193, leading the intrinsic motivation of two other indicators: Intrinsic Motivation to Accomplish Things (IMTA) and Intrinsic Motivation to Experience Stimulation (IMES) which achieve the score of 192 and 188. Also, the amotivation score is high as well with the score of 192. Thus, it can be concluded that students' English learning motivation are influenced based on extrinsic factors, External Regulation (EMER), Introjected Regulation (EMIN), Identified Regulation (EMID), rather than their internal factors, Intrinsic Motivation to Know (IMTK), Intrinsic Motivation to Accomplish Things (IMTA), Intrinsic Motivation to Experience Stimulation (IMES). It is also revealed that students' amotivation is also high that has the higher score than the average of intrinsic motivation.

Based on the interviews that are administered to 3 students, it is revealed from students who have moderate and low motivation that they study English only at school with external motivation to get a better job in the future and to communicate with foreigners. However, based on the student who has high motivation to learn English, the student studies English for getting a better job, building relations with foreigners, watching movies and listening to music.

Also, for the intrinsic motivation, all of the three students stated that English can increase students' curiosity to new things and it can help them to discover new things in learning English. However, regarding to the challenging English materials, students with low and moderate motivation stated that they cannot handle the challenging English materials and prefer the easy English materials. For the high motivated student, challenging English materials are accepted by the student and she can handle the challenging English materials. For the extrinsic motivation, all students agree that learning English is essential for their future career. Yet, proving their English competency to others are not preferable for the students.

Students Engagement with Technology during Pandemic

Based on the 5-Likert questionnaire that is administered to 37 students related to the engagement of technology during pandemic that might influence students' English learning. In 5-Likert questionnaire, there are some options such as 'never, rarely, sometimes, usually, and always' related to the use of technology specifically in English applications from students' gadgets. From the questionnaire, the result showed that 43% of students have moderate engagement with technology that influence their English learning, 30% of students have low engagement and 27% of students have high engagement with technology during pandemic. Also, related to the English learning motivation, 41% of students stated that they are 'neutral / neither agree and disagree' that they are motivated to learn and use English when they engage with technology in pandemic era. Furthermore, the result showed that students 'sometimes' use gadgets in English for learning, playing games, chatting, and watching videos. Whereas for listening to

music, students 'always' use English music from the gadget. Moreover, the average hour of using English application is one hour and with 1 GB quota per day.

Besides, the interviews revealed that students who have low and moderate motivation do not use mobile applications in English. They tend to use Bahasa Indonesia and do not communicate with foreigners. Whereas, for the student who has high motivation, the use of English mobile applications is various such as for watching movies, listening to music, studying not only at school but also at the English course. Furthermore, students who have high and moderate motivation agreed that technology influenced their English learning. Moreover, as the media allows people to communicate, the high and moderate motivated students stated that technology can be used to communicate with people around the world that can boost their motivation in learning English. However, a student who has low motivation, stated that the technology enabling communication with foreigners does not always motivate him to learn English.

5. DISCUSSION

Students' motivation in learning English in Post-Pandemic era is important to be investigated as they have experienced different learning system and situation during Pandemic era. In Pandemic era, the shifting of the curriculum has led to different learning results. Gintings et al., (2020) stated that the evaluation of Emergency curriculum has showed that the curriculum had less diverse learning designs, monotonous learning, few experiences of teachers in practicing distance learning, less optimal learning on practical courses, less assistance from parents and the expensive cost of internet usage. Also, Aguilera-Hermida (2020) reported that students perceived that learning online was harder and less motivating than in-person instruction, primarily due to a lack of resources to complete their tasks and a lack of communication with their teachers. Thus, investigating students' English learning motivation is crucial as students have come back to study offline at school and the results of the research are expected to provide empirical data related to students' English learning motivation.

Based on the results of the research, it showed several findings. First, it is found out that most of the students have moderate English motivation. The result is in line with the study conducted by Hornstra et al. (2022), it showed that students' motivation was decreased during the lockdown, and it happened as the need satisfaction decreased. Furthermore, students are influenced based on their extrinsic motivation rather than their intrinsic motivation. The External Regulation (EMER), Introjected Regulation (EMIN), Identified Regulation (EMID) are identified as the factors that influence students' English learning motivation. EMER, or external regulation, is the term used to describe behaviors conducted in response to commands, pressure, or other circumstances. Furthermore, Introjected Regulation (EMIN) describes behaviors that are motivated by internalization but are not totally connected to features of their personal lives. Last, Identified Regulation (EMID) refers to decisions made by the individual themselves because they believe it is important, although they do not particularly enjoy it (Decy and Ryan in Natalya & Purwanto, 2018)). The finding is in line with the study of Sor et al. (2022) that showed students' learning motivation is influenced by extrinsic motivation than intrinsic motivation. (Gustiani, 2020) also found that the students' motivation toward their online learning in the pandemic was extrinsically influenced by external regulation and environmental condition.

For students' engagement of technology in motivating English learning, it is found out that students have moderate engagement with technology during pandemic. Students who have low and moderate motivation perceived that their engagement with technology do not always boost their motivation in learning English. Technology, which is hoped to facilitate English learning, does not always help English

learning as students do not always use their gadget in English. Their engagements with mobile applications for playing games, surfing social media, and other activities still rely on their native language. The result is supported by Pietro et. al. (in Ikhwan & Andriyanti, 2021) that showed the effect of over-using technology in pandemic era had affected their learning motivation which turned to be in low motivation. Besides, distraction is also a barrier in online learning. Computer games, social networking, and other unrelated internet information were likely distracted by online learners who were taking classes (Daly et al. in Chang, 2020).

6. CONCLUSION AND SUGGESTIONS

Students' English learning motivation in the post-pandemic era is important to investigate as the shifting of the learning system and learning situation happened. From the research, it is revealed that students' English learning motivation are moderate and the factors that influence the motivation are based on extrinsic motivation. The extrinsic motivation has several sub themes such as External Regulation (EMER), Introjected Regulation (EMIN), and Identified Regulation (EMID). Furthermore, students' engagement with technology in the pandemic era is in moderate level that influenced students' English learning motivation. It is found out that technology is not always boost students' English learning motivation because not all students engage the technology using English.

For further research, it is recommended to investigate learning strategies that will boost students' English learning motivation in the post-pandemic era. As after the pandemic, students have experienced different learning systems, media, and conditions. Also, it is important to find out the factors that influence students' English learning motivation specifically in social factors and the process of learning in the classroom.

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APPENDIX

Questionnaire 1

Adapted from: - Academic Motivation Scale (AMS) by Vallerand et.al (1992)

           - Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et.al (1991).

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly		
1	2	3	4	5	6	7

WHY DO YOU LEARN ENGLISH?

Rate from 1 until 7 for the following statements:

1. I learn English because I need at least an English certification in order to find a high-paying job later on.
2. I learn English because I experience pleasure and satisfaction while learning new things.
3. I learn English because I think that English lessons will help me better prepare for the career I have chosen.
4. I learn English because I really like learning English.
5. Honestly, I don't know; I really feel that I am wasting my time in learning English.
2. I learn English because of the pleasure I experience while surpassing myself in my studies.
3. I learn English to prove to myself that I am capable of completing my English lesson.
4. I learn English in order to obtain a more prestigious job later on.
5. I learn English because of the pleasure I experience when I discover new things never seen before.
6. I learn English because eventually it will enable me to enter the job market in a field that I like.
7. I learn English because for me, English is fun.
8. I once had good reasons for learning English; however, now I wonder whether I should continue.
9. I learn English for the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.
10. I learn English because of the fact that when I succeed in English lesson, I feel important.
11. I learn English because I want to have "the good life" later on.
12. I learn English because for the pleasure that I experience in broadening my knowledge about subjects

which appeal to me.

13. I learn English because it will help me make a better choice regarding my career orientation.
14. I learn English for the pleasure that I experience when I am taken by discussions with interesting teachers.
15. I can't see why I learn English and frankly, I couldn't care less.
16. I learn English for the satisfaction I feel when I am in the process of accomplishing difficult academic activities.
17. I learn English because to show myself that I am an intelligent person.
18. I learn English in order to have a better salary later on.
19. I learn English because my studies allow me to continue to learn about many things that interest me.
20. I learn English because I believe that my English competency will improve my competence as a worker.
21. I learn English for the "high" feeling that I experience while reading about various interesting English materials.
22. I don't know; I can't understand what I am doing in English class.
23. I learn English because English learning allows me to experience a personal satisfaction in my quest for excellence in my studies.
24. I learn English because I want to show myself that I can succeed in my studies.
25. In a class like this, I prefer English course material that really challenges me so I can learn new things.
26. In a class like this, I prefer English course material that arouses my curiosity, even if it is difficult to learn.
27. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible.
28. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade.
29. Getting a good grade in this class is the most satisfying thing for me right now.
30. The most important thing for me right now is improving my overall grade point average, so my main concern in this class is getting a good grade.
31. If I can, I want to get better grades in this class than most of the other students.
32. I want to do well in this class because it is important to show my ability to my family, friends, employer, or others.

Questionnaire 2

The questionnaire is arranged based on the third research question (to find out students' perceptions in engaging with technology during Pandemic to motivate students' English learning) and the discussion with the research supervisor.

Answer the questions with intensity using 5-Likert scale:

1 (never)   2 (rarely)   3 (sometimes)   4 (often/frequently)   5 (always)

1. During the pandemic, how often did you use gadget applications (mobile/laptop/etc) in English?
2. During the pandemic, how often did you use English-language applications for learning?
3. During the pandemic, how often did you use English-language applications for learning?

4. During the pandemic, how often have you used English-language applications to chat / communicate with foreigners or friends using English?

5. During the pandemic, how often have you used English apps to listen to music in English?

6. During the pandemic, how often have you used English apps to watch videos (YouTube/Netflix/Disney/etc)?

7. During the pandemic, how long did you spend using gadget applications in English?
   Rate : 1 (less or approx. 1 hour)   2 (2 hours)   3 (3 hours)   4 (4 hours)
   5 (more or approx. 5 hours)

8. During the pandemic, how much internet quota did you use to access gadget applications in English?
   Rate :   1 (less or approx. 1 GB)   2 (2 GB)   3 (3 GB)   4 (4 GB)
      5 (more or approx. 5 GB)

9. During the pandemic, were you motivated to learn English because of the use of various applications that required you to be able to speak English?
   Rate :   1 (strongly agree)   2 (agree)   3 (neutral/uncertain)   4 (disagree)
      5 (strongly disagree)

10. After the pandemic is over, you want to understand and learn more about English because of the influence of technology that requires you to use English.
    Rate :   1 (strongly agree)   2 (agree)   3 (neutral/uncertain)   4 (disagree)
       5 (strongly disagree)