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SENIOR HIGH SCHOOL STUDENTS' READINESS AND MOTIVATION TO LEARN ENGLISH USING SYNCHRONOUS VIDEO CONFERENCES

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ABSTRACT

Aim/Purpose	This study aimed at exploring students' online-learning exposures involving their readiness and motivation to learn English using synchronous video conferences, as well as investigating the possible relationship between the readiness and motivation. To fulfill these objectives, three research questions were formed: (1) What is students' readiness to learn English using synchronous video conferences? (2) What is students' motivation to learn English using synchronous video conferences? (3) Is there any correlation between students' readiness and their motivation to learn English using synchronous video conferences?
Background	Due to the urgency of Covid-19 pandemic in the educational field, the Indonesian Minister of Education requested that all schooling activities must be conducted online as announced in the Learning from Home Policy starting on March 24, 2020. In this case, students are forced to struggle with the unfamiliar and challenging learning situations that their readiness and motivation to learn are worth questioning.
Methodology	The participants in this descriptive research, combining both a survey and correlation study, were 116 Indonesian high schoolers. They came from two different private schools as the particular adaptive curriculum has been reshaped and implemented in each school during this pandemic. In order to collect the data of students' readiness and motivation while they were learning English using synchronous video conferences, an online Likert-Scale questionnaire was

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	distributed to all participants. Furthermore, a semi-structured interview was conducted to dig deeper into students' online-learning exposures.
Contribution	The results of this study can become a reference to create an effective and successful online learning environment. This study offers fresh and genuine insights coming from students on how ready and motivated they were within unfamiliar learning situations. The obstacles faced by students are also presented. Three pillars were used to construct the questionnaire and to analyze the findings: (1) four online readiness factors, (2) ARCS model of motivation, and (3) the Community of Inquiry (CoI) framework. Hence, the findings of this research can also expand educators' and researchers' knowledge whether the readiness and motivation can be improved through the three frameworks.
Findings	This study shows how students' readiness and motivation are influenced by unfamiliar situations of synchronous online learning. Firstly, students are already confident with their technical skills and their familiarity with the use of technology. However, their readiness in terms of self-discipline is the lowest. Secondly, students' motivation cannot be consistently high because of two drawbacks that demotivated them within their online learning. Furthermore, this study also found that there is significant positive correlation between readiness and motivation. Hence, the readiness and motivation factors cannot be simply ignored within the online learning progress.
Recommendations for Practitioners	As our findings reveal, Teacher Presence is important as it enhances Cognitive Presence and supports students to experience Social Presence. Therefore, the roles of teachers that cover designing and providing meaningful learning activities, acting as a model to engage students in online discussion, employing effective strategies to deliver direct instruction and managing class, should be completely fulfilled. Instead of consistently sustaining the teacher-centered style, teachers may sharpen their technical skills along with their pedagogical knowledge. Online learning can be effective as teachers could design and implement the student-centered learning style in synchronous virtual meetings.
Recommendations for Researchers	Learning from Home is a new policy that was published because of the Covid-19 pandemic urgency. The learning process happening in a synchronous virtual environment is new for both Indonesian teachers and students. Accordingly, more researchers in this topic involving a wider level of students coming from rural and urban areas are still needed.
Impact on Society	By showing how students' readiness and motivation are influenced in the online learning process, this study offers a reference that students can have better opportunities of an effective and successful online-learning environment. This study also discusses the obstacles mostly faced by students. Following the frameworks used, this study also gives an opportunity for educators to expand their knowledge to take part in solving any problems related to the investigated issues.
Future Research	As technology must still be developing and online learning is possibly sustained closely after the pandemic, its development must be continuing. As the idea of online learning through synchronous meetings is new, issues related to this learning situation can still be investigated so that Indonesian teachers can gradually create more effective and successful online learning.

Keywords	students' readiness, motivation, online learning, synchronous video conferences, Community of Inquiry framework, Indonesia

INTRODUCTION

Declared as a global health crisis, Covid-19 has infected more than 100 countries all over the world. In Indonesia, the pandemic has devastated many sectors of humans' life, including education. Responding to its urgency, the Indonesian Minister of Education issued a policy of Learning from Home on March 24, 2020. Both students and teachers were prohibited to have face-to-face meetings in school. Instead, all schooling activities must be done online through synchronous video conferences. At the time of writing this article, it was still not clear when face-to-face schooling activities can be fully resumed.

The sudden transition from offline to online obviously brought numerous changes throughout students' learning process. Unfortunately, students tend to demonstrate lack of readiness while studying in an unfamiliar learning environment. As a result, their anxiety level increases as they are doubting their success (Abdous, 2019; Holder, 2007). Such changes may also turn into demotivating obstacles for some students, especially those having less prior exposure at the use of technology (Abdous, 2019; Pillay et al., 2007). Meanwhile, motivation is crucial since it determines students' presences as well as enhances their achievement in online learning (Izmirli & Izmirli, 2015; K. Li & Keller, 2018). Studying online offers distractions. Students with lower motivation may easily find excuses not to join and participate in video conferences, such as having problems with their internet connection. Here, students' willingness to learn is decreasing. Gradually, this motivation issue may diminish students' achievements. In other words, successful online learning could only be promisingly accomplished if students are ready and motivated to learn (Gonzales, 2020).

Referring to the importance of readiness and motivation, previous researchers pinpointed the positive relationship between those two variables. It indicates that the increase in readiness level will also strengthen motivation (Ahmad et al., 2020; Horzum et al., 2015). Contrarily, another study revealed no significant relationship (Thibeaux, 2020). Hence, investigating the correlation between readiness and motivation became one of the aims fulfilled in this current study. Specifically, this study was conducted to:

(1) explore students' readiness to learn English using synchronous video conferences;

(2) explore students' motivation to learn English using synchronous video conferences; and

(3) investigate any possible correlation between readiness and motivation.

Learning English as a foreign language requires sufficient readiness and motivation to participate in online learning activities (Lie et al., 2020). Furthermore, high school students need human interactions and social presences to engage effectively in learning English through video-conferences during the pandemic disruption. This study intended to give genuine yet fresh insights related to students' online learning exposures, determining their readiness and motivation. Therefore, the results of the correlation could expand educators' as well as researchers' knowledge whether readiness and motivation could be improved.

LITERATURE REVIEW

ONLINE LEARNING

The term "online learning" is used to describe the teaching-learning process enhanced throughout the integration of internet connection, multimedia, and other digital tools (Pillay et al., 2007). The implementation of online learning provides excellent flexibility allowing students to achieve deep and successful learning anytime and anywhere. It brings many benefits to learners by expanding their learning opportunities and helping them develop their sense of autonomy over their own learning (Carrier, 2017). Nonetheless, the considerable impacts on students' manners are still continuously debated.

The transition from offline to online learning will offer new experiences that students are interested in and more motivated to learn, yet such motivation can be decreasing by the time students become familiar with those changes (Izmirli & Izmirli, 2015; Keller & Suzuki, 2004). On the other hand, some students may undergo more hesitation and frustration while learning in an unfamiliar setting (Lie et al., 2020). As a result, students are predisposed to have a lack of satisfaction, lose motivation, and suffer from higher anxiety (Abdous, 2019; Pillay et al., 2007).

There are various models of online learning. This study was built on the Community of Inquiry (CoI) model as proposed by Garrison et al. (1999). Introduced as the most complex model, CoI is grounded in John Dewey's (1938a, 1938b) educational philosophy about the collaborative constructivist approach. Dewey believed that improved learning opportunities could be achieved from the integration of the individual learner's interests with those of society. Inquiry-based learning is a shared experience to intensify students' higher-order thinking skills through the harmonized roles of individuals and society. For two decades, Garrison's modification of CoI practices in online learning has been continuously offered in academic research. As presented in Figure 1, Garrison et al. (2010) proposed three integrated pillars of the CoI framework.

Figure 1. The three pillars of the CoI framework (Garrison et al., 2010)

It is believed that the purpose of the CoI framework will be accomplished when the three pillars (see Figure 1) work together optimally. One of those pillars is Cognitive Presence. According to Swan et al. (2009), Cognitive Presence refers to the degree of students' capability to construct understanding and interpret meanings. By this matter, students are trained to think critically as well as learn autonomously. This aim will be possibly fulfilled only if the Teacher Presence pillar exists.

