

Exploration Of Demotivating Factors in English Language Learning Moodle-Based: Comparison Online and Hybrid Learning

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Abstract. *This study examines demotivating factors in Moodle-based online and hybrid English language learning environments and proposes strategies to overcome them. A mixed-methods approach combining a cross-sectional survey and qualitative interviews was used. A modified Likert-scale questionnaire assessed demotivation and attitude, while e-interviews were conducted with 30 randomly chosen volunteer students in three group sessions to gain insights into their perceptions. Quantitative findings indicate that online learning exhibits higher demotivation levels compared to hybrid learning for English language acquisition. Half of the participants reported feeling somewhat demotivated, while the other half showed solid or low willingness to study English as a foreign language. Qualitative analysis revealed unsuccessful online learning experiences, challenges in the online class environment, inadequate course materials, and lack of interest as significant demotivating factors impacting student engagement in Moodle-based online learning. To enhance online and hybrid course design, English lecturers should address these demotivating factors and incorporate activities that promote learner motivation and proficiency development. This more concise version provides an overview of the study's focus, methods used, and key findings related to demotivating factors in Moodle-based online and hybrid English language learning environments.*

Keywords: *demotivation; english hybrid learning; english online learning; moodle lms; online learning.*

A. INTRODUCTION

The COVID-19 lockdown has significantly impacted higher education learners, forcing a shift to online and hybrid learning environments and resulting in changes

in their learning attitudes and techniques. This transition from traditional classroom learning to computer-based learning has been a major adjustment for students. The digitization of post-COVID-19 education in Indonesia has accelerated, requiring universities to redesign their learning environments.

To overcome the challenges of online learning, the government introduced the Limited Face-to-face Learning (PTMT) program, which prioritizes offline learning to mitigate learning loss during the pandemic. However, the effectiveness of online and hybrid learning methods in teaching English as a foreign language (EFL) and the factors influencing students' motivation in these settings remain crucial areas of investigation. Kemdikbud (2020) determined that the determination of the PTMT learning process is based on a joint decree of the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia number 03/KB/2021, number 384 of 2021, number HK.01.08/Menkes/4242/2021, and number 440-717 the year 2021. The integration of online and offline learning techniques is transforming the traditional educational system, providing students with an effective online learning experience. Research indicates that students' positive attitudes towards learning contribute to their continual improvement in learning outcomes. Online and hybrid platforms offer a range of programs with distinct methodologies, assessments, and certifications, emphasizing the need for an integrated learning system (King and Sizemore, 2020). Factors such as cost-effectiveness, flexibility, convenience, and reduced distractions have led to a significant increase in student enrollment in online learning courses (Yaure and Schwab, 2018).

A hybrid course, sometimes referred to as a web-enhanced/assisted course or blended course, combines features of face-to-face instruction with distance education. In most cases, Alizadeh et al. (2019) determined that hybrid courses enable English language learners to get acquainted with new knowledge, ideas, and

processes outside the classroom before physically meeting with the virtual class. Additionally, Park et al. (2019) added that enabling students to interact with new knowledge outside of class inhibits students from generating significant time expenditures during face-to-face meetings. The single largest overlooked trend in higher education today is hybrid courses. Partially online classes may help a university save money without eliciting student objections. Ora et al. (2018) supported that the technique benefits from relocating the first exposure to the course content to the online section of the course. Online courses, in contrast, are a sort of distant education. Nurani and Widiati (2021) exposed that because the government's rule demands all levels of education to perform teaching and learning online, all education sectors have embraced the advantages and even the challenges associated with this approach. Sellnow-Richmond et al. (2020) clarified that the delivery method is referred to by various terms, including electronic learning (eLearning), Internet-based learning, distributed learning, networked learning, del e-learning, virtual learning, and web-based learning. Allo (2020) established that online learning is a method of training in which learners are geographically isolated from the teacher, and instruction is entirely given through the computer. This delivery method incorporates music, video, color, visuals, and animations to pique students' attention. In most web-based courses, instructors and students do not engage concurrently; instead, students react to posts posted on a forum or webpage at a time suitable for them (Chung et al., 2020).

