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

Abstract: This study was conducted in response to the online teaching practices which demotivate EFL learners in learning English from both the teachers' and students' perspectives so that it can provide with an equal point of view. The study was done through distributing questionnaire to 152 students of State Islamic Madrasah in Tulungagung, East Java to find data related to those who experience demotivation in learning English and interviewing them in depth both directly and indirectly through voice notes in July to September 2022. The results of quantitative and qualitative data analysis reveal that students perceive as feeling demotivated, bored, and lazy because of two main factors, namely teachers i.e., uninteresting teaching methods and techniques, lack of online teaching experience, teachers' personality, and the usage of online learning application. Meanwhile, the teachers perceive that the demotivating EFL teaching is resulted in students' learning loss, lack of students' learning involvement, and teachers' feeling insecure caused by some factors namely the variety of online teaching methods, the accessibility of online learning media, family interference, and students' internal lack of motivation. Still, this demotivating online teaching and learning do not significantly implicate to the students' achievement of English. These research results are pedagogically implemented to improve the quality of online teaching and learning English mainly in secondary level.

Key words: Unboxing, teaching practices, demotivation, online learning

INTRODUCTION

The Covid 19 pandemic that has occurred since the end of 2019 has had an impact on the English learning system from offline to online. During offline learning before the pandemic, interactions between teachers and students through offline mode in a classroom as the scheduled time. Learning with direct physical interaction in the classroom has psychologically positive impacts which include non-physical distance with which learning clarification and confirmation can be done directly in a more interesting learning atmosphere and environment, so that the students are more motivated in learning (Wright, 2017). On the other hand, online learning which is considered as one of the effective solutions (Dawan, 2020) to carry out the learning process during the pandemic has changed many things, including learning media, learning strategies, and learning assessments. Teachers as important actors for the success of online learning are required to adapt their teaching activities to the goals of learning, the characters of the learner, and their digital skills (Had & Rashid, 2019). In

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

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

There are two main points ferreted out from several studies about the teacher's perspective of online English learning. A study done by Bailey, D.R,, & Lee, A.R. (2020) revealed that teaching experience determines the variety of online learning activities that are delivered more easily so that it has a positive impact on the success of online teaching. Meanwhile, teachers with little or no online teaching experience will have an impact on increasing barriers during online teaching. It was also found that even though teachers can use online learning applications, teachers still experience various challenges such as lack of material appropriateness, that of student attention, and demotivation (Khatoony & Nezhadmehr, 2020).There are also previous studies that reveal online learning practices at the high school level which show online learning problems from the teacher, students, and parents' lens. Teachers' problems cover financial matters, signals and Internet connections, low digital literacy, learning styles of students with low proficiency levels, and students with low motivation levels (Atmojo & Nugroho, 2020). In addition, Putri (2021) revealed the challenges faced by

teachers in Elementary and Middle School is that speaking, and writing are the most challenging language skills to teach during online learning. Hennandez & Flórez, (2020) found that in online learning, English teachers consider synchrony and access to information are as important elements that have a positive impact on learners' motivation.

The previous studies have not often explored online teaching and learning activities that lead to students' demotivation from the perspective of both teachers and students, resulting in an imbalance of perspective. Conducting research on this topic would provide additional insights and help improve online English language learning. Those previous research has also shown that a lack of teacher engagement can lead to demotivation in online English language learners. This current study aims to address these issues and investigate the problem of demotivation among them because of online teaching practices that do meet their expectations. This study is intended to answer these research questions: a). What forms of teaching practices that cause a decrease in students' motivation? b). What factors that cause the demotivating online teaching practices leading to reduce students' motivation? c. What are the implications of demotivating online learning practices towards students' English achievement?

Online English teaching as one of the most popular forms of distance learning. is an activity of teaching English to speakers through a computer or webcam with the help of the internet network. Sadiku et.al. (2018) defined that online learning and teaching is a learning that is carried out through the Internet. It is designed to reach and engage students personally anywhere and anytime. Sadiku also explained that online teaching will be successful if it meets 7 principles, namely (1). Encourage student participation; (2). Encourage student collaboration; (3) encourage active learning; (4). Provide prompt feedback; (5). Communicate high expectations; (6). Emphasize time on task; and (7). respect diverse talents and ways of learning. Meanwhile, Oliver (1999) states that online learning will be successful if it covers three elements, namely content, activities, and learning support which have a positive effect on the learning process and outcome.