In the CoI environment, teachers are expected to perform three roles (Anderson et al., 2001). The first role covers the teachers' ability to design, select, and provide meaningful collaborative learning activities for learners. Second, teachers should be capable of being a model for students to lead, guide, and be engaged in open online discussions in an appropriate manner. Third, teachers are expected to employ effective and successful strategies to deliver instructional content during the online classroom. In addition to the importance of teacher presence in CoI, Cheung et al. (2020, p. 317) added another subcategory related to teachers' roles which is Management. In this case, teachers are expected to "maintain class discipline and ensure effective activities". With all the tasks, the presence of teachers in online learning is valuable in the production of an enjoyable, conducive, and trustworthy online learning environment.

As the last CoI pillar, Social Presence covers students' emotional state towards the virtual interactions with classmates or teachers around intellectual activities and tasks (Swan et al., 2009). This idea refers to the question of whether students can still be motivated to learn in an online environment as they

used to get in the face-to-face classroom. Affirmatively presuming, it interprets that students must perceive real-meeting exposures in a synchronous virtual meeting. However, Tesar (2020) believed that online is not a replacement but complementary to the traditional face-to-face learning setting.

Students' Online Readiness

Online Readiness defines students' time-management skills and self-discipline to maintain their online learning progress (Pillay et al., 2007). Referring to this idea, Pillay et al. (2007) and Abdous (2019) believed that students mostly suffer a lack of readiness at the beginning of the course and in an unfamiliar learning environment. Meanwhile, students' unpreparedness leads to a higher level of anxiety (Holder, 2007). A quantitative study conducted in Nigeria explained learners' readiness in terms of performance expectancy, effort expectancy, social influence, and mobile learning conditions for using mobile devices at tertiary level (Chaka & Govender, 2017). Similarly, a quantitative study among tertiary level learners in Malaysia exploring the readiness of using mobile devices at a public university reported that learners had a significant level of readiness categorizing as basic readiness, skills readiness, psychological readiness, and budget readiness (Mizad et al., 2018). A study of Bangladeshi students shows that EFL learners' level of readiness of using a smartphone was high (Seraj et al., 2021).

According to Pillay et al. (2007), students' readiness level could be measured using four factors. As the first component, Technical Skills (TS) guarantees students to troubleshoot any technical problems that appeared in their online-learning preparation (De Guzman, 2020). Those having lower TS will struggle more to deal with any errors. Consequently, they may become more frustrated. However, Gonzales (2020) assumes that technological savvy is not needed in online learning since the ability to use a camera and audio-recorder is sufficient.

The second readiness component is Computer Self-Efficacy (CSE). It includes learners' current and prior experiences in using technology (Pillay et al., 2007). In a study on the implementation of a university academic information system among 345 students, Naviera (2017) found that CSE was one of the three variables that affected user satisfaction and individual impact. Fortunately, students' prior experiences and more training help them to be more ready to enthusiastically learn (Abdous, 2019). Such a matter in online learning means that the more technological experiences the students have, as well as the longer the time spent in their online learning, the higher their readiness will be.

Third, Learning Preferences (LP) can also be used to measure readiness. Having a great level of LP supports students to have strong self-discipline and awareness to actively engage in online discussion and other similar learning activities (Pillay et al., 2007). Furthermore, they are better at keeping their learning commitments so that they can deal with numerous distractions inherent in online learning (Dutton et al., 2002). In other words, students must be able to keep themselves on track. During the virtual meeting, they can handle themselves sitting in front of their computer and staying focused on the lesson.

The fourth readiness component is Attitudes Towards Computers (ATC). This includes students' familiarity with the ease of computer usage, the impacts as well as the usefulness of technology on their daily life (Knipe & Lee, 2002). Similarly, Vuorela and Nummenmaa (2004a, as cited in Pillay et al., 2007) reviewed that ATC indicated students' feelings, ideas, and perceptions after they have sufficient exposure in utilizing technological learning tools.

Students' Motivation in Online Learning

According to Kim and Frick (2011), motivation is crucial in education since it could lead students to satisfactory and successful learning outcomes. Motivation also affects students' learning behaviors (Orhan-Özen, 2017; Sharma & Sharma, 2018; Turan, 2015), as well as their learning enthusiasm (Azar & Tanggaraju, 2020). In further detail, highly motivated students will be more eager to actively participate throughout their study, complete and finish assignments, and win awards (Garavan et al.,

2010). Besides enthusiasm, another definition illustrates motivation as students' effort throughout their learning progress (Di Serio et al., 2013; Gopalan et al., 2016). Yet it is believed that effort will be insufficient without specific learning objectives (Azar & Tanggaraju, 2020). It means that highly motivated students are predicted to devote their effort toward the goal, while less motivated students tend to go into a lot of effort without any goals. By combining the insight of motivation as enthusiasm and effort towards goals, it could be interpreted that motivated learners tend to gain satisfaction while dealing with complex processes offered in each task (Rubrecht & Ishikawa, 2012).

As previously mentioned, the transition from offline to online must bring changes. Relating this issue with the term 'motivation', Izmirli and Izmirli (2015) argued that any new adventures offered by the virtual environment may motivate students to fully engage in teaching-learning activities. On the other hand, a contrary insight reveals that those differences may guide students to seriously encounter demotivating obstacles (Bonk, 2002; Levy, 2007). Consequently, students' drop-out rates within online learning increased. Moreover, Gonzales (2020) discussed how online learning brought difficulties for both students and teachers. As reported in his research, students faced difficulties along with so many workloads of online school projects. No wonder, their anxiety increased and they could not perform well. Another fact showed that the high expectation built up within the transition from the face-to-face classroom into synchronous virtual meeting solemnly challenged teachers' preparation. Gonzales (2020, p. 5) emphasized that "education is demanding but still needs to comply with its call for socio-political, economic, technological, and academic facets." This reality may negatively affect teachers' preparation, especially when they are forced to shift all learning systems online in a short time.

To measure the level of students' motivation, there are four aspects proposed as an ARCS (Attention, Relevance, Confidence, and Satisfaction) motivational model. Each of these components is conceivably beneficial to promote students' active participation (Saputri et al., 2020). Introduced by Keller (1987, p. 2), "the ARCS Model of motivation was developed in response to a desire to find more effective ways of understanding the major influences on the motivation to learn, and for systematic ways of identifying and solving problems with learning motivation." As a measurement, this model can be developed into questions adjusted to several learning settings, such as computer-based instruction and online courses (Loorbach et al., 2015). By determining students' motivation using Keller's model, the results may reflect on students' learning efficiency guiding teachers to design the required online learning environment (C.-L. Li et al., 2018; Izmirli & Izmili, 2015).

Firstly, the aspect of Attention indicates that students will be more motivated to learn when they get attracted to their learning progress. Dealing with students' attention means working on their interests or curiosity. In this case, the optimal use of digital learning tools during the class session could attract students' interest in what they are going to do and learn (Dutta et al., 2020; Huang et al., 2004; Saputri et al., 2020). Those paying more attention must likely show more willingness to learn more and work better (Saputri et al., 2020).

As the second factor, Relevance means that students will be more motivated to learn if they acknowledge the importance of their learning to their goals and needs. In other words, the motivational aspect of Relevance reflects on the valuable meanings of the content being learned (Saputri et al., 2020). This could be predicted by analyzing whether students have the chance to take what they have learned into action (Dutta et al., 2020; Huang et al., 2004). Within the virtual classroom, digital learning tools could be used to deliver instructions and show the connections between the learning objectives and students' future as if the teachers give a concrete relatable example (Colakoglu & Akdemir, 2012).

The third motivational aspect is Confidence. Students having higher confidence to be successful will be more motivated to learn. To increase their confidence level, students should be given access to manage their learning (Dutta et al., 2020; Saputri et al., 2020). By applying this strategy, teachers train students to earn greater self-esteem that they will succeed. Moreover, Baumeister et al. (2003)

proposed other approaches to boost students' learning confidence, such as complimenting students' effort and progress, providing wider opportunities for students to express themselves in a discussion, giving projects demonstrating their ability, and avoiding any sarcasm during the lesson.

The last aspect of the ARCS model is Satisfaction. Those who feel satisfied with their learning progress tend to have a higher level of motivation. Students possibly perceive a contented feeling and show more enthusiasm to learn when they are exposed to an enjoyable learning setting (Khan et al., 2019).

