The Use of Virtual-Motivation to Engage Students on Lessons in Online Teaching

Ade Chandra
STKIP Muhammadiyah Barru

Abstract

This research is aimed at knowing whether the use of Virtual-Motivation (VM) is important or not. Furthermore, the second objective of this study is to find out whether the use of Virtual-Motivation can engage students to lessons. The data was collected through a questionnaire. Twenty seven students of tenth graders at SMA IT Al-Ishlah Maros participated in this research. The researcher used descriptive method to explore the students' motivation which coming from their experiences in online teaching during the vovid-19 pandemic. The result of this research was presented descriptively to reveal the students' perception and motivation comprehensively. The researcher found that virtual-motivation among tenth grades students at SMA IT Al-Ishlah Maros was important to engage them in learning English through online teaching. Most of students' perception on the importance of the virtual-motivation was classified as high agree. Most students at SMA IT Al-Ishlah Maros were engaged through the use of virtual-motivation in learning English. It indicated that virtually-motivation was useful to engage the students in learning, and they were classified as high degree of motivation.

Corresponding author:
Ade Chandra, STKIP Muhammadiyah Barru, Barru, Indonesia
Email: bestchandra28@yahoo.com

INTRODUCTION

Online learning is the newest and most popular form of distance education today. Why is it so? Because of the disease called corona virus (Covid-19) forced all teachers to teach from home and by using internet. Online learning is both new for students and teachers as well especially in Indonesia where the usual kind of teaching and learning process is using conservative method in the classroom.

Online learning is education that takes place over the Internet. It is often referred to as e-learning among other terms. However, online learning is just one type of distance learning - the umbrella term for any learning that takes place across distance and not in a traditional classroom (Stern, 2020).

It is not always easy to do online learning for both students and teachers but still we could find a lot of benefits. Stern (2020) explained that there were a lot of benefits that we could get from online learning such as convenience, enhanced learning, leveling of the playing field, increasing interaction, innovative teaching, improved administration, maximize physical resources and outreach. In the other hand, online teaching and learning are not easy like the back of our hands. There always be found some difficulties on doing that, as stated in 3plearningblog (2020).

There are five challenges of online teaching that some of teachers face nowadays. Those are isolation, lack of motivation in online learners, technical difficulties with online teaching tools, time-consuming resources, and setting and forgetting online learning activities. Based on that fact, the writer would like to focus on the second challenges that the teachers face. That is lack of motivation in online learners.

Virtual-motivation (VM) could be one of the ways that teachers must use to engage their students to the lesson. Another fact that the writer found that some of teachers just directly teach online without giving a virtual-motivation at the very first time or in the first activities even there are some teachers just directly gave the students the task to do, because they think VM is time consuming.

Based on the background above, the current study was aimed to know whether the use of Virtual-Motivation is important or not. Furthermore second objective of study was to find out whether the use of virtual-motivation can engage the students to the lesson. Theoretically, the findings of the study were expected to be useful information for the input of teachers in teaching-learning process and for people who concern about language teaching method and its implementation in teaching especially for those who want to use virtual-motivation to engage his/her students to the lesson as one of their techniques that can be used for useful function. Practically, teachers were expected to use more virtual-motivation in her/his class to engage students to the lesson in online teaching and learning process.

LITERATURE REVIEW

The current study adds to the literature by exploring whether or not virtual-motivation is beneficial in a classroom setting and enhances test scores on three levels

of Bloom's taxonomy (i.e. knowledge, comprehension, and application). It was expected that virtual-motivation not only increase learning at the knowledge level, as has been previously demonstrated by Garner (2006), but also at the comprehension and application levels.

Bright (2016) presented a study in psychology about motivation and stated that motivation is important in almost every aspect of human behavior. When a person makes a decision, their choices are certainly influenced by their motivational state. If a person is motivated, he/she learns better and remembers more of what he/she learned. This sounds like an obvious fact, but the study showed that the reality was more nuanced. The critical fact is that not all motivations are created equal.