Online teaching has shifted towards an approach that is more interactive and collaborative between teachers and students, rather than traditional lectures that are more one-sided. The role of the teachers has changed from being the sole authority figure to more of a guide and facilitator. While there may be challenges such as lack of online facilities and equipment, lack of direct physical interaction, teachers' limited knowledge of online teaching, and resistance toward online learning (Dashtestani, 2014), it is important for teachers to create a supportive environment for effective online learning. Online learning is designed from a constructivist base that is relevant, interactive, project-based, and interactive (Kim & Bonk, 2006), and aligning assessment with the learning objectives such as using reflective papers, role playing, Hook questions, and regular checking in with students Vonderwell & Boboc (2013).

Online learning is not only focused on the online context, but also includes a series of computer-based learning platforms and delivery methods, genres, formats, and media such as multi-medical, educational programming, simulations, games, and the use of new media on mobile platforms (Keengwe & Kidd, 2010). Online English teaching is carried out in 2 different platforms, namely online and blended learning.

In defining the term "online learning", Singh & Thurman, 2019 explains that there are several key elements of technology, namely: (1) learning is organized and delivered through Internet or Web-based technology; (2) the use of the Internet to expand interaction; (3) the use of the Internet to expand the learning environment; (4) the use of information and communication technology; (5) technology-based learning; (6) Audio/video CD-ROM learning environment. the term online, apart from the key to the use of technology.

In contrast to online learning, according to Hrastinski (2019), *blended learning* is a learning whose main characteristics are face-to-face and online learning. Keengwe & Kidd (2010) further explained that blended learning is implemented by combining various learning environments and approaches such as asynchronous learning networks, web-based teaching platforms, and online digital learning tools.

METHOD

This research was conducted using a mixed method with a detailed explanation as follows:

1. *Case Selection*

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

2 . *Research design*

This research employed qualitative that took place over five months (July-November 2021) starting with a review of secondary materials like theories about online teaching and learning, online teaching modes and strategies, and online assessment, followed by the distribution of questionnaire and interviews. The questionnaire developed in a Google Form was distributed online through the contact group of students of some state *Madrasah Aliyahs* in Tulungagung to collect initial data about demotivated learners of English and demotivating online teaching. While interview was used to confirm and gather more detailed information about the forms of demotivating teaching practices and the factors that contribute to them.

3. *Participants*

This study involved two parties in data collection: (a) teachers who have been identified as teaching English online that lead to students' demotivation. (b) students who claim to be demotivated due to the demotivating online teaching practices. The population were all students of two state *Madrasah Aliyahs* in Tulungagung East Java who learn English through online mode, and the respondents of the questionnaire were 152 students who voluntarily fill in the questionnaire. The interviewees were selected from the potential subjects resulted from the survey, and from their English teachers. Both teachers and students were involved to examine the relationship between online teaching practices and students' demotivation, and to identify the underlying causes of these demotivating online teaching practices from their own perspectives.

5. Data and Data analysis

The data were obtained from interviews with both teachers and students. To obtain initial data regarding the form of teaching activities that might demotivate students and the things that affect the emergence of the demotivating teaching practices, a survey was conducted to quickly gather a large amount of information. The data included information on the forms of online English teaching activities such as the platform, the application used, and mode used to teach, and the assessment, as wells as factors that may contribute to demotivating practices, such as digital literacy, teaching experience, and workloads. Factors that may cause differences in interpretation was also considered.

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

RESEARCH RESULT

The result of the survey to 152 respondents from two State Madrasa Aliyahs in Tulungagung shows that half of the respondents, 50% (see Figure 1) have neutral opinion to a statement stating that "I am not motivated to learn English if my teacher teaches English trough online mode" *(Saya tidak termotivasi jika guru mengajar secara online)*