There have been numerous studies on online learning readiness and motivation (Ahmad et al., 2020; Colakoglu & Akdemir, 2012; Di Serio et al., 2012; Gopalan, 2016; Holder, 2007). In their study of 200 Business Administration students enrolled in a Business English course, Pengnate and Rattanapong (2021) found the students' satisfaction with English instruction using the Zoom application was at a high level. A few studies dealing with motivation and community of inquiry have also been conducted (Anderson et al., 2001; Garavan et al., 2010; Garrison et al., 1999; Tan et al., 2020). Tan et al. (2020) examined the learning motivation and performance model as well as the community of inquiry during the Covid-19 pandemic and showed that university students initially had a high level of motivation and community of inquiry before the pandemic but experienced a significant drop during distance learning. However, there is a scarcity of research that delves into the relationship between online learning readiness and motivation within the framework of Community of Inquiry, particularly among high school students learning English in Indonesia.

METHODOLOGY

PARTICIPANTS

Through convenience sampling, 116 Indonesian students with the age range of 15 to 17 years old participated in this research. They were taken from two different high schools. All of them had no prior experiences of online learning before the pandemic. Of the 116 participants, 47 came from the first school (labeled as School 1) and 69 students were from the second school (labeled as School 2). Being the most popular schools in Surabaya, the second biggest city of Indonesia, both schools present students from various provinces. It is customary for some middle-class parents from less developed regions in Indonesia to send their children to have better education in cities such as Surabaya, particularly at a high school level.

The participation of the two schools was important for this study due to the different adaptive curriculum implemented by both schools. As a result, there were differences in the length of time spent by both schools to manage the synchronous video conferences within their new online learning environment. Hence, it was expected that students had varied experiences in using video conferences through the particular adaptive curriculum.

From all participants' responses in the questionnaire, the researcher chose those who showed strong opinions or arguments either affirmatively or unfavorably to be interviewed. Since the interview aimed at digging into more detailed and in-depth information about students' experiences, the number of interviewees was not limited. Instead, the interview session ended when there was saturation seen among all interviewees' answers. In this case, the researcher stopped the interview after the fifth interviewee.

DATA COLLECTION PROCEDURE

To answer the research questions, this study employed a mixed explanatory research design. The quantitative methodology was applied to explore students' readiness and motivation level as well as find out the correlation among them through Likert-Scale questionnaires. Meanwhile, the qualitative methodology involving in-depth interviews was used to dig deeper into students' online learning

exposures in terms of readiness and motivation. Each research participant must respond to the questionnaire yet only some of them were chosen to be the interviewees.

As the first step of the data collection procedure, the questionnaires were distributed to 116 respondents. There were three sections of questions (see Appendix). In section 1, students' personal information and experiences in using video conferences under the school's adaptive curriculum were elicited. Subsequently, students' readiness in Section 2 and motivation in Section 3 were measured (see Table 1). The readiness questionnaire was adapted from a study by Pillay et al. (2007) proposing the theory of students' online readiness along with its four measuring aspects. The motivation items following the ARCS motivational model (Keller, 1987) were adapted from Koh's study (2018).

Table 1. The anatomy of the readiness and motivation questionnaire

Section	Sub-section	Number of Items	Choices
Students' Readiness (Adapted from Pillay et al., 2007)	Technical Skills	6	(1) Strongly Disagree; (2) Disagree; (3) Agree; (4) Strongly Agree
	Computer Self-Efficacy	7	
	Learning Preferences	6	
	Attitudes towards Computers	3	
Students' Motivation (Adapted from Koh, 2018)	Attention (A)	6	
	Relevance (R)	4	
	Confidence (C)	5	
	Satisfaction (S)	6	

In the second step, a semi-structured interview was conducted. Seven open-ended questions were used to dig deeper into students' online English learning exposures. Three out of these seven items were taken from a previous study on secondary school language teachers' online learning engagement during the Covid-19 pandemic in Indonesia (Lie et al., 2020). In regards to the needs of the study, the remaining four questions were developed to follow up students' readiness and motivation responses from the questionnaire. Both instruments are available upon request.

During the interview session, questions were asked in English, and interviewees were given the option to respond in English or Indonesian. This choice considered the fact that students became more anxious to express themselves in English. Students' negative feelings within the interview might affect their responses. Hence, the use of Indonesian was approved and the translation followed. Then, the translation was triangulated by other English teachers to avoid any researchers' biases and grammatical errors.

Data Analysis

In reference to the three research questions, two main data were analyzed in this research, which were about students' readiness and students' motivation to learn English using synchronous video

conferences. Taken from 116 participants using the online survey and interview, the data were analyzed in both quantitative and qualitative ways through some steps.

First, the researcher worked on students' responses in the readiness section of the online survey. The responses were counted and tabulated to be later discussed as the findings. In this study, since the questions were written in the form of a Likert scale with four optional answers, students' responses were grouped into Agreement and Disagreement. The answers in 'Strongly Disagree (1)' and 'Disagree (2)' were considered as 'Students' Disagreement'. Contrarily, the responses in 'Agree (3)' and 'Strongly Agree (4)' were reported as 'Students' Agreement'. This step of the analysis was repeated to analyze the responses in the motivation aspect of the online survey.

To support the detailed elaboration of students' readiness, the responses in the readiness section were analyzed separately following the four influential aspects. The same decision was taken while analyzing students' motivation levels. However, all responses were summed up to answer the third research question, which was about correlation. In this part of the analysis, students' responses in all four readiness aspects were added and accumulated into one main score for each student. Then, similar steps were done for the motivational aspects. Each participant then had two main total scores to be statistically correlated.

After dealing with quantitative analysis, the researcher examined students' answers from the interview. Here, the answers were transcribed and categorized in case answers were representing similar ideas. Subsequently, the analyzed information was sent to a triangulator to be checked. Lastly, the final findings from the interview were discussed as supporting proof of the quantitative findings. To support some particular points, interviews were selected and responses in English were quoted as is.

RESULTS

After collecting data from two senior high schools in Surabaya, the researcher found that Zoom was utilized to maintain the virtual meeting in both schools. Since each school applied the adaptive curriculum adjusting to the pandemic, the regulation of using Zoom in School A was different from School B.

Primarily, the difference found was about the minutes allocated for each video-conference session. School 1 provided 45 minutes as the duration of the one-session virtual meeting. However, the online meeting was not held in every English lesson because the Moodle-based Learning Management System (LMS) was also used alternately. This finding was supported by Respondent 4 coming from School 1 who explained:

> *My English class is thrice a week, while the Zoom meeting session must last for 45 minutes. Yet, if the teacher asks us to finish an assignment in LMS, then we do not have any session in Zoom.* (Respondent 1, Interview through Zoom Video Conference, 18 December 2020)

On the other hand, School 2 organized 60-minute synchronous video conferences for every English class lesson. In this case, the students were usually asked to access Google Classroom and participate in the virtual meeting concurrently. Through the interview session, Respondent 5 representing School 2 said:

> *The English class is thrice a week. Online Zoom meetings must always be used in every meeting and it lasts for 60 minutes.* (Respondent 5, Interview through Zoom Video Conference, 18 December 2020*)*

Such a time-spent comparison then led to the discussion of teaching-learning covered within the 45- and 60-minute video conferences. To obtain the data required, all participants were given a question about what activities were usually done throughout their video-conference meeting. In this case, five kinds of learning activities were reported. Students' responses in all five activities were then calculated into percentages (Table 2).

Table 2. Online learning activities of video conferences reported from each school

Online Learning Activities	School 1	School 2
Students' attendance checks	20%	22%
Teacher's presentation delivering materials	28%	25%
Students' presentation	16%	22%
Open discussion/Q&A session	17%	20%
Game (Kahoot, Quizizz)	19%	11%

By this analysis, it was surprisingly found that the activity most frequently performed in both schools was similar. Among others, the item of Teacher's presentation delivering materials shows the highest percentage in School 1 (28%) as well as in School 2 (25%). Therefore, it could be interpreted that a teacher-centered style was highly favored in online learning settings.

Students' Readiness to Learn English Using Synchronous Video Conferences

Relying on the assumption that the different time spent in students' exposures to technology can influence their readiness, students' responses towards readiness questions were compared in both schools (Table 3).

Table 3. Comparison of students' readiness between two schools

The Comparison of Students' Readiness							
Data Source	Number of Respondents	Total Items of Questions	Total Responses	Disagreement		Agreement	
				Total	Percentage	Total	Percentage
School 1	47	22	1034	396	38%	638	62%
School 2	69	22	1518	437	29%	1081	71%

Briefly, as presented in Table 3, the time-spent difference slightly affected students' readiness level. All students coming from both schools showed more percentages of agreement indicating their confidence of readiness. In this case, students' affirmative responses were larger in School 2 holding 60-minute video conferences (71%) rather than in School 1 holding 45-minute video conferences (62%).