In the literature of achievement goals, for example, people study primarily for two different goals, namely to master materials and develop their competence, which are called mastery goals (Strike & Egan, 1978). Mastery goals and performance goals represent the same overall quantity of motivation, but they are qualitatively distinct types of motivation. People also study to perform well in comparison to others, which are called performance goals (Stiggins, 1994). Experts conducted a series of behavioral experiments to examine how these two different types of motivation influence learning.

In a research conducted by Nesje, Brandmo, and Berger (2018), participants were engaged in a problem-solving task and received a surprise memory test related to the task. Critically, participants performed the problem-solving task with different goals. Participants in the mastery goal condition were told that the goal was to develop their cognitive ability through the task, whereas those in the performance goal condition were told that their goal was to demonstrate their ability relative to other participants. The participants in the performance goal condition showed better memory performance in an immediate memory test, but when the memory was assessed one week later, participants in the mastery goal condition showed better memory performance. These results indicate that performance goals help short-term learning, whereas mastery goals facilitate long-term learning.

Ebrahimi, Khoshsima, and Zare-Behtash (2018) had conducted a study about how motivation influences students' engagement. They stated out that intrinsic motivation assisted authentic student engagement in learning, and that extrinsic motivation served to develop ritual engagement in students however, students who both types of motivation had showed different types of engagement in their learning. Motivation is seen as a pre-requisite of and a necessary element for student engagement in learning. Student engagement in learning is not only an end in itself but it is also a means to the end of students achieving sound academic outcomes.

Tohidi (2011) stated that motivation is the cause and manner of the organization to force people to do certain behaviors. Stimulus needs may be considered as attempts to deal of competence are getting involved. Rather, a combination that made certain aspects of behavior is describing. Motivation is not the behavior, one thing or a specific event it can be directly observed. Two aspects of behavior are described with the concept of motivation include: Explained that the target behavior or behavior that is

learned behavior in which fitness and energy is spent. In other words, when we can get that behavior is motivated When behavior is motivated to pursue a certain goal or When the incidence or severity and the surface energy is different from the previous situation , Thus, the term motivation refers to two different problems. What activate people? And the other thing, what similar activities on other activities will dominate?

Nashruddin, Ningtyas, and Ekamurti (2018) had conducted a study about the effect of motivation on student achievement. They concluded that the concept of motivation was considered as a crucial factor that affects human behavior and performance. Educational researchers and practitioners expressed that motivation is one of the most important factors in student achievement and in ensuring continuous achievement.

According to Gardner and Lambert (1972) motivation is a drive or forces humans' action or is a powerful source for them to do something. In line with that, Griffin and Nix (1991) explained that motivation is a force that cannot be seen or it is an abstract and a hypothesis which used to explain humans' behavior. Motivation is also related directly to human's mind which is correlated to wants or desires not humans' feelings. Motivation includes many things, for example, the effort expanding, the desire to learn and positive thinking about language learning.

Motivation is the experience of desire or aversion, and motivation refers to the reasons underlying behavior (Woolfolk, 2001). It is about person's want to something, or to avoid, or to escape something. As such, motivation has both an objective aspect and subjective aspect. In line with that opinion, Nashruddin, Alam, and Tanasy (2020) with a qualitative research, found that motivation is something that energizes, directs, and sustains behavior. It gets students moving, points them in a particular direction, and keeps them going. Students' motivation usually reflects in personal investment and in cognitive, emotional, behavioral engagement in school activities.

Pujals (1986) stated that intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by student's evaluation theory. Students are likely to be intrinsically motivated if they attribute their educational results to factors under their own control, believe they can be effective agents in reaching desired goals, and are interested in mastering a topic rather than just rote-learning to achieve good grades.

According to Pujals (1986) extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

A socio-psychological research by Sahib, Nasrullah, and Arfiani (2020) indicated that extrinsic rewards can lead to over justification and a subsequent reduction

in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management Professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self-control to pursue a particular goal. Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others. By contrast, the role of extrinsic rewards and stimuli can be seen in the example of training animals by giving them treats when they perform a trick correctly. The treat motivates the animals to perform the trick consistently, even later when the treat is removed from the process.