Regardless of the technique used, asynchronous communication is lethargic, restricts the kind and quantity of contact between teacher and student, and obliterates any sense of connection between the English language learners and English lecturers. Mayer (2019) noticed that online education has several benefits over conventional classroom instruction. Among them are the abolition of time and space boundaries, and learners construct flexible timeframes independent of a classroom or institution's timetable in online learning settings. Moreover, Singh &

Thurman (2019) simplified that an online environment provides greater pedagogical flexibility and control over educational processes. Additionally, e-learning provides each learner with the same educational content whenever needed. Online education may be devoid of genuine connections between English lecturers and learners. Additionally, Indriani and Widiastuti (2021) discovered that their good attitudes about learning affect their steady improvement of learning outcomes.

Though Moodle was first designed for distance education, it now includes helpful and motivating features for teaching/learning foreign languages online and in-person, boosting the efficiency of autonomous and individual work. Numerous Moodle features (quiz, wiki, discussion, conversation, dictionary, assignment, and others.) allow English lecturers to solve didactic and learning difficulties and tasks and accomplish specific objectives (Natalia and Julia. 2018). Distance education is related to its widespread accessibility. Arifin (2020) strengthened that foreign language education has been one of the most prominent educational fields in which technology has significantly influenced over the past several decades. It is worth noting that the more technology is integrated into foreign language training, the more chances for English lecturers and learners to become internationally connected and informed are created. Modern technologies are an integrated component of today's English Specific Purposes-ESP conditioning, providing learners with a break from traditional activities while strengthening their language learning abilities through what is known as language immersion (Ismail et al., 2020). It is defined as learners engaging themselves in a foreign language surrounded by either excluding or restricting their native language.

To address underachieving English language learners, studies on motivating them have been done. English lecturers' mediation via synchronous dialogue has a beneficial influence on student motivation. Furthermore, Çankaya (2018) claimed that using social media in an online classroom negatively reduced student

engagement. As Wang & Guan (2020) found, combining technology and culture into classroom learning influences students' motivation. In addition, (Bower, 2020) stated that providing an inventory of possible influences on online learners' motivation. There are scientific and acceptable standards for online English learning, reasonable recommendations for self-directed learning, proper online teaching techniques, timely and practical evaluations and feedback, and other incentives for learners and instructors. More demotivation research was conducted in Morocco schools as well. Khouya (2018) examined the factors contributing to the demotivation of Morocco high school EFL students. The research examined how students' desire to learn English evolves from kindergarten through high school. Students in junior high school are most likely to become disengaged academically due to reasons beyond their control, such as inefficient teaching techniques, difficulties grasping new material, and peer pressure. A study by Maican and Cocoradă (2021) observed elements that demotivate students from higher education and university. The research discovered that the two most prominent reasons in the online environment were English language learning challenges and teacher-related variables. Teacher-related elements include the instructors' teaching style and approach to their lessons, two distinct aspects of English learning difficulties.

By focusing on demotivation in EFL learning during the shift to online and hybrid modes, this study aims to provide valuable insights into effective teaching strategies and student support systems. These findings will contribute to the development of more engaging and motivating online and hybrid courses for EFL learners. This study aims to address the gap in understanding the demotivating factors affecting EFL students in online and hybrid learning environments during the COVID-19 pandemic. The research questions guiding this study are:

1. What are the main factors that demotivate university students in their English language learning in online and hybrid learning environments?
2. What percentage of English as a Foreign Language (EFL) university students experience demotivation in online and hybrid learning?
3. How do EFL learners overcome demotivation in online and hybrid learning?

B. RESEARCH METHOD

This study used a mixed-methods approach to address the research topics. The mixed-methods approach is critical because it combines qualitative and quantitative research methodologies. The convergent mixed-methods methodology used in this research gathered data from 273 English Foreign Language students in four different state institutions and five majors around south Jakarta, Indonesia. The research takes both quantitative and qualitative data into account and regards them as nearly equivalent sources of information. This mixed-methods research evaluated, compared, and reviewed quantitative and qualitative studies to determine if the two databases provide similar or dissimilar findings. The research applied quantitative descriptive analysis. The descriptive analysis approach is iterative, with each step building on the preceding one and requiring revision and improvement as the researcher understands the phenomena, the theory, and the study progresses. Thematic analysis was a component of the study's qualitative phase.