Students' readiness levels were also compared among its four aspects, which are students' Technical Skills (TS), Computer Self-Efficacy (CSE), Learning Preferences (LP), and Attitudes towards Computers (ATC). Designed as the instrument for this current paper, these factors were turned into the questionnaire and distributed to 116 high schoolers. In total, 2,552 responses were collected. From this result, 73% of responses present students' agreement. The other 27% indicate students' disagreement (see Table 4).

Table 4. Summary of students' readiness to learn English using synchronous video conferences

Students' Readiness to Learn English Using Synchronous Video Conferences							
Aspects of Readiness	**Number of Respondents**	**Number of Items**	**Total Responses**	**Results**			
				Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Technical Skills	116	6	696	5%	11%	32%	52%
				16%		**84%**	
Computer Self-Efficacy	116	7	812	4%	18%	36%	42%
				22%		**78%**	
Learning Preferences	116	6	696	27%	28%	26%	19%
				55%		**45%**	
Attitudes towards Computers	116	3	348	20%	26%	32%	22%
				46%		**54%**	
TOTAL		22	2552	8%	18%	33%	40%
				27%		**73%**	

Among all four readiness aspects, the largest percentage of students' agreements was shown in Technical Skills (TS). By this data, most students confidently approved the ease of Zoom application that it could be considered as user friendly. They knew how to install and run the application, as well as troubleshoot any technical problems which suddenly appeared during the virtual classroom. Confirming this positive experience, Respondent 2 shared:

> *So far, I have no difficulties while operating Zoom. It is such an easy application to learn and explore.* (Respondent 2, Interview through Zoom Video Conference, 22 December 2020)

Instead of technical problems, students were mostly troubled by the unstable internet connection leading to difficult access. In this case, Respondent 4 claimed:

> *The only difficulty I find while accessing Zoom meetings is the unstable internet connection. I have no other technical difficulties related to its features.* (Respondent 4, Interview through Zoom Video Conference, 18 December 2020)

The second highest readiness aspect is Computer Self-Efficacy (CSE). From the data collected, 78% of students' agreements mainly present their familiarity with technology learning tools which influenced their affective state. Due to the Covid-19 pandemic, students were required to adapt themselves to a new learning environment with only short and little preparation. No doubt, students' anxiety was higher at the beginning of their virtual classroom. As time flew by, students' knowledge of technology was getting better. Being more conversant, their anxiety was gradually decreasing. The truth of these findings was supported by Respondent 1 claiming that:

> *Before the pandemic, I never heard about Zoom. I was shocked because Zoom had actually been released in 2015. When I had difficulties for the first time using zoom, I was anxious. But, all of us are anxious about things we do not know. Now, after using it every day, I never feel nervous anymore.* (Respondent 1, Interview through Zoom Video Conference, 22 December 2020)

Moreover, having frequent exposure to doing all schooling activities online helps students to acquire better familiarity with technology. Through the interview session, Respondent 5 shared this positive experience:

> *Another advantage offered in online learning is that we are supported to become more familiar with the use of technology. For example, not only Zoom, but I also learned how to use google drive for the sake of this online class.* (Respondent 5, Interview through Zoom Video Conference, 18 December 2020)

The third-highest readiness level is presented in the aspect of Attitudes toward Computers (ATC). From the data obtained, students' exposures to learn English using video conferences were mostly positive. Synchronous video conferences supported students to virtually connect with their classmates with no need for physical interactions. To support the findings, Respondent 1 and Respondent 3 shared how Zoom along with its features enabled them to collaboratively finish their school projects with their classmates.

> *Before this final exam, my friends and I decided to learn together in a Zoom Meeting. So this application is really useful.* (Respondent 1, Interview through Zoom Video Conference, 18 December 2020)

> *My classmates and I sometimes use it to prepare our presentation project and do rehearsal. However, it is ineffective sometimes. Due to unstable internet connection, we may wait a little bit longer for all members of the team to join the zoom meeting.* (Respondent 3, Interview through Zoom Video Conference, 22 December 2020)

In some cases, they also used Zoom synchronous meetings to have fun as reported by Respondent 4:

> *My friends and I tend to use it for either discussing our homework or playing online games together.* (Respondent 4, Interview through Zoom Video Conference, 18 December 2020)

Surprisingly, despite the complete learning-related features offered by Zoom, the pleasure of offline learning was still irreplaceable. To explain the main reasons for this matter, two respondents shared their insights. Mentioning the issue of socialization, Respondent 2 said:

> *It does not matter how sophisticated our technology is; we still need to socialize and be engaged in communication with other people. Besides, offline interaction helps us to understand other people better. As an example, there are people who seem so hostile in online meetings while they are so friendly in reality.* (Respondent 2, Interview through Zoom Video Conference, 18 December 2020)

Respondent 5 expressed dissatisfaction as follows:

> *Offline classroom is much more fun. Offline class is full of interaction. Also, I can understand better there. In contrast, online classes are so tiring; we have to sit in front of our laptops and join a zoom meeting for the whole session of our online school.* (Respondent 5, Interview through Zoom Video Conference, 18 December 2020)

The two quoted responses above show how students missed being directly engaged in face-to-face interaction with their classmates and teachers. The students confidently expressed that offline meetings provided more spaces and time for them to socialize. Therefore, the offline learning settings seemed more enjoyable and alive. Additionally, learning online from home drove students to be more physically exhausted as they had to sit in front of the computer studying and doing assignments for long periods each day.

The least readiness level is presented in Learning Preferences. Most students stated their preference for the online classroom due to its great flexibility. In the offline environment, they did not have many chances to find more learning resources on the internet during the lesson, since they were not allowed to use their cellphone. Through online learning, students could flexibly take their gadgets and start looking for more information about any difficult materials. In other words, by being

supplied with wider access to learn more, students were trained to be autonomous learners. This advantage was confirmed by Respondent 5 saying:

> *Online learning supports us to be autonomous learners. We can be more independent, especially in the case of finding out our online learning materials, exploring other references on the internet, or scrolling YouTube to find more explanations of any difficult materials.* (Respondent 5, Interview through Zoom Video Conference, 18 December 2020)

Similarly, Respondent 2 came up with a more detailed explanation:

> *It is easier for us to find out more information about the materials we do not understand. As an example, we were reading an English text and we found unfamiliar vocabulary. Then we could find its meaning on the internet. In the end, it helps us to understand the story in a faster way.*
>
> *Besides, we spend almost a day sitting in front of our laptops now. We must have the time to explore any online references. Even if we are in the Zoom meeting, we can multitask and open other applications at the same time.*
>
> *We can find any information in Google in case we are too nervous to ask our teacher. While I was in an offline classroom, I did not have these chances because all cell phones must be kept in the classroom locker.* (Respondent 2, Interview through Zoom Video Conference, 22 December 2020)

Unfortunately, video conferences obstructed students' activeness. As Zoom provides mute/un-mute features, students are trained to speak in turns. If someone is speaking, the others must mute themselves to prevent any disturbing background noises. Such a situation was so strange for most students that they became more anxious. Consequently, they preferred to be passive. They were afraid that they might accidentally ask silly questions or give wrong answers while speaking in the middle of silence and being listened to by all people in the conferences. Experiencing this negative feeling, Respondent 3 said:

> *I feel more anxious during my online class. Everyone must pay attention and listen to me whenever I speak. It must be shameful for me if I answer my teacher incorrectly. At the end, I must reach a decision to stay muted; giving no answers, giving no questions.* (Respondent 3, Interview through Zoom Video Conference, 18 December 2020)

Another negative exposure of online learning is related to students' self-control towards the obstacles of their attention. Learning from home requires students to be highly responsible for themselves. Different from face-to-face meetings, no teachers were coming to discipline them as well as to command them to stay focused. It was definitely a new challenge for them to keep track of their learning progress without the teachers around.

However, most students seemed pessimistic in tackling the case. As reported by the research participants, social-media notifications that could not be easily ignored were the most dominant distraction. With no teachers' assistance, it was easier for students to put aside their attention from Zoom meetings into miscellaneous things on their phones. Respondent 4 said:

> *I must lose my focus whenever I am studying in the online meeting. As an example, while paying attention to my teacher's explanation, a notification suddenly pops up in my phone; and it is my friend inviting me to play an online game.* (Respondent 4, Interview through Zoom Video Conference, 18 December 2020)

Furthermore, the noise in students' family, as well as neighborhood, also disturbed their concentration during the Zoom meeting of English lessons. This was admitted by Respondent 1:

> *Sometimes, my family asked me a favor while I was having a Zoom meeting. In other cases, I could pass around 10 minutes out of my online-learning session only for joking with my brother.* (Respondent 1, Interview through Zoom Video Conference, 22 December 2020)

These findings show that students were lacking the self-discipline to maintain their focus on learning. They could not fulfill their commitments to stay focused and tackle all obstacles distracting their attention. This fact was worrying since the learner's self-control would crucially affect the level of readiness.