According to Saeed and Zyngier (2012) with motivation, engagement is viewed in the literature as very important for enhanced learning outcomes of all students. Sevil (2017) confirmed that motivation is seen as a pre- requisite of and a necessary element for student engagement in learning. Students' engagement in learning is not only an end in itself but it is also a means to the end of students achieving sound academic outcomes. This is important because authentic engagement may lead to higher academic achievement throughout student life. If educators want to know and resolve the young students' issues and to make schools engaging places, then they actually have to listen to what students are saying about their classes and teachers.

There are some definitions of the concept of virtual learning. Virtual learning environment are commonly referred to as learning environment mediated by computers and digital technology (Weiss, 2006). In their research, Wahab and Iskandar (2020) summarized that virtual learning environment as the component in which learners and tutors participate in online interaction of various kinds, including online learning. The definition of virtual learning environments that will be used is a web-based environment where learners and tutors participate in online activities.

Virtual motivation comes from two roots of words, those are virtual and motivation. Giving motivation to students is one of the methods of good teaching. Because of the corona virus disease (covid-19), it seems very difficult for some of

teachers outside there to teach virtually. In this state of thing, our students need the motivation to improve their education but this time we have to give it virtually.

Basically virtual-motivation is giving the students motivation through online teaching to motivate them to keep studying in the state of thing by means the situation of covid-19. After having some mini research, the writer found out that some teachers were not giving their students a motivation through online teaching. The writer found out that the teachers directly gave their students some task to do. That is why the writer wanted to conduct a research about how important is giving virtual-motivation to engage students to the lesson.

RESEARCH METHOD

Considering data and the aims of study, the writer used qualitative and descriptive type research to conduct this study. Maxwell (1993) stated that the strength as qualitative research derives primarily from its inductive approach. According to Denzin and Lincoln (1994) qualitative research is a field of inquiry in its own right. It crosscuts disciplines, fields, and subject matter. This research is descriptive qualitative research because the data was the form of written. Therefore, the researcher conducted an observation and distributed a questionnaire to collect the data.

The population of this research is the tenth-grade students of SMA IT Al-Ishlah Maros in the academic year of 2020/2021. The total population is 112 students which are divided into fourth classes, X MIPA 1, X MIPA 2, XI MIPA 1, and XII MIPA 1. The researcher took class XI MIPA 2 consisting of 27 students. As the sample of the research because most of the students had low ability in writing and it seemed had low motivation in online learning. It was supported from data about previous online teaching when the writer had done the practice of teaching.

The questioner was used as research instrument in this study. The questionnaire used in this study will be a 5-point Likert Scale adapted from Likert Scale format 6 (Likert, 1970). The questionnaire consisted of two main parts: the important of virtual-motivation (items 1-10) and the usage of virtual-motivation to engage students (items 11-20). Indicators of virtual-motivation are assignment, knowledge, good job, education, achievements, and view; while indicators of integrative motivation are the understanding, communicating, joins a group and skill. The questionnaire was distributed to those 27 students. Such scale was used in the questionnaire to specify the level of the agreement or disagreement based on the following criteria:

Table 1. Scale of Questionnaire

Mean Range	Interpretation
3.68 – 5.00	High degree of Motivation
2.34 – 3.67	Moderate degree of Motivation
1.00 – 2.33	Low degree of Motivation

After the data was collected, the score of the student questionnaire was calculated. Data was analyzed using the survey method.

FINDINGS AND DISCUSSION

1. The important of virtual motivation

Description of the results of the analysis the important of Virtual motivation for learning English at SMA IT Al-Ishlah Maros. The following Table 4.1 contains of the important of virtually-motivation mean score related item.

