

# STUDENTS' MOTIVATION ON VIRTUAL LEARNING OF ENGLISH LANGUAGE AND LITERATURE (ELL) COURSE DURING COVID-19 PANDEMIC

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**ABSTRACT** Students found virtual lessons to be highly frustrating, therefore motivation to study is critical in completing the learning process, particularly in English language and literature courses. The researcher studied about the students' motivation in virtual learning of ELL (English Language and Literature) during the pandemic covid-19. Mix method was utilized in this investigation, along with a sequential explanatory design. Students in class XII from SMAN 7 Wajo who had been attending English language and literature classes both offline and virtual were used as data sources. Respondents come from a variety of social classes. Researchers employed Questionnaires, interview and documentation as data sources in this study, with data analysis through Quan-qual that followed Crowell's explanatory design. The data from the questionnaire was examined using quantitative data, while the data from the interview was studied using qualitative data. The researcher would then evaluate the entire data to answer the query difficulties after collecting the analysis. The results showed that students motivation was influenced by the covid-19 pandemic situation that used virtual classes for the ELL course. It showed from the data result that showed some motives that influenced the students such as internet connection, willingness to learn, etc. Due to an abundance of free time, some students get lazy and find it difficult to divide their time. Leisure time becomes both a hindrance and a boon. Leisure time provides several opportunities to learn more from various sources, but it also poses multiple challenges, such as a desire not to study. Too many assignments from other courses could stress the students out.

**Keywords:** Students' motivation, virtual learning, English language and literature, covid-19

## A. INTRODUCTION

English is one of the scariest lessons that students always avoid and the hardest to master, especially for students who do not have experience or contact with foreigners who use English for communication. According to curriculum 2013 or K13 English divides into two subjects; the major course that is available in every class and major and the one is the cross-major course that only several classes who take the major but still need to be graded. This reality is becoming another challenge for the students because not only how to reach the standard competency but also the students need to struggle with their motivation especially with the recent case that the schools' activity should be conducting via virtual learning

due the COVID-19 situation. In the class itself, students found it difficult, and due to the recent condition, they need to face virtual learning that makes them more difficult to find the motivation on following the lesson and reach the aim of the study. The ones who can help the students to cope with the problems are the teachers. One of the aspects that influences the success of the teaching and learning process is the teacher. (Toivanen, 2012).

Even though teachers play an important influence in students' success, students' motivation has a big impact on their performance. The incentive gives students a push to improve their capacity to complete their assignment, whether it is for the better or for the worse. It has features of choice and manifests itself when someone chooses and performs one of the activities or attends one activity over another without external pressure. In most cases, increasing one's level of activity, effort, or application intensity is regarded as a sign of motivation (Richards, 2003). Mostly the students' performance depends on their interest that creates their purpose on learning and boosting their motivation that involving teachers for directing and motivate them following the session so that the students' willing to go further without being under pressure and being anxious (Valerio, 2012). That is why the teachers need to make a motivational design to connect instruction with the goals or the purposes of the students, providing suitable challenge level, stimulation and influence the students feeling in the following accomplishment, their goal or even failure (Thomas Tinnefeld, 2018) especially during the online learning where the teacher cannot control the students' activity one by one. According to the government instruction that closed all school's activity and replaced with distance learning to follow social distancing that prevents COVID-19 pandemic effect.

The pandemic imposes a social separation policy, or as it is termed in Indonesia, physical distancing, to avoid the spread of Covid-19 (maintaining physical distance). As a result, this approach is being pursued in order to reduce Coronavirus transmission rates in the general population. (Agustina, 2020). However, since not all students in Indonesia are familiar with the eLearning platform, this became a new item that should be adapted. Students' perspectives of this learning process will also fluctuate. Following the abolition of the National Examination and re-allocating the budget for online courses based on MOEC Regulation No. 19/2020 and MORA Circular Letter No. B-699/Dt.II/PP.03/03/2020, the Ministry of Education and Culture (Kemdikbud) responded with a policy of learning from home, through online learning. Based on the statements above, the researcher hypothesizes that motivation is one of the crucial aspects that would affect students' achievement and learning activity because motivation is involved in the various situation of the lesson. It was formed in response to a need to establish

appropriate methods of comprehension and the primary factors on student motivation to study. Furthermore, establishing systematic approaches and resolving the issue of students' motivation to learn are critical (Keller J. M., 2010).