Students' Motivation to Learn English Using Synchronous Video Conferences

In this current study, students' motivation was measured through its ARCS factors involving Attention, Relevance, Confidence, and Satisfaction. By distributing 21 items covering these aspects, a total of 2,346 responses were obtained from 116 participants (see Table 5).

Table 5. Summary of students' motivation to learn English using synchronous video conferences

Students' Motivation to Learn English Using Synchronous Video Conferences							
Aspects of Readiness	**Number of Respondents**	**Number of Items**	**Total Responses**	**Results**			
				Strongly Disagree	**Disagree**	**Agree**	**Strongly Agree**
Attention	116	6	696	10%	28%	41%	21%
				38%		**62%**	
Relevance	116	4	464	8%	24%	46%	22%
				32%		**68%**	
Confidence	116	5	580	12%	23%	43%	22%
				35%		**65%**	
Satisfaction	116	6	696	11%	29%	42%	17%
				41%		**59%**	
TOTAL		21	2436	11%	26%	43%	20%
				37%		**63%**	

As presented in Table 5, 63% of the total responses towards the ARCS aspects were positive while the rest 37% were negative. From this data, the highest percentage of positive responses was shown in the aspect of Relevance, followed by Confidence, Attention, and Satisfaction.

The highest percentage of students' agreement in Relevance showed how learning English through synchronous video conferences could be valuable. As reported by many students, Zoom offered beneficial learning-related features which were mostly used by teachers to explain the materials, provide meaningful activities and give clear instruction. However, the teacher's presentation wrapping the explanation and instruction was sometimes disturbed by the unstable internet connection. This statement was confirmed by Respondent 3 saying:

> *My teacher likes to share any videos related to the materials; using the zoom feature of screen sharing. Unfortunately, the unstable internet connection that either came from students or teachers always makes the video lagging so that we cannot watch it well.* (Respondent 3, Interview through Zoom Video Conference, 22 December 2020)

Considering the problematic internet connection, Respondent 3 eventually claimed that the helpful features inadequately assisted students. Another reason was that these students were not comfortable raising questions in video-conference meetings. In face-to-face meetings, they could directly share their difficulties with their teachers personally. In other words, the digital learning tools could be powerless for those demanding intensive teachers' assistance.

> *The zoom features are all beneficial. Sadly, they cannot support me to have a better understanding. It is difficult for me to understand the materials delivered in the session of online learning. The issue is that in online learning, I become less confident to ask any questions to the teacher. I am not that brave to directly unmute myself and raise my questions to the teacher. Most of the time, I put myself in the decision of keeping my difficulties secret and end up having no understanding.*
>
> *During offline class, I could come directly to the teacher, go to the teacher's desk, and ask questions personally, without being overheard by my classmates.* (Respondent 3, Interview through Zoom Video Conference, 22 December 2020)

The second-highest percentage of students' agreement was found in Confidence. Students enjoyed the flexibility of online learning because they could easily retrieve plenty of free learning resources on the internet. By this favorable perk gained in video-conference meetings, students were sustained to acquire more knowledge rather than in offline learning. This positive experience was shared by two respondents during the interview session.

> *Since it is online, then we can access our Google. If I want to know about the things I am interested in, I must learn more.* (Respondent 1, Interview through Zoom Video Conference, 22 December 2020)
>
> *I learned more, yet only in English class. There are a lot of online English-learning references provided and easily accessed on the Internet.* (Respondent 3, Interview through Zoom Video Conference, 22 December 2020)

Moreover, learning online did not disrupt the occasions for students to argue and share opinions with their classmates. In this case, Respondent 2 coming from School 2 expressed that the 60-minute virtual meetings were enough for them to have a group discussion using the break-out room feature.

> *Usually, we use the break-out room after the teacher explains the materials. There, we can do our group discussion.* (Respondent 2, Interview through Zoom Video Conference, 22 December 2020)

On the other hand, Respondent 4 representing School 1 admitted that their group discussion was mostly done after the class ended.

> *We have very limited time to have a group discussion within our 45-minutes zoom meeting. In case we have a group assignment, we do the discussion after the online meeting ends. In our offline class, we could do the discussion within the class hour. It was effective and it did not consume much time.* (Respondent 4, Interview through Zoom Video Conference, 18 December 2020)

The third-highest percentage of students' agreement in Attention determined that Zoom offered useful and riveting learning-related features for students. Students were enthusiastically wondering whether the features would be helpful for the accomplishment of their school assignments. Here, Respondent 5 said:

> *Of course, they (Zoom features) are helpful. As an example, I could use the feature of virtual background whenever I have a project or group presentation. My motivation to learn English is getting higher here. Sometimes the class is fun because we can watch movie together through this Zoom application* (Respondent 5, Interview through Zoom Video Conference, 18 December 2020)

However, students' familiarity with the use of whiteboards in face-to-face meetings drove them to expose more inadequacy of Zoom features. No doubt, students prefer offline face-to-face to virtual meetings. Facing this obstacle, Respondent 4 claimed:

> *Understanding the teacher's explanation becomes more difficult in online meetings. In offline class, my teacher used to deliver the materials by writing any details on the whiteboard.* (Respondent 4, Interview through Zoom Video Conference, 18 December 2020)

The last motivational aspect with the least percentage is Satisfaction. By learning online, students were well noticed by both teachers and classmates. This phenomenon was the result of unmuting/muting features requiring all members of video conferences to speak in turns. By the same token, this situation was also discouraging. Related to this matter, two respondents shared their worries by saying:

> *In my case, I felt more confident to be an active student when I was in an offline classroom. During online sessions, once I unmute myself and speak, all of my classmates must turn their attention to me and listen to all things I convey.* (Respondent 4, Interview through Zoom Video Conference, 18 December 2020)

> *I cannot chit-chat with my classmates during the session of online meetings. Once we speak, then everyone can hear it. When I was in offline class, my friends and I could whisper to each other without being overheard by other classmates or our teacher. Also, we cannot know the teacher well. In Zoom meetings we have less time to interact or do chit-chat with the teacher.* (Respondent 5, Interview through Zoom Video Conference, 18 December 2020)

Contrarily, Respondent 2 confidently expressed the satisfaction gained in the new online learning under Covid-19 by saying:

> *For me, online learning is enjoyable enough because it is not really difficult to follow; yet many improvements are needed. It is not always bad. Also, I do understand our current situation that Covid-19 pandemic must be taken seriously.* (Respondent 2, Interview through Zoom Video Conference, 22 December 2020)

These three previous statements determined that, despite the negative experiences perceived in synchronous online learning progress, some students nonetheless enjoyed their online learning progress.

The Correlation Between Students' Readiness and Motivation

To find the possible relationship between readiness and motivation, the statistical calculation for the correlation was done. For the needs of this current study, both students' readiness and motivation were measured using four aspects. In this section, all responses to the four readiness aspects were added and accumulated into one main score for each student. This same step was repeated for the second variable which was motivation. Therefore, 116 participants (symbolized as "N" in Table 6) had two total scores which were then correlated.

Table 6. Correlation between students' readiness and students' motivation

Correlations			
		Readiness	**Motivation**
Readiness	Pearson Correlation	1	.505**
	Sig. (2-tailed)		.000
	N	116	116
Motivation	Pearson Correlation	.505**	1
	Sig. (2-tailed)	.000	
	N	116	116
****. Correlation is significant at the 0.01 level (2-tailed).**			

As presented in Table 6, the Pearson Correlation coefficient (later statistically symbolized as 'r' or 'rho') between readiness and motivation is positive at 0.421. This value indicates a positive correlation at the moderate ($0.3 < r=0.421 < 0.5$). Furthermore, the significance value was also recorded. As reported in Table 6, the correlation is significant at the 0.001 level (2-tailed) with the value (later symbolized as 'p') being 0.000. In other words, the p-value is less than 0.05 ($p=0.000 < .001 < .05$). In short, this study found a significant positive correlation between the two variables measured. The interpretation of this finding is illustrated in Figure 2.