Table 2. The Mean Scores and Rate Percentages of Virtual-Motivation

Statements	Means Score	Rate Percentages	Interpretation
1	4.7	93%	High degree of Motivation
2	4.3	87%	High degree of Motivation
3	4.4	88%	High degree of Motivation
4	4.4	88%	High degree of Motivation
5	4.4	88%	High degree of Motivation
6	4.7	93%	High degree of Motivation
7	4.1	82%	High degree of Motivation
8	4.2	84%	High degree of Motivation
9	4.6	92%	High degree of Motivation
10	4.3	87%	High degree of Motivation

Based on the data above, there was an analysis of the important of virtually-motivation in students towards learning English at SMA IT Al-Ishlah Maros. First statement stated clearly was 4.7 (93%), second statement was 4.3 (87%), third, fourth and fifth statements the mean score was 4.4 (88%), sixth statement was 4.7 (93%), seventh statement was 4.1 (82%), eight statement was 4.2 (84%), ninth statement was 4.6 (92), and last statement was 4.3 (87%). The data above shows a balanced rating of the important of virtually- motivation with the interpretation classified as high degree of motivation. It means that virtually-motivation was important to engage the students in learning English at all of the students at SMA IT Al-Ishlah Maros.

Based on the research findings, there are several points that can be discussed. The overall results reveal that students are very motivated to learn English. This finding answers the research question about the important and the use of virtual- motivation based on comparison and assessment. The difficulties associated with students in language skills, as communicated in open questions need further attention.

All of these findings had relevant implications and should therefore lead to recommendations for further study. Students' inclination towards virtual-motivation can be one of great values of improvement through a new focus on the English language improvement at the school. At the same time the school must also consider the potential and strategies for the virtual-motivation of students to learn English and ultimately improve their proficiency. In the first research question, the important of virtual-motivation among tenth grade students at the SMA IT Al-Ishlah Maros of English learning.

2. The use of virtual-motivation to engage students in learning English

The following outlines all the mean score of questioned items.

Table 3. The Mean Scores of Virtual-Motivation Usage in Learning English

Statements	Means Score	Rate Percentages	Interpretation
1	4.5	90%	High degree of Motivation
2	4.3	87%	High degree of Motivation
3	4.3	87%	High degree of Motivation
4	4.7	93%	High degree of Motivation
5	4.3	87%	High degree of Motivation
6	4.5	90%	High degree of Motivation
7	4.4	88%	High degree of Motivation
8	4.4	88%	High degree of Motivation
9	4.8	98%	High degree of Motivation
10	4.3	87%	High degree of Motivation

Based on the data above, there was an analysis the use of virtually- motivation to engaged students towards learning English at SMA IT Al-Ishlah Maros. First statement stated clearly was 4.5 (90%), second and third statements was 4.3 (87%), fourth statement the mean score was 4.7 (93%), fifth statement was 4.3 (87%), six statement was 4.5 (90%), seventh and eight statement was 4.4 (88%), ninth statement was 4.8 (98), and last statement the was 4.3 (87%).

The data above shows a balanced rating the use of virtually-motivation to engaged students towards learning English at SMA IT Al-Ishlah Maros with the interpretation classified as high degree of motivation. It means that virtual-motivation was usefully engaged the students in learning English at all of the students at SMA IT Al-Ishlah Maros.

In the next question, it was discovered that the use of virtual-motivation engaged the students to learn English in online teaching. From the results of questionnaire, it proves that successful students agree that virtual- motivation engaged them in learning English. From all of student's statement and data interpretation classified as high degree of motivation.

CONCLUSION

Based on the results of data analysis, it was concluded that virtual-motivation engaged the students to the lesson in online teaching at SMA IT Al-Ishlah Maros the category are:

1. Virtual-motivation among tenth grades students at SMA IT Al-Ishlah Maros is important to engaged students in learning English through online teaching. It means that most of student's perception of how important classified as high agree.

2. Most students at SMA IT Al-Ishlah Maros are engaged through the use of virtual-motivation in learning English. It means that virtually-motivation was usefully engaged the students in learning English at all of the students at SMA Al-Ishlah Maros and classified as high degree of motivation.

Furthermore, the researchers put forward some suggestions as follows:

1. In conducting further research or study, future researchers and writers need to use not only questionnaires but also interviews and observation to know the activities and to get a complete picture of how they study in class.
2. A larger sample size with a longer time frame must be expanded to increase the level of generalization of research and to make findings more valid and reliable.
3. That more variations of respondents must be studied including different years of study.

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