The student's motivation to learn in the virtual class of the English literature course especially during pandemic covid-19 that put stress on students made the researcher investigated the motivation level of the students on the virtual learning of English language and literature course during covid-19. It is urgent to find out the level of student's motivation during ELL virtual learning to create appropriate learning strategy and learning environment to support students during the lesson.

## **B. REVIEW OF LITERATURE**

### ***Motivation***

The students need motivation on learning something. Once they find their motivation to do something, they would do the lesson without complaint. On the psychology side, motivation is one of the important things to know and explain the behavior and what the person thinks the way they do. (Harmer:2007). Motivation for learning a second language is a rare occurrence. It is defined by two factors: first, the communicative needs of learners, and second, their views toward the second language community as a whole (Lightbown: 2006).

Self-esteem, global, situational, and task-oriented motivation are all possibilities. There are three perspectives of motivation definition, they are behavioristic, cognitive, and constructivis (Brown, 2015). Motivation is an essence for the students to follow the lesson or even enter the schools' gate. Every educator should be aware of the problems in raising learners' motivation and in identifying trustworthy and appropriate ways for inspiring them (Keller J. M., 2006). The teacher must involve building students' motivation. Motivation can be developed from many aspects, it can be from a person or even their social environment (Harmer, *The Practice of English Language Teaching*, 2007)

Models of motivational can be split into four categories, each of which is based on psychological theories of human behavior. Motivational design is the process of structuring resources and procedures in order to affect changes in motivation (Keller:2006). Person-centric theory, environmentally focused theory, and interaction theory are the three types. The omnibus approach, which incorporates both instructional design and motivating techniques, is part of the last group, which has a pragmatic, or pedagogical, foundation. According to the goal, there are two types of motivation: instrumental and integrative motivation. Instrumental motivation

indicates that a learner learns a language for the goal of assisting with a job or other practical purpose (Gardner, 1985). Career advancement or advancement, reading technical material, translation, a good job, position, and status are examples of instrumental aims. Integrative motivation entails learning a language with the goal of participating in its people's culture. The goal of culture is to connect with pupils and help them integrate into society. Students must be drawn to the target language culture community in order to engage in integrative motivation.

Integrative motivation comprises learning a language in order to participate in the culture of the people who speak it. They want to become a part of that culture (Harmer, *The Practice of English Language Teaching*, 2001). Self-determination is another subject of motivation that categorizes and distinguishes numerous types of motivation based on various rationales, causes, or aims that reinforce a deed or an achievement. They divide motivation into intrinsic and extrinsic motivation, based on the source of motivation. Intrinsic motivation is a person's desire to engage in a variety of activities because they are appealing and delightful to them. An action that is intrinsically motivated is one for which there is no apparent reward other than the activity itself. People appear to engage in activities for the sake of engaging in them, not because they lead to an extrinsic reward (Brown, 2000). Internal incentives and consequences, such as a sense of competence and determination, are the goal of intrinsic motivation behavior. It is with the performance of behavior that one experiences pleasure and satisfaction for its own sake, such as the joy of doing a specific activity or satisfying one's curiosity.

The desire to engage in activities for reasons unrelated to the activity is known as extrinsic motivation. These motivations include the expectation of a reward or penalty, such as passing an exam or receiving a good grade. It is the most effective incentive since it refers to prizes and praises that are acquired not from the action but as a result of the activity (Morris, 2002). The teacher uses it to boost learning or motivate students to behave in a particular way. When an individual is motivated by a result that is external or somehow related to the action in which she or he is engaged, this is known as extrinsic motivation.

The students motivation can be influenced to learn through six areas. First, the task for students had been asked to do. The teacher's expectation of success and the value of that accomplishment determine a specific situation, which aids in understanding how an academic work can alter a student's motivation (Jhonson, 2017). The teacher must analyze them in order for the task to be exciting or boring to the students, and for the tasks to have varied values for the students. Second, how much autonomy do students have when it comes to working? The teacher would present students with a variety of options that would assign them valuable work

(Sari, 2013). The methods would have a significant impact on motivation. Teachers are interacting with other people who are also working toward a same goal. When a task requires complicated learning and problem-solving skills, cooperation outperforms competition, especially for pupils with limited ability (Hammond, 2020).