The significant value of the correlation reveals the fact that there is a relationship between readiness and motivation. Meanwhile, the positive level of the correlation determines the direction of the relationship which slopes upwards (see Figure 2). It means, both readiness and motivation move in the same direction; it could be decreasing or increasing together.

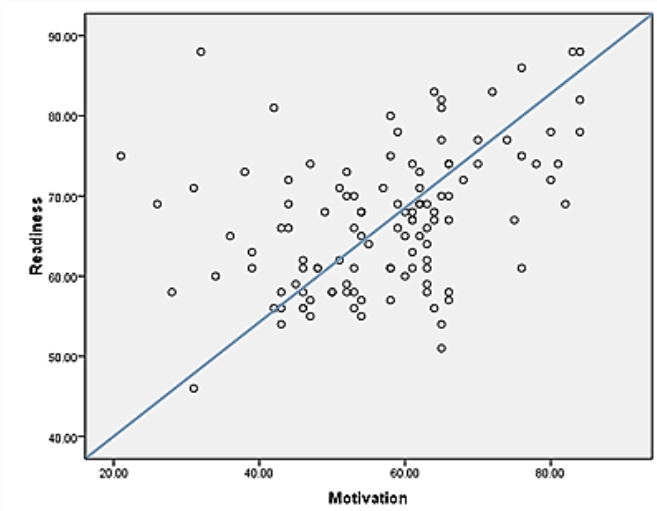

Figure 2. Moderate positive correlation between students' readiness and motivation

DISCUSSION

The findings presented here show how English online learning through synchronous video conferences influenced students' readiness and motivation. All findings are discussed in three sub-sections; (1) students' readiness, (2) students' motivation, and (3) the correlation between students' readiness and motivation. Before going to the major discussion, the illustration of the English online learning environment in two participant schools is presented in the following paragraphs.

Due to the Covid-19 urgency, each school needed to adapt the existing curricula depending on the students' needs. Hence, two schools participating in this research maintained their online schooling activities under the different regulations of virtual meetings.

By conducting Zoom meetings in different lengths of time, both schools nevertheless provided the same five online learning activities; they were students' attendance checks, teachers' presentation delivering materials, students' presentation, open discussion/Q&A session, and Game for Quiz. In this case, the most frequently performed activity was teachers' presentations to either deliver learning materials or give instructions. It indicates that a teacher-centered style was highly favored in School 1 as well as in School 2. Most of the time, the teachers actively took the main role in the online classroom and controlled the whole learning activities. Here, the students learned passively by receiving materials and listening to teachers' explanations. Meanwhile, teacher-centered online learning is the exact opposite of the CoI conceptual framework. As one of the three pillars, Teacher Presence must cover three roles including designing and providing meaningful collaborative learning activities for students

(Anderson et al., 2001). By spending most of the lesson time on the teacher's presentation, students had fewer chances to express themselves as active learners.

Moreover, a previous study found that the use of technology did not change teaching styles (Lie et al, 2020). Being totally in an online environment did not drive teachers to certain improvements and adjustments toward their pedagogical performances. Rather than optimizing technology to implement student-centered styles, teachers continued executing teacher-centered learning wrapped in online learning mode. To overcome this issue, teachers may require more exploration and development of student-centered practices within synchronous video conferences. As written by Lie et al. (2020, p. 825), "technology can easily be used to perpetuate pre-existing teacher-centered pedagogy if teachers do not integrate their technological knowledge with pedagogical and content knowledge".

Students' Readiness to Learn English Using Synchronous Video Conferences

According to Abdous (2019), providing more time and exposure to the use of technology helps students to become ready to learn online. However, this study found no meaningful effects on students' readiness. As the time difference was only about 15 minutes, it did not hugely impact the readiness level. Moreover, these high schoolers were digital natives. They might regularly use their digital devices even after the online classes ended. Although they had limited time spent on virtual meetings, they still earned more exposure during their leisure time.

The fact that the students were digital natives also explained more positive findings. These students did not have any difficulties in running the Zoom application. Once they had any technical problems, they were able to troubleshoot them. In other words, these students had such adept technical skills that they were ready to optimize their technological tool for learning and deal with its errors (De Guzman, 2020; Pillay et al., 2007).

The students had never used Zoom before the Learning from Home era. With only a little preparation, they moved totally from an offline classroom to an online environment. They had to directly deal with a new application. As their common response, they felt anxious at the beginning of their virtual meetings (Abdous, 2019). Fortunately, as digital natives, they had a great intuitive feeling even to the new digital devices. They exposed themselves with more exploration to the learning-related features offered by the application. As a result, after the daily usage of Zoom, their familiarity with the technology was improved.

By being more conversant with the technology, the students became so skilled that they were more ready to learn online (Pillay et al., 2007). Their familiarity drove them to optimize Zoom features and use as many advantages as they could. Consequently, students were able to use Zoom and its features to hold study groups, work on their school projects collaboratively, rehearse their group presentation project, and play online games together to relax their minds. In other words, students' familiarity gradually supported them to find the ultimate aim of the technology. According to Radoli (2020), the application of synchronous video conferences aims at connecting its users to others without the need for physical interaction.

These digital-native students also took advantage of the flexibility offered by online learning. Students admitted how they learned more things in online rather than offline classes. By learning from home, they could flexibly take their gadgets and start looking for more information about any difficult materials (Lim, 2001; Northcote, 2008). Besides, this opportunity trained them to be autonomous learners in which they were enabled to construct their understanding and interpret meanings (Swan et al., 2009).

All the positive experiences above reflect the students' perceived attitudes while learning English through synchronous video conferences. As students had positive attitudes towards the technology, they recognized the effectiveness of the video-conference system in their daily life (Knipe & Lee,

2002). Nevertheless, a few students shared that online learning through virtual meetings also brought negative exposures influencing their readiness.

According to Tesar (2020), online learning, along with its sophisticated system, has never been designed to replace the traditional classroom. By this statement, students confirmed that virtual meetings diminished the chances to socialize with either their classmates or their teachers. In other words, online meetings always lack interaction. This statement is in line with Wenglinsky's assertion (1998) about technology reducing students/teacher relationships in their synchronous virtual meetings. Meanwhile, video conferences were supposed to facilitate person-to-person interaction as in the offline classroom (Rahayu, 2020). Regarding the CoI framework, the reduction of Social Presence made their online learning less enjoyable because, as teenagers, these students still had high needs to socialize and interact face-to-face with their peers and teacher.

Another negative experience is that online learning obstructed students' activeness. The feature of unmute/mute offered by Zoom trained students to speak in turns. When one was speaking, others used the muted feature so that the discussion was not disturbed by any background noises. Yet, this situation drove students to be passive. They became more nervous because they were afraid to make mistakes while speaking in the middle of a silent environment. This finding was similarly discussed in Palanisamy and Sulaiman's study (2020). They recognized that students became more passive throughout their online learning progress during this Covid-19 era. In the worst case, those students became less productive in completing their school tasks. Meanwhile, Horton (2000, as cited in Horzum et al., 2015) mentioned the importance of students' active participation in the online environment. Being actively engaged in virtual meetings supported students to achieve learning outcomes. Active learners likely grabbed bigger opportunities to acquire deep learning as well as develop thinking skills.

The last negative experience affecting students' readiness is that online learning offered more distractions than offline learning. The main distractions came from students' social media. In offline classes, students had no chances to access their social media as the teachers expected undivided attention and would not tolerate distractions by social media. However, in online learning, teachers were not able to regulate their behaviors. The students must be responsible to behave themselves instead. Consequently, those who failed to keep their learning commitments easily changed their focus into their social media. This fact was worrying since the learner's self-control crucially affects the level of readiness (Horzum et al., 2015). In other words, having a lack of self-control led to unreadiness for learning.

Bringing the discussion of readiness into a summary, it is clear that as digital natives, students were ready to learn online in the case of running the application and taking as much advantage of it. Yet, students lacked confidence in controlling and disciplining themselves. They became passive learners and their concentration got easily distracted. It was determined that students were more ready to deal with the technology instead of acquiring knowledge and deep learning in the online learning environment.