Figure 1. Online English teaching and students' demotivation

15. Saya tidak termotivasi belajar jika guru mengajar secara online
152 responses

- sangat tidak tertarik
- tidak setuju
- netral
- setuju
- sangat setuju
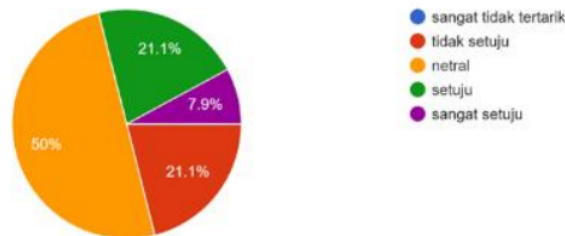
The data in Figure 1 indicates that online teaching does not completely lead to students' demotivation in learning. This is supported by the fact that only 32 out of 152 students (21.1 %) who filled out the questionnaire disagreed with the statement that online English teaching is not the reason for demotivation. However, it also shows that a significant portion of students still find online teaching to be demotivating. This is supported by the 12 students (7.9%) and **32** students (21.1 %) who strongly agreed with statement that online English teaching can make them demotivated. This is exemplified by the student's quoted interview:*"If online English lessons are difficult to understand because there is no practice…this makes me unmotivated to study English" (H).* The results also revealed that online teaching and learning can affect the lack of practice which can contribute to demotivation which supports the finding of Alyousif & Alsuhaibani (2021) stating that lack of activities for practicing English, overemphasis on grammar, and incompetence of teachers were the most demotivating factors for EFL students toward English learning. Overall, the data show that while some students disagree that online teaching is demotivating, most students do agree with this statement. This indicates that online teaching with lack of practices lead to students' demotivation.

Students' Perspectives

Forms of Demotivating Online English Teaching

This study revealed that there are two forms of demotivation as seen in Table 1

Table 1. Forms of demotivating online teaching which leads to students' demotivation.

No	Description	SDA	DA	N	A	SA
1.	Online teaching practices without or lack of giving attention to students' English competence (*Kegiatan mengajar online tanpa atau kurang memperhatikan perkembangan kemampuan Bahasa Inggris siswa*)	3.9%	12.5%)	44.7%)	30.9%)	7.9%
2.	Online teaching by only giving materials without sufficient explanation (*Pengajaran dengan hanya memberi materi pelajaran tanpa penjelasan*)	3.9%)	12.5%)	34.5%)	38.8%)	13.2%

The Table shows that 38,8% respondents state that teaching online without or lack of giving attention to students as demotivating online teaching. This finding is in line with the quoted interview statement: "Both male and female students have different strength and weakness, I hope that my teachers are aware of that variety. I also expect them not to get angry to those wo do not understand the materials yet *(semua siswa dan siswi mempunyai kelebihan dan kelemahann masing, saya harap guru dpt memahami itu, dan saya harap jgn marah kpda siswa yg blmterlalu pham, terimakasih." (Elv).* Moreover, most of them (52%) state that teaching online through only giving materials without sufficient explanation is believed to be as another form of demotivating online teaching, because this makes them not understand the materials and less interest in involving the learning activities. This is clearly implied the quoted interview result: "The online teaching that only gives assignment makes me unmotivated to learn English *(Proses pembelajaran secara online yang berbentuk penugasan membuat saya tidak termotivasi dalam belajar bahasa Inggris..(Hln)"* "…I get reluctant. *(Jadi males-malesan) (Wld)."* This finding is consistent to that of Iftanti, Imelda, & Yunita revealing that teachers giving materials without sufficient explanation result in students' demotivation. These indicate that such forms of online language teaching can decrease students' motivation and even lead to their demotivation which are manifested in the feelings of apathy, confusion, lack of engagement in the learning process, decreased passion, and lack of enthusiasm for online English learning.

Factors Affecting Demotivating Online English Teaching

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

Table 2. Factors affecting demotivating factors online English teaching.

No	Deskripsi	STS	TS	N	S	SS
1.	Teachers' who are not familiar with online learning application	2,6%)	11.2%)	44.1%)	32.2%)	7.9%)
2.	Teachers who give assignment without explanation	-	2.6%)	25%	40.8%)	31.6%)
3.	The limited communication between teachers and students during online teaching	2%	4,6%)	37.5%)	45.4%)	10.5%)
4	Teachers who give lack attention to students	2%	12.8%)	49.3%)	26.3%)	8.6%
4.	The use of interesting teaching method	8.6%)	37.5%)	39.5%)	9.3%)	5.3%)
5.	Teachers with lack of experience in online teaching	-	7.2%	38.8%)	43.4%)	10.5%)
6.	Reading and writing skills given through online teaching	4.6%)	17.1%)	51.3%	20.4%	6.6%
9.	Lack of online learning facilities.	0.7%)	13.2%)	43.4%)	31.6%)	11.2%)

The sudden shift to online teaching during the Covid pandemic caught some teachers off guard and left them unprepared for this new mode of teaching. This leads to less effective use of online teaching tools and a decrease in students' motivation and engagement. As found in the survey that 40,1% of the respondents state the teachers who are not familiar with online learning application could demotivate students. "lack of familiarity in media social…can demotivate me (*Kurangnya familiar dalam bidang sosmed…membuat saya tidak termotivasi*" (TkR). This confirms a study by Siripol & Wilang (2021) showing that the demotivating situations in synchronous online class settings were familiarity of the online platform, students' attention and control, and teacher's own beliefs towards teaching and learning. Razkane, Sayeh, & Yeou, (2021). Also found that university teachers in Morocco who encountered a lack of familiarity with some tools to deliver their lessons faced difficulties with online teachingSome teachers also struggle with adapting to the use of online learning media which can further impact students' motivation in online English learning.