### ***Virtual Learning***

Growing technological advancements in information and communication technology have prompted the establishment of a number of educational institutions that use online learning to improve the efficacy and flexibility of learning. Learning resources can be accessible anywhere and at any time through online learning. (Noveandini, 2010)

A system for teaching and learning that makes use of information and communication technology is known as a virtual learning. People or groups working online or offline, utilizing networked or standalone computers and other electronic devices carry out all educational tasks (Naidu, 2006). Furthermore, virtual learning is a form of advanced teaching and learning method and application (Indrakusuma A. H., 2016).

Digital content or media in the form of interactive multimedia, such as learning videos, or text-based content or information in the form of text, such as textbooks, are examples of online learning tools and learning materials. All students, from basic school to university level, are compelled to participate in an online class system nowadays, and this is true not only in Indonesia but nearly everywhere in the world. Students can interact directly with the instructional information they obtain in various media such as video, audio, papers, and also in the online class. Furthermore, students can decide to arrange their learning, be led, and be assessed with the assistance of a teacher. (Huang Wang, 2020). Characteristics of an online class or online learning (Indrakusuma A. H., 2016) are; Users improve their skills by using teaching materials provided through an internet interface; the attractiveness of learning materials is not determined by the instructor or student, Information sources are plentiful and are freely accessible by everyone. This is related to the Internet's worldwide character media and is accessible to everyone is linked to the internet, Intermediaries/mentors are learners/educational institutions, Achieved by a combination of restructured schooling system regulations, curriculum, and supervision to effectively encourage the use of ICT in education.

## **C. METHOD**

### **Respondents**

The respondents were students from various major and background that took English language and literature course since X grade and got both online and offline class for the course.

XII BHS was the most total respondents with a percentage of 37%, then class XII IPS 2 with 21%, XII IPA 6 16%, XII IPS 3 with 12%, XII khusus with 8%, XII IPA 1 around 4 % and the last is XII IPA 3 with 2%. The questionnaire would be provided to several departments in XII. The researcher considers the XII grades to take the questionnaire because those classes got English language and literature from X grade until XII grade in both offline and online class, so they can compare what is the difference and how the motivation affects their performance.

### **Instruments**

The data is taken from the actions, words, and documents as a source of data such as photos, files, statistical data, etc. Generally, mixed methods researchers would include a qualitative sample in the larger quantitative sample since, in the end, researchers compare the two databases, and the more comparable they are, the better the comparison (Creswell J. W., 2013). Furthermore, the researcher would conduct the questionnaire for the purpose of collecting data; the person who responds to the questions would be the data source; and for interview, the data source would be the respondents who answer the questionnaire.

### **Procedures**

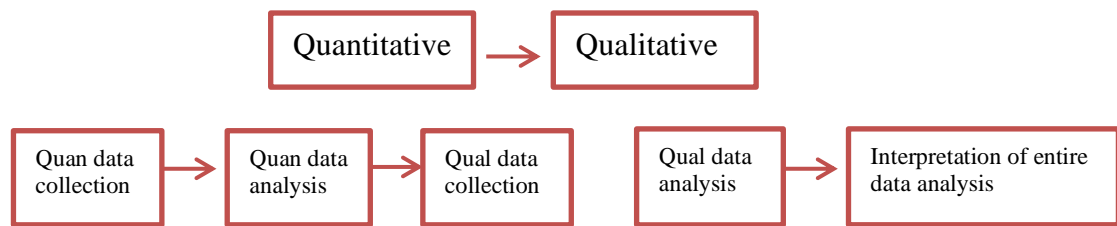
The goal of this study is to look into how students' motivation influences their achievement in an online English Language and Literature (ELL) course during the pandemic of Covid-19. The researcher decided to employ the Mix method research approach to conduct the study in order to process the data. Mix method is a method of investigation that includes gathering both quantitative and qualitative data, combining the two types of data, and employing unique designs that may include philosophical assumptions and theoretical frameworks (Creswell J. W., 2014). In recent years, integrating qualitative and quantitative methods becomes common in research (Bryman, 2012).

Mix method was utilized to get a clearer image from the quantitative data, and then to use the qualitative data to better comprehend and explain the study in question. The study begins with a wide survey to generalize results to a population, and then shifts to qualitative, open-ended interviews in the second phase to collect detailed perspectives from individuals to assist explain the quantitative survey (Creswell J. W., 2013).

This research would apply sequential explanatory design. A two-stage mixed method design is the explanatory design (also known as sequential design). For the explanatory design, the collecting and analysis of quantitative data is done first, followed by the acquisition and analysis of qualitative data. The researcher detected certain quantitative findings that require further explanation in the explanatory design (Creswell J. W., 2014).

**Data analysis**

In