Students' Motivation to Learn English Using Synchronous Video Conferences

Considered a crucial aspect leading to successful learning outcomes (Kim & Frick, 2011), motivation could influence students' learning behavior (Orhan-Özen, 2017; Sharma & Sharma, 2018; Turan, 2015), and their learning enthusiasm (Azar & Tanggaraju, 2020). Motivation could also drive students to actively participate and optimally accomplish their learning progress (Garavan et al., 2010). Unfortunately, the level of students' motivation might be either decreasing or increasing while students were learning in an unfamiliar online setting as in the Covid-19 outbreak (Bonk, 2002; Izmirli & Izmirli, 2015; Levy, 2007). The findings presented in this study determined that all ARCS factors influenced participants' motivation level to learn English through synchronous video conferences.

Students admitted that in virtual meetings, they had the chance to take what they learned into action through various activities of online learning. According to Huang et al. (2004) and Dutta et al. (2020), meaningful tasks helped students to see the relevance of the knowledge they were acquiring. The students also confirmed that the learning-related features offered by Zoom were optimally utilized by the teachers to deliver materials, give explanations, and give instruction. This method was consistent with Colakoglu and Akdemir's (2012) suggestion, that digital learning tools could help students to grasp the learning relevance if they were optimized to either deliver instruction or elaborate difficult materials. Once students recognized the relevance, they understood the purpose and the usefulness of their learning, so that they were eager to learn more (Keller, 1987; Saputri et al., 2020).

The features of Zoom were new, yet interesting, not only for teachers but also for students. Therefore, these students were attracted to explore them and take advantage of them. They believed that the features were so useful for them to accomplish their online learning projects. When students were interested in the optimal use of digital tools, they were likely more motivated to learn and achieve more learning outcomes (Dutta et al., 2020; Huang et al., 2004; Saputri et al., 2020). Besides, new learning experiences provided in the online setting could also increase digital-native students' motivation (Izmirli & Izmirli, 2015).

Students also enjoyed the flexibility of learning offered in an online environment. By learning through virtual meetings, students had to deal fully with technology. As digital natives, these students took the opportunity to explore more learning sources. Especially in learning English, these students were satisfied as they could find more English learning references easily on the internet. Surprisingly, providing access for students to manage their learning and improve their knowledge, trained them to earn great self-esteem to be successful learners (Dutta et al., 2020; Saputri et al., 2020). Offering the chance to have online discussions also boosted the level of students' confidence (Baumeister et al., 2003). According to Keller (1987), being confident motivates students to learn and perform better.

Despite the positive learning exposures above, students nevertheless shared some negative feelings while learning English through synchronous video conferences. In this case, there were two main problems discussed.

First, a few students needed intensive assistance from their teacher as they had received in offline meetings. These students felt that even the most sophisticated technology could not help them understand the materials being learned. Sometimes they were not confident in raising any questions during virtual meetings because they were afraid that their questions might be silly. In offline meetings, they could come to their teachers personally and ask for the teacher's help. As a result, these students continued being passive and hid all of their difficulties during online learning. Students were already familiar with the use of whiteboards inside the classroom. They believed that their teachers gave clearer explanations in a better way when they used the whiteboard. No doubt, they had a better understanding of offline classes. A similar finding was also reported by Lie et al. (2020). Generally, teachers give more precise and detailed explanations in offline meetings that students are supported to have a better understanding. This finding reveals that the teacher was still grappling with managing the Zoom features to deliver meaningful materials. Within the CoI framework, Teacher Presence in the delivery of an enjoyable, conducive, and trustworthy online learning environment should be enhanced through four roles: designing and providing meaningful learning activities; acting as a model to engage students in online discussions; employing effective strategies to deliver direct instruction in online learning; and managing class (Anderson et al., 2001; Cheung et al., 2020). An effective Teacher Presence enhances Cognitive Presence in which learners are capable of constructing understanding, interpreting meanings, thinking critically, and learning autonomously.

Second, students shared that online learning could be unpleasant sometimes because it limited their chances to socialize, have a chit-chat, and be engaged in a casual conversation both with the classmates and the English teachers. Referring to this finding, it is clear that, as teenagers, these students still had their emotional state towards social interactions with their peers or teachers. Pondering upon

the question of whether students can still have positive feelings in an online environment as what they used to get in the face-to-face classroom, the researchers pointed out the important role of Social Presence in the CoI, as students must perceive real-meeting exposures in a synchronous virtual meeting by adjusting their ways of connectedness with their peers to the existing Zoom features.

Summarising briefly, students' motivation was influenced positively as students perceived enjoyable experiences. However, students' motivation to learn English online could be decreased as they experienced negative feelings related to lower understanding and the lack of interaction.

The Correlation Between Students' Readiness and Motivation

After examining students' readiness and motivation levels to learn English through synchronous video conferences, it was found that there is a positive correlation between these variables. This positive relationship shows that readiness and motivation will increase together. When the students are not ready to learn, they must be unmotivated to learn. When the students are ready to learn, they must be motivated to perform better throughout their English online learning progress. In other words, the higher the students' readiness, the higher their motivation will be, and vice versa (Ahmad et al., 2020; Horzum et al., 2015). Hence, the readiness and motivation factors cannot be simply ignored within the online learning progress.

Conclusion and Suggestions

The Covid-19 outbreak was still occurring during this research. Relying on the belief that an unfamiliar learning environment impacted students' behaviors and enthusiasm, this current research was conducted. This research aimed at exploring students' readiness to learn English through synchronous video conferences, exploring students' motivation to learn English through synchronous video conferences, and investigating the relationship between students' readiness and motivation. To collect the required data, readiness and motivation questionnaires were distributed to 116 high schoolers. Furthermore, semi-structured interviews were done with 5 interviewees.

Through some processes of data analysis, it was found that, although the curriculum drove each school to have different time allocations for each session of video conferences, this phenomenon did not affect teachers to change their teaching styles. Instead of optimizing technology to implement the learner-centered approach supporting students to actively learn and autonomously construct understanding throughout projects or tasks, the teachers from both schools continued employing the teacher-centered style. The teachers mostly acted as the controller rather than the facilitator in the online classroom by frequently performing material presentations in synchronous video conferences. Due to this case, the students could not be at the center during the lecture. The students became learners by passively listening to the teachers' instruction. To tackle this issue, teachers should do further exploration of technology use so that they acquire the knowledge of promoting student-centered learning in the online setting. Maintaining a teacher-centered approach in synchronous video conferences opposes the concept of CoI (Community of Inquiry) online learning framework. A teacher-centered style offers fewer opportunities for students to be actively engaged in each step of their online learning process. As crucial as Cognitive and Social Presences, Teaching Presence is valued importantly in the accomplishment of meaningful learning outcomes (Anderson et al., 2001).

Teacher Presence is important as it enhances Cognitive Presence and supports students to experience Social Presence. Therefore, teachers should play a more effective role in designing and providing meaningful learning activities, acting as a model to engage students in online discussions, employing effective strategies to deliver direct instruction. Instead of consistently sustaining the teacher-centered style, teachers may sharpen their technical skills along with their pedagogical knowledge. The Zoom application provides features such as Breakout rooms, Annotations, Reactions, and various Zoom Apps that can be utilized to facilitate more student-centered activities. Furthermore, numerous online platforms such as Padlet, EdPuzzle, Wordwall, LearningApps, H5P, Flipgrid, and many others,

can be used in conjunction with Zoom video conferences. Of course, the choice of which learning applications to use should be at the teachers' discretion with the understanding that the use of any application should serve the pedagogical purpose as well as the knowledge of the students' constraints. Online learning can be effective as teachers could design and implement the student-centered learning style in the synchronous virtual meeting.

Referring to the four readiness aspects, students were most confident in their technical skills and their familiarity with technology. Since they had no doubts about technology use, they were ready to optimize their digital learning tools along with the features to advance their performances within the online classroom setting. However, students' readiness was the least in the aspect of self-discipline. Because online learning brought more distractions that students could not tackle, they expressed their preference for offline meetings. From the students' perspectives, keeping their commitment to actively participate, as well as to manage conflicts between study time and other activities at home, became more difficult to do with no teachers around. By this opinion, students are assumed to support the management role of teachers in the CoI conceptual framework. As stated by Cheung et al. (2020), Teacher Presence in CoI is considerably important since teachers are trusted to maintain class discipline and ensure effective activities. In other words, it reveals how influential the role of a teacher is in the online learning environment.

Disturbing students' focus, the biggest reported distraction came from students' cell phones including the social-media notifications. The fact that students could not tackle the distractions well, reflects the pessimistic view of Social Presence in the synchronous online environment. In light of the CoI framework, Social Presence covers students' emotional state whether they can still be positively engaged in an online environment as they used to get in the face-to-face classroom (Swan et al., 2009). Unfortunately, the contrary finding was revealed. Students did not experience the sense of real-meeting exposures in the synchronous virtual meeting the same way as in traditional face-to-face classroom sessions. It is highly expected that students could be more responsible for themselves as autonomous learners while learning from home. Otherwise, they could not learn optimally and they would get lower scores. Thus, students are suggested to learn to be autonomous learners and overcome potential distractions by, for instance, disabling the social-media notifications during school hours.