Another factor that leads students' demotivation to attend online English learning class is that when the teacher assigns them without proper and sufficient explanation. The result of the survey as seen in Table 2 show that 79,6% agree with the statement that giving assignment without explanation makes them demotivated. This is validated with the student's quoted interview stating that "the exercises given without any explanation lead to reluctance and boredom. It could be varied with using video from Ruang Guru application or the other learning application such as Zoom to build teacher-students interaction during online learning (*Jikalau terus dengan soal soal tanpa penjelasan malah membuat jenuh dan bosan, mungkin bisa diselingi Vidio seperti di ruang guru ataupun aplikasi pembelajaran lainnya ya, mungkin juga bisa komunikasi seperti zoom biar ada interaksi walaupun online*)," (Kmr). During online learning, they do not have direct interaction with the teachers, so that any explanation presented through online mode make them get confused and lack of understanding. Clear explanation can help them understand the instruction and the materials presented to them. Allo (2020) found that assignments should be preceded by adequate explanation. another study by Evans & Tragant (2020) revealed that poor teaching methods and a lack of speaking practice can also demotivate students. In online learning, students are supposed to be more independent, but if the teachers' instructions are not well understood, it can lead to the demotivation as well. The research (Evans & Tragant, 2020) suggests that students will be more motivated when the tasks are accompanied by clear explanation, so that demotivation in online learning can be avoided.

Another triggering factor of demotivating online teaching is the limited communication between students and teachers. As revealed from the survey that 55,9%agreed with the statement stating that limited communication between students and teachers during online teaching make students demotivated. Teachers who are not easily reached by the students is found to be the reason that makes students experience demotivation in online learning. The interview result implied that: "…It is sometimes difficult to contact teachers to ask for clarification about the materials…(*terkadang guru susah dihubungi untuk*

bertanya soal materi." (Pnj). This supports a study by Alawamleh, Al-Twait, & Al-Saht (2020) which indicates the decrease in communication level between students and teachers and the feeling of isolation because of online classes. During the learning process, students need to have access to clear explanation and good interaction with their teachers, either synchronously or asynchronously through virtual meetings, voice notes, video calls, or messages. These forms of communication are important for conveying teaching materials, assignments, and explanation and allowing students to communicate any difficulties they face with understanding the materials or instruction given by the teachers. This indicates that communication between teachers and students is a decisive factor in the demotivating experience of online teaching.

Another reason for demotivating online teaching is the lack of attention given by the teachers to students with various competences. A teacher's attention is one of the key factors that can make students feel happy and interested in either online or offline learning. This finding of this research support the previous study conducted by Abadi (2018) which revealed that among the seven factors that trigger demotivating student in learning English (1) Environmental and learning facilities, (2) Teacher attitude, (3) Dormitory, (4) Negative attitude to English, (5) School's policy, (6) the basic ability of students, and 7) Learning materials), teacher attitude is one of the most important. This includes teacher's attention to students with different English skills.

The uninteresting teaching method used by the teachers are found to be another factor that leads to students' demotivation. This is implied from the result of the survey showing that 46,1% disagree with the statement stating that interesting teaching methods demotivate students' online learning. The quoted interview state that: "…through online mode and not to be explained interestingly or taught in a constricting learning atmosphere…(*Secara online dan tidak di jelaskan dengan santai alias tegang).*" This proves that the students' joy to engage in the online teaching and learning is determined by using engaging method of teaching. A more effective way of online teaching can consist of a combination of synchronous and asynchronous modes that utilize various media and appropriate teaching tools, making students feel more comfortable. Additionally, incorporating humor into teaching can create a fun and motivating atmosphere for students, as seen in a study by Salmee, & Arif (2019) that humor has positive effects on students' intrinsic motivation in learning English. The teachers' explanation should not just consist of important points of the materials, but it should be more detailed explanation with examples and exercises.