The research was conducted using a cross-sectional survey approach. The design offers the advantage of allowing for the assessment of pre-existing beliefs or behaviors. Additionally, it provides information in a short amount of time, including the time spent performing the survey and collecting data, and it was gathered using an online closed-ended and open-ended questionnaire survey and semi-structured interview. Using a personalized method, these tools included qualitative and quantitative data and information from English language learners' demotivation or experience with Moodle-based English education. The primary

Likert-scale survey was altered to account for the criteria of demotivation characteristics and attitude identified by Han et al. (2019). These descriptors imply teachers' negative attitudes, characteristics of online classes, experiences of failure, online class environment, class materials, and lack of interest. The Likert scale has three categories: strongly agree, agree, disagree, and strongly disagree. However, Boonchuayrod and Getkham's (2019) research accommodated and developed the department's semi-structured interview method section about how to conduct the study. The method may cover the design of the study, sources of data (population/sample), kinds and amounts of data, instruments, data collection techniques, and data analysis

C. FINDINGS AND DISCUSSION

Finding

The study's findings have been divided into qualitative data analysis to determine the factors impacting participants' demotivation of English language learning throughout Moodle LMS platform. Additionally, quantitative was concentrated to specify the systematic demotivation in the English language learning process. The convergent-parallel technique implies a strategy that simultaneously collects qualitative and quantitative data. This strategy entails the acquisition of disparate but complementary data about a single phenomenon. Thus, it is utilized to reconcile and evaluate quantitative and qualitative data.

Quantitative Data Analyses Results

Online and hybrid learning modes' demotivation levels and causes are shown in Table 2 using inferential statistical data for comparison. As seen in the table, online and hybrid learning participants expressed varying motivations to learn English in different modes. According to the findings, nearly half of online and hybrid learning mediums say they are relatively motivated to study English. As a result, online learning is more significantly demotivated than hybrid learning for the English

language. The findings show that although half of the participants had a moderate degree of demotivation, the other half had a high or low desire to learn English as their foreign language. Descriptive statistics could explain and understand the characteristics of a given data set by providing brief descriptions of the data's sample and measures. Measures of the center are among the most well-known descriptive statistics.

Table 1 The Comparison Mean and Standard Deviation Demotivational factor online and hybrid learning

During Online Learning		The Characteristics and Attitudes	During Hybrid Learning	
Mean	S.D	English lecturers or educators	Mean	S.D
3.30	2.50	Some English lecturers' unfavorable attitudes included being vindictive, unconcerned, uninterested in their students' educations, partial, and opposing. Q1	3.05	2.71
3.16	2.56	English lecturers frequently used one-way explanations. Q2	3.03	2.13
3.08	2.55	It was not easy to follow the teachers' explanations. Q3	2.93	2.87
2.64	2.71	English lecturers' English pronunciation was sloppy. Q4	2.87	2.84
3.14	2.66	English lecturers began to yell or get irate. Q5	2.73	2.87
3.03	2.84	It was common for teachers to make fun of their own learners' mistakes. Q6	3.00	2.16
Mean	S.D	Online courses characteristics:	Mean	S.D
2.84	2.91	The content and pace of the online course are unindividual Q7	2.96	1.69
2.85	2.75	The online lessons concentrate on challenging grammar and vocabulary Q8.	3.25	2.19
2.89	2.69	It consists of monotonous and uninteresting lessons Q9	3.12	2.67
3.09	2.28	The lesson focuses on the target language's memory Q10	2.88	2.91
Mean	S.D	Failure online learning experiences	Mean	S.D
3.04	2.75	I experienced disappointment because of my exam results Q11	2.70	1.81
3.22	2.65	I feel that the lack of acceptance by instructors and others is to blame Q12	2.81	1.28
2.86	2.77	I have a difficult time memorizing words and expressions Q13	3.11	2.37
2.91	2.18	I would instead remain mute and then leave the class disappointed, dissatisfied, and having gained no knowledge of Q14	3.05	2.57
Mean	S.D	Online Class atmosphere	Mean	S.D
2.86	2.60	I loathe English however, is necessary nature of English education Q15	2.16	2.23
2.91	2.63	I am not too fond of friends' attitudes Q16	2.91	2.43
3.22	2.36	I like passive courses Q17	3.22	2.38
3.01	2.75	I do not feel the improper level of the classes and poor use of school equipment, such as not employing audio-visual materials Q18	3.01	2.29
3.16	2.69	I have Interruptions Everywhere Q19	2.86	2.52
3.04	2.42	I have technical troubles and an internet connection Q20	2.91	2.67