Different from students' readiness, the four aspects of motivation were influential. Adoring the flexibility of online learning, students were motivated to learn more, especially the things they were keen on. In addition, students were also impressed with the sophisticated learning-related features provided by Zoom. Students were attracted to explore and optimize such features as if they could help them accomplish great learning outcomes. Unfortunately, these advantages were not adequate to make students' motivation steady. Most of the time, students were discouraged since they were disturbed by the poor internet connection and the absence of a whiteboard. Besides, students had broader free personal spaces to chit-chat with their classmates or teachers in offline learning. No doubt, they confidently claimed that the characteristics of direct interaction in face-to-face meetings could never be replaced. These two drawbacks indicate how video conferences could not cover two out of three expected features; communication and material distribution (Rahayu, 2020). Therefore, by stepping on the same pillar of motivation by Keller (1987), teachers could design some approaches and methods to improve communication and develop the system of material distribution throughout synchronous video conferences to deliver more engaging learning experiences in an effective Community of Inquiry. This topic is also well suggested to be investigated and explored by future researchers. Since only 116 high schoolers were participants in this research, its findings could not be generalized. Hence, the involvement of a wider level of students coming from either rural or urban areas is also expected in future studies. As technology must still be developing, online learning is possibly sustained closely after the pandemic. Hence, its development must be continuing.

Overall, this study presents how crucial that readiness and motivation are in students' learning progress. These two variables support students to be successful learners. This fact is also confirmed by

the result of the correlation. The current study found that there is a positive significant correlation between readiness and motivation. This means that both readiness and motivation move in the same direction. The increasing level of readiness will also improve the level of motivation. Therefore, both educational practitioners and researchers must strive to enhance Teacher Presence to enable students to reach their Cognitive Presence, as well as provide enjoyable learner-centered activities for their students to experience Social Presence in the Community of Inquiry.

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APPENDIX

Instrument 1: Demographic data

Name	
School	
Grade	
How many times in a week do you use video conferencing software for English subject?	☐ Once in a week ☐ Twice in a week ☐ Thrice in a week ☐ Others: ..... (fill in the blanks using your own option)
In one meeting of English lesson, how long does the Zoommeeting last?	☐ < 30 minutes in each meeting ☐ around 30 minutes in each meeting ☐ > 30 minutes in each meeting
In your online English lesson, what activities are usually done during Zoommeetings? (You can choose more than one option)	☐ Students' attendance checks ☐ Teacher's presentation delivering the learning materials ☐ Students' presentation (as an assignment) ☐ Open discussion ☐ Game (Kahoot, Quizizz) ☐ Others: .... (please mention other activities)

Instrument 2: Measuring students' readiness to learn English using synchronous video conferences

Adapted from: Pillay, H., Irving, K., & Tones, M. (2007). Validation of the diagnostic tool for assessing tertiary students' readiness for online learning. *High Education Research & Development*, *26*(2), 217-234.

Note: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

No.	Statements	1	2	3	4
1st Aspect of Readiness: Technical Skills (TS)					
1.	I know how to install Zoom.				
2.	I have no difficulties at using Zoom during my online classroom.				
3.	I can troubleshoot most technical problems associated with the use of Zoom.				
4.	I know how to create the schedule or the room for my own Zoom meeting.				
5.	I know how to invite people (my friends/teachers) to my scheduled Zoom meeting.				
6.	I know how to use the features of Zoom that I am familiar with.				
2nd Aspect of Readiness: Computer Self-Efficacy					
1.	Before the pandemic, I have never used any video conferencing software.				
2.	Due to my online learning, now I can operate two or more apps of video conferences.				
3.	Operating apps of video conferences becomes easier after I use it regularly in my online learning.				
4.	I do not feel anxious whenever I am asked to use the features in Zoom during my online learning.				
5.	I will pleasantly use the features offered in Zoom whenever I have the chance during my online learning.				
6.	If my teachers/classmates have technical problems related to video conferencing software, I can capably help them.				
7.	I do not need other people's help to operate Zoom.				
3rd Aspect of Readiness: Learning Preferences					
1.	I would rather listen to my English teacher's explanation in video conferences than individually read the online materials.				
2.	I would rather speak to a discussion in video conferences than write my opinions in discussion forum/online chat rooms.				
3.	I prefer Zoom meeting to offline meeting because I can directly find information of difficult materials using my computers.				
4.	I prefer Zoom meeting to offline meeting despite the distracting noises in my house.				
5.	I prefer Zoom meeting as I can access my social media or online messages anytime during my learning.				
6.	I prefer Zoom meeting as I can have meals anytime during my learning.				
4th Aspect of Readiness: Attitudes towards Computers					
1.	I like using Zoom because I can still chit-chat with my classmates after the lesson, even during this pandemic.				
2.	I enjoy using Zoom because I can easily discuss my school projects with my friends, even after the school hours.				
3.	Learning using Zoom exactly gives the same feeling as learning in offline face-to-face meeting.				

Instrument 3: Measuring students' motivation to learn English using synchronous video conferences

Adapted from: Koh, T. (2018, October). The effects of student-engaged video lecture for flipped learning on motivation. *12th International Conference on Language, Literature, Culture, and Education*, 41-50. http://icsai.org/procarch/12icllce/12icllce-019.pdf

Note: Strongly Disagree (1), Disagree (2), Agree (3), Strongly Agree (4)

No.	Statements	1	2	3	4
1st Aspect of Motivation: Attention					
1.	The use of Zoom makes the material delivery becomes more interesting for me.				
2.	The features in Zoom are new for me.				
3.	The features in Zoom seem useful for me.				
4.	The features in Zoom make me wondering what things I could do using them.				
5.	Learning language using Zoom is more attractive for me because it enables me to become more active.				
6.	Learning language using Zoom is more attractive for me because I can do more enjoyable online activities: using Kahoot or Quizziz.				
2nd Aspect of Motivation: Relevance					
1.	Learning language using Zoom supports me to have varied online assignments related to my learning materials.				
2.	The use of Zoom offers a feature of showing pictures/ graph that support me to understand difficult materials.				
3.	The use of Zoom offers a feature of showing video that support me to understand difficult materials.				
4.	Learning language using Zoom helps me to realize that the materials I learnt will be useful for my future.				
3rd Aspect of Motivation: Confidence					
1.	Learning language using Zoom allows me to access more online learning resources during lesson.				
2.	Learning language using Zoom still enables me to receive appreciation from my teacher.				
3.	Learning language using Zoom still enables me to receive appreciation from classmates.				
4.	Learning language using Zoom still enables me to argue or share opinions.				
5.	Learning language using Zoom guarantees that there is no oral/written sarcasm.				
4th Aspect of Motivation: Satisfaction					
1.	Learning language using Zoom is satisfying because my participation is still noticed by my teachers.				
2.	Learning language using Zoom is satisfying because my participation is still noticed by classmates.				
3.	Learning language using Zoom is satisfying because it helps me give feedback to my classmates easily.				
4.	Learning language using video conferences is satisfying because it helps me receive feedback from my classmates easily.				
5.	Learning language using Zoom is satisfying because it helps me receive feedback from my teacher easily.				
6.	Overall, I enjoy my language learning process using Zoom.				

Instrument 4: Interview

Adapted from: Lie, A., Tamah, S. M., Gozali, I., Triwidayati, K. R., Utami, T. S. D., & Jemadi, F. (2020). Secondary school language teachers' online learning engagement during the COVID-19 pandemic in Indonesia. *Journal of Information Technology Education: Research*, *19*, 803-832. https://doi.org/10.28945/4626

1. Compared to face-to-face meeting, what do you think about Zoom meeting?
2. What were the hurdles you got in online learning? Could you share your experiences?
3. Do you think that the hurdles of online learning negatively affected your learning progress?
4. What were the benefits you got in online learning? Could you share your experiences?
5. Do you agree that Zoom meeting gave the same feeling as offline meeting? Why?
6. Are the Zoom features useful for you?
7. Did you face any technical problems in operating Zoom?

Note: To support the researcher to dig deeper and more detailed information, other interview questions may be developed during the interview session; following the students' responses in questionnaire.

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