Teachers' lack of experience in teaching English online is proved to another triggering factor of students' demotivation in learning English online. This is ferreted out from the student's quoted interview: "Students with lack of experience, uninteresting and boring teaching strategies, confusing explanation make me experience demotivation in Online learning." *(Dengan guru yang kurang berpengalaman, cara mengajar yang membosankan dan kurang menarik, penjelasan yang sulit di pahami dan tidak menyenangkan membuat saya tidak termotivasi"* *(N).* This study found that teachers who are inexperienced might

implement uninteresting teaching methods, provide unclear explanation difficult to be conveyed and unpleasantly teaching which can cause demotivation in their English learning online. This empirical evidence shows that teaching experience, regardless of the mode, is crucial in determining the success of enjoyable learning and fostering positive students' attitudes and motivation in the learning process. Moreover, Alemu's study (2014) revealed that some critical factors to create effective teaching are certain personality and ability traits.

Besides teacher-related factors which bring about students' demotivation in learning English online, this research also found that reading and writing skills are perceived to be uninteresting to be taught through online mode. Improper teaching of those two skills can be a major factor in demotivating students in their online English learning. An effective language teaching requires integration of all language skills and ample opportunities for practices. Without enough practice, students can feel uncomfortable and demotivated. This finding is line with Evans & Tragant (2020) who discovered that a lack of speaking practice can trigger demotivation and lead to a discrepancy between students' desired and perceived stagnant levels, causing demotivation in online English learning.

The lack of online English learning facilities has contributed to the demotivation of online English teaching. Unlike offline teaching, online learning requires several suitable facilities such as online apps teacher's room, Kahoot, Quizzes, YouTube , Google classroom, google meet, and others. A study by Believers, Muazza, Hustarna , & Sari,. (2015) showed that limited facilities for learning is one of the factors leading to demotivation. The demotivating factors that emerged in this research were students limited basic knowledge in English language, students' lack of motivation, school environment, limited supporting facilities, working conditions, and teachers' workload. Using various online applications in online teaching can provide variety in learning, avoiding boredom for both students and teachers. This is in line with Allo (2020) who found that students expect their teachers to utilize online facilities in their online learning activities. They hope that teachers make use of tools like free messaging applications in the Online Learning System. This highlights the importance of using online learning application and media in online learning. Furthermore, the study found that voice notes are an effective app for giving explanation during online teaching, suggesting that Voice Notes should be used when giving instruction.

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

Implication of Demotivating Online English Teaching towards the Students' English Competence

The result of this study indicates that the demotivating online English teaching does not directly implicate to the students' language competences traced from their scores of English. There are three indirect implications including unengaging English materials, unappealing online teaching techniques, and an inability to improve the students' English skills through online learning. Their English grades do not decrease or increase during online learning which indicates that online learning has no significant effect on enhancing their English abilities. This suggests that the external factors have less impact on their English achievement than internal factors. This finding confirms Li' and Wei' study (2022) amongst Junior High School in rural China proving that internal factors such as enjoyment, anxiety, and boredom are consecutively the strongest and the most enduring predictor of students' achievement. However, this does not mean that demotivating teaching has no significant impact, as it can negatively affect their attitudes and emotions, make them feel lazy, unhappy, uncomfortable, and unmotivated. This is in line with a study by Chadi, Chorfi, & Guerfi, (2021) which investigated the EFL teachers' and learners' attitudes towards the effects of online learning on the learners' learning motivation during covid-19 pandemic which show that online learning affects the learners' learning motivation negatively. The teachers' evaluation on their students' performance and attitude during online learning determines the outcome of their evaluation.

Teachers' Perspective

The Forms of Demotivating Online English Teaching

This research findings reveal that online learning not only demotivates students but also the teachers in their teaching activities as explicitly stated in the teachers' quoted interview:*" I think yes, I very agree that online teaching can demotivate the students English and actually did not only demotivate student but also the teacher, I have a lose." (Mrs Ern).* According to the teachers' perspective, the forms of demotivating teaching include learning loss, low students' attendance in virtual meetings, discomfort among students, students' solely focusing on attendance, boredom among students which make teachers to remain patients and happy, and teachers' confusion.