Mean	S.D	Online Course materials:	Mean	S.D
3.27	2.15	The English material available online is insufficient. Q21	3.16	2.73
2.97	2.39	The subject matter is dull (e.g., an excessive number of reference books and handouts). Q22	3.04	2.82
3.08	2.55	The content often makes use of English citations Q23.	3.27	2.54
3.14	2.77	The content cannot be accessed from another website. Q24	2.97	2.67
3.03	2.69	The majority of the lessons concentrated on translation. Q25	3.08	2.66
3.22	2.21	Most of the courses were on grammar Q26.	3.16	2.93
Mean	S.D	Inadequate interest:	Mean	S.D
2.96	2.69	The English language used in universities is impractical Q27	2.70	2.16
3.25	2.71	English is irrelevant to my future job. Q28	2.81	2.64
3.12	2.79	The English language is difficult to comprehend. Q29	3.11	2.38
2.88	2.64	English should emphasize speaking more than writing and memorization Q30	3.05	2.27

A standard deviation measures the data's dispersion from the mean. According to the finding, English lecturers or educators' characteristics have significantly settled upon the demotivation characteristics. The highest mean score would be comparable to the Q1 in the online and hybrid learning with 3.30 and 3.05, and this statement has a similar result of a standard deviation lower than the mean score. A low standard deviation suggests that data are concentrated around the mean, whereas a significant standard deviation shows dispersed data. The Q4 has been the situation with the lowest mean score and standard deviation, each item 2.64; 1.71, and 2.87; 1.76. The average mean for educators' characteristics was found to be 3.06 mean and 2.47 standard deviation in online learning, despite hybrid learning having accumulated to 2.93 mean and 2.41. It is possible to notice whether demotivation data points have a standard deviation around zero or significantly above or below the mean by looking at their standard deviation.

The mean and standard deviation of characteristics of online classes' scores are shown in the characteristics online class section. The demotivation online mechanism's average online courses instruments score is 2.91 mean points and 2.65 standard deviation points. However, the hybrid session has a 3.05 mean score and

a 2.36 standard deviation. It indicated that the demotivation divergence of an individual's mean score to the overall mean score is in the normal distribution, as the deviation is not greater than 3.00 points. The highest mean score was 3.09 for Q10 statement online learning, while Q8 was the highest mean score of 3.25. These equivalent demotivation data exposed that the variables are distributed aimlessly over the data sample, representing the data points' deviation from the mean. The hybrid learning situation had a slight outcome to the online learning, and the least mean score is 2.96 with the Q7 statement. Conversely, the least score is 2.84 in the online mechanism.

On the other hand, the failure experiences were intended for the Q12 statement, with the highest mean score of 3.22 in online learning. Hybrid learning has insensible outcome demotivation for Q13 with the preeminent and a 3.11 mean score. The standard deviation from each statement is 2.65 and 2.37 score. This situation indicated that low standard deviation implies that the demotivation data points are often reasonably near to the mean, and a significant standard deviation presents that the demotivation data points traverse a broad range of values. The outcome circumstances were commensurately convincing to the setting of the online class selected demotivation. 3.22 was the highest mean score implied to Q17, and 2.36 was the standard deviation result. In addition, hybrid learning was selected to demotivate correspondingly with a 3.22 mean score and 2.38 standard deviation score. The data finding determined that Standard deviation result is a statistical term that refers to the variability of a population, and it is often used to indicate the degree of confidence in statistical demotivation results.

The other demotivation expected outcome refers to online class material mode. The result exposed that Q21 was the highest mean score with 3.27 and 2.15 standard deviation completion. The aspect has different results to the hybrid learning with a 3.27 mean score and 2.54 standard deviation of the Q23. From this perspective,

demotivation could have been improbable in online and hybrid situations because it is related to the margin of error for polling data. It is calculated by multiplying the predicted standard deviation of the findings by the number of polls performed. The condition was identical to the demotivating aspect of weak enthusiasm. Q29 hybrid learning has the highest mean score with 3.11 and 2.38 standard deviation scores, though Q28 online learning perceives a 3.25 mean score and a 2.71 standard deviation score. The condition intended for a high standard deviation implies that values demotivation is typically distant from the customarily distributed variables' mean, while a low standard deviation suggests that variables are grouped near the demotivation mean score.

Qualitative Data Analyses Results

While questionnaire and interview data are commonly connected, educational studies seldom analyze the capacity of similarity between respondents' questionnaire and interview responses to identify demotivation, and its comparisons between these data sets are relevant. While interviews allow participants to seek clarification, build on concepts, and articulate their thoughts in their own words, the interviewer may use questions to direct or control interviewee replies. Due to the interpersonal consistency of the interview environment, participants may be more disposed to react in socially acceptable routines. The online synchronous interview found it abundantly evident which elements contribute to English language learners' ability to use Moodle as their online and hybrid learning tool. Additionally, the data collected indicates that the most demotivating elements affecting students' engagement in online learning through Moodle include English lecturers or educators, online course characteristics, failed online learning experiences, online class atmosphere, online course materials, and inadequate interest.

Table 2 The respondents' preferences in online and hybrid learning mode

Aspect	Learning Mode (n:30)				Total
	Online		Hybrid		
Create a Collaborative Learning Environment in the virtual Classroom	11	37%	19	63%	30
Encourage learners to make their online classrooms form	23	77%	7	23%	30
Involve Thinking That Instills a Sense of Achievement in learners	14	47%	16	53%	30
Assist learners in developing their own short-term goals	17	57%	13	43%	30
Deliver pair and group activities to build confidence in students	18	60%	12	40%	30
Integrate language learning into learners' extracurricular online or games activities	23	77%	7	23%	30
English lecturers increase the learners' interest in making the online classroom more communicative.	26	87%	4	13%	30
English lecturers need to inform and emphasize the purposes of online learning to the learners' objectives in the real world	11	37%	19	63%	30
English lecturers allow online learners to interact globally using social media	12	40%	18	60%	30
English lecturers provide learners with authentic or actual material in the real world	15	50%	15	50%	30
English lecturers invite learners to gain their English communication through film, music, drama, and others	20	67%	10	33%	30
English lecturers need to give constructive feedback to the learners	13	45%	17	55%	30

Collaborate enables synchronous engagement and understanding between students and instructors, between students and other students, and between groups needing a customizable web-based collaboration platform. This solution removes the requirement for learners and collaborators to be physically present in the exact location and delivers a more consistent, higher-quality service than free alternatives such as Skype. The fully customizable virtual academics include video and audio capability, a whiteboard for collaboration and brainstorming, text messaging, breakout rooms, computer and application sharing features, online tours, voting, and even an interviewing module.

My classroom is typically organized in integrated communication through Moodle and WhatsApp applications. Throughout a typical class, learners will have many opportunities to form trios to examine a historical source, form an opinion on a historical subject, or complete other tasks. This arrangement, I believe, facilitates regular communication. (Resp#21)

It enables English language learners' demotivation to ponder a topic of debate and express their thoughts on it. A small group's degree of intellectual dialogue may range from low to increased. In this context, the emphasis is on supporting learners to improve their accountability abilities while imparting knowledge of specific ideas and principles in English proficiency. Solving undetermined questions requires investigation done outside of class. Using this approach allows learners to consider, communicate their ideas, and apply the processes in the decision-making process. What they have learned must be involved, thoughts exchanged, and solutions pondered. The English lecturer's responsibility is to serve as a section resource. English language learners should demonstrate their comprehension of the material and interest in it throughout an online course. Real-world relevance and topic knowledge may be linked via actual activities in the classroom. Case studies and problem-based scenarios are examples of authentic teaching activities. As an additional teaching strategy, instructors might use inquiry-based learning (IBL), in which students research a topic. Using online feedback, learners may begin examining a subject by identifying what they already know and still need to learn.

A section online design form is what I imagined was the English lecturer's role. English language learners should show their understanding and enthusiasm throughout an online course. Virtual activities in the classroom may help learners comprehend topics relevant to their lives in the actual world problem. (Resp#03)

Having a healthy dose of self-assurance in the online learning process is critical. Every English language learner has an unusual amount of self-belief, which has nothing to do with their actual skill. The ability to regard an interest in oneself does not need to be the smartest or most accomplished person around. It all comes down to having faith in one's skills and having a good outlook on education and remoted education. Student achievement may be improved by keeping students actively

involved in the classroom, the topic, and others. Students are actively engaged when watching, doing, talking, and reflecting. As a result, English lecturers reach these interactions. The teaching and learning process relies heavily on interaction. Students and English learners could engage differently if they shift the process online. Online engagement may be divided into acquiescent, functional, and social categories. Many strategies can be used in nearly every course to help students communicate and collaborate in online teaching and learning.

I am a learner who are engrossed in every aspect of the online learning process. Therefore, English lecturers have these kinds of encounters. Interaction is a critical component of the learning and teaching process. Students and English lecturers may experience online learning in various ways if the process is shifted online. (Resp#11)

In the digital and online learning revolution, many social media platforms have been employed for diverse reasons in academic and non-academic premises. Students may study English quickly in self-paced online programs and immerse themselves in an English-speaking atmosphere. Websites, weblinks, social networking, and microblogging programs (Apps) are all electronic communication used in social media. Users develop online communication using electronic communication to exchange the newest information, interlaced views, relevant beliefs, mass thoughts, personal messages, and other items to decode them from person to person. Functional aspects differ amongst social networking platforms. It is, nevertheless, customary for all of them to enhance communication amongst their users. So, social media are no longer only a kind of entertainment for younger people. Mobile phones, computers, tablets, and other newly produced electronic gadgets are just a few examples of how individuals utilize social media to share their thoughts and ideas with the world in a convenient and organized manner. Communication and awareness are the primary functions of the internet.

I am using social media to communicate our views and ideas with the world in simple and structured English through smartphones, laptops, pads, and other modern electronic devices. (Resp#11)

Nothing outperforms an excellent obsolete movie marathon to improve listening skills for English language learners. An English movie, music, drama, and other pop culture are acceptable for improving competence in English for learners since it may pique their curiosity and attention. An effective way to encourage active learning and involvement in the classroom is via a movie. Teachers should be aware of any possible issues from assigning kids to watch movies. Individuals watch movies for amusement, but they also do it for educational reasons, mainly English learners.

Discussion

The first research question in this study was to determine the primary demotivating factors for English language acquisition among university students. According to (Evans & Tragant, 2020), principal component analysis with patricians' cycle revealed that demotivation in the online ecosystem was composed of five factors involving the online English educators, the online course characteristics, failures in online education, the ambiance of an online class, course materials available online, and insufficient interest. In other words, this research Afshari et al. (2019) incorporates intrinsic-extrinsic elements into its structural model of demotivation. The current research confirmed the multifaceted character of the demotivation for English language learning construct among Iranian students by replicating the demotivating five-factor structure ((Bonta, 2019).

Additionally, the resemblance between the current study's findings and those of (Pathan et al., 2020) regarding the factorial structure of the impact of demotivation demonstrates that the factors constituting the basic model of discouragement for

English language learning follow the same model in online learning implementations. In other words, Santosa and Riady (2021) exposed the most common finding of exposed demotivating factor, which may be explained by learners' reluctance to participate in grammar, quizzes, and translation-oriented online classes. Thus, it may be concluded that additional communicative activities, such as discussion platforms and language interactivity, might encourage learners' motivation. This condition demonstrates the English lecturers as English course designers' commitment to learner motivation and their challenging tactics in their online courses (Ranjha et al., 2021).

The second question of this research was the proportion of university students studying English as a second language which get demotivated using online and hybrid learning. According to Mumford and Dikilitaş (2020), the results of multivariate analysis of variance revealed that the two modes of learning of more and less motivated learners for English language learning differed statistically only in terms of intrinsic factors of demotivation, such as a lack of perceived personal proficiency and an unavailability ingrained motivation. Siripol & Wilang (2021) substantiated a significant difference between the two online learning modes of more and less motivated students for English language learning.

Hybrid learning is intended to help students and educators negotiate the complex and interconnected components of shifting educational paradigms associated with these digital revolutions (Siddqui et al., 2021). Teachers have a favorable reaction to learning management via a hybrid learning model. The hybrid learning approach is participatory and aids in facilitating self-directed learning. Bülow (2021) established that socially interactive online learning activities challenge long-held assumptions about distance education learners, such as self-motivated, disciplined, goal-oriented self-starters. The online student must be prepared to communicate their work, communicate with individuals and big groups in virtual environments,

collaborate on projects online, or risk solitude in a society that is becoming more reliant on connection and contact.

The last question pertained to how often English language learners can overcome their demotivation in online and hybrid learning Moodle-based. Ultimately, motivation determines what English language learners learn in Moodle LMS. Motivated learners are more inclined to take on complicated tasks and be more engaged, imaginative, and passionate about their objectives (Rizal, 2018). The challenge is that online learning environments are immensely distinguishable from direct interaction learners. Kozlova and Tryasak (2021) evaluated that there is a possibility that the withdrawal rate will be greater than in-person equivalents. This online and hybrid learning might be due to several factors, such as technological problems, isolation, or difficulty managing one's time owing to other commitments. Since self-directed learning emphasizes learners' autonomy and independence, Simbolon and Simanjuntak (2019) measured that online learners must be self-motivated. Success in a Moodle-based learning environment hinges on a learner's ability to stay engaged and motivated.

English lecturers have much freedom since learners have viable options, allowing for creativity in online and hybrid classes. In contrast, there are fewer possibilities in an online and hybrid classroom. For this reason, Abdullah et al. (2021) stated that it was essential to prepare well in advance to keep learners involved and ensure they understand the English material they need to succeed. To ensure students have access to course materials, Moodle-based Tu & Luong (2021) evaluated that arranging for a class's instructional and technological characteristics is meaningful. The ability of students to take charge of their education is a critical component of self-directed learning in Moodle mechanism. Since learners oversee their education in an online learning environment, Manan & Rahmat (2020) recommended that English lecturers succeed if they enable them to take charge of their hybrid learning.

Even if individual goal setting is an excellent method for allowing learners to achieve this, offering learners additional online and hybrid learning options is also a wise alternative. In this manner, English language learners can take control of their English language proficiency and objectives. The availability of a wide range of online and hybrid educational resources over the internet is a significant benefit (Gamage et al., 2022). However, it may be difficult for learners to locate the information they need

D. CONCLUSION AND SUGGESTION

Conclusion

In conclusion, the Moodle LMS platform provides a framework for exploring the similarities and differences between hybrid and online education features. While online education emphasizes learner autonomy, hybrid learning involves shared accountability between students and teachers. Both modalities incorporate reference materials, assignments, tests, and instructor involvement in the learning process. However, they differ in terms of flexibility, interaction, communication, and learning modes. Online learning is computer-based, whereas the hybrid classroom setting offers a more complex learning environment.

Suggestions

To combat demotivation and enhance engagement in English language learning, it is crucial to introduce elements of surprise and curiosity in the lesson plans. English lecturers can incorporate unconventional teaching methods such as presenting content upside down or in code, encouraging alternative viewpoints, and altering the learning environment. Project-based learning can be beneficial as it motivates students to solve problems, explore, and create. Short-term assignments and brainstorming sessions that encourage students to think beyond what is presented by the English lecturers can also foster an inquiry-based approach.

English lecturers should be mindful of the initial challenges English language learners may face when adapting to online and hybrid classrooms. To support students' success, English lecturers should ensure that the platform used is user-friendly and not overly complex, minimizing the risk of alienating learners. Providing valuable resources like induction training that highlight the benefits of online and hybrid education and offer guidance on managing the English language learning process can help students navigate and adapt to these new learning environments effectively.

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