The result of this present study shows that the teachers identified their students experiencing learning loss during online learning. It is defined a general or specific loss of knowledge or skills due to an extended gap or discontinuity in a student's regular education program (Law Insider Dictionary, n.d). The Covid 19 pandemic has resulted in an increase in online learning, which is not only resulted in positive learning experience for students but has caused several students to experience learning loss. This teachers' perspective match those found in research carried out by Donnelly & Patrinos (2021), Engzell, Frey, & Verhagen (2021) and Dorn, Hancock, Sarakatsannis,, & Viruleg (2020) revealing that students may experience learning loss when studying online from their homes with little or no progress being made.

In short, during online learning, teachers claimed that the online teaching and learning has been made varied with virtual meeting via Google Meet or Zoom, but

students could not actively participate in the learning activities as referred to the teacher' quoted interview: "I have ever conducted virtual meeting via Google Meet, but only few students who attended." *(Mrs. Ank).* This is because they experience learning loss, in addition to some issues like poor connectivity and lack of learning engagement. To fulfill the requirement of attendance is more noticed by the students than following the learning activities. Both teachers and students report feeling bored and experiencing demotivated. Teachers then search for ways to make their online teaching more interesting and engaging. As suggested by Krystalli (2020) that the virtual classroom can be as effective as the traditional one if it is designed properly and the teaching materials are appropriate and adequate for this type of teaching.

Factor Affecting Demotivating Online English Teaching

This study found that demotivating teaching, as perceived by teachers, is caused by five factors: teaching methods, access towards learning media, teaching preparation, family intervention, and students' internal factors. Teachers with lack or no experience of teaching online felt that the limitation of learning methods during online learning can cause demotivating online teaching. This finding is consistent with a study by Krishnan & Pathan (2013) which found that teaching method, lack of facilities, and course content were the most significant factors in demotivating students. This study also found that the teaching method is a crucial factor that can affect the atmosphere of online teaching and ultimately influence students' motivation during online learning.

Another important factor which leads to demotivating online teaching is access to learning media and the limited ability to access the online learning media. It was observed that not all students have equal access to various online resources with easier access of apps like WhatsApp and e-learning madrasa.. Teachers also believe that limitation in accessing different online resources used in teaching such as Telegram, Zoom, YouTube, Google classroom contribute to demotivating teaching behavior. Meanwhile, Alim et.al. (2019) who revealed that Google Classroom application is considered as an effective media to teach undergraduate students, even though, there are some technical constraints due to a technical problem for not being able to access the account provided by the lecturers.

This present research discovered that family interference can be a significant contributing factor to demotivating online English learning. It was found that some students are required by their parents to assist with the household chores or work in the field during their online classes. The teachers assume that parents may consider their children as being available for work since they are studying from home. As a result, students are unable to concentrate on their online assignments and become demotivated because they do not completely get support from mainly from their family. This finding confirms a study by Liu, et.al. (2020) which proved that insufficient learning opportunities and a lack of learning support as salient factors affecting Uzbekistani students' demotivation while learning Chinese as their foreign language.

Students' internal factors were also identified as demotivating experiences in online English learning. Their lack of interest was found to be a significant factor in demotivating students, as revealed by Akay (2017) in his

research revealing that Lack of interest in English and negative attitude of teacher as demotivating factors). This finding is in line with that discovered by Trang & Baldauf (2007) showing that the students' awareness of the importance of English and their motivation to succeed in learning English were critical factors in overcoming demotivation. Additionally, teachers perceive that students who study from home provides ample free time for leisure activities such as playing games which identified by the teachers as a factor in their lack of motivation. This leads to staying up late and being unable to participate in online learning activities. Therefore, they could not do the assignment independently.

The Implication of Demotivating Online English Teaching Towards Students' English Competence

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

CONCLUSION AND SUGGESTION

Conclusion
The results of this study portrayed three main points about online teaching which leads to students' demotivation from the perspective of both teachers and students, namely the forms of demotivating teaching, the causes, and the impacts on students' English competence. The students view demotivating online teaching as instruction that does not meet good online teaching standards, either synchronously or asynchronously, using various online learning applications and internet media. This type of demotivating teaching leads to students' lack of motivation, disinterest, and inactive involvement during the instruction. The demotivating factors include the teachers' online teaching experience, teaching methods and techniques that focus on assignment rather than explanation, the teachers' personality, and online learning facilities. However, the research did not find significant implication for students' English competence or grades due to the demotivating online teaching.
The demotivating experience due to online teaching is also perceived by the teachers in the seven forms, namely students' learning loss, low attendance

in virtual classes, students' feeling uncomfortable in studying online, students only focused on score, boredom during online learning, the need for the teachers to be patient during online teaching, and the teachers' feeling confused.

Suggestion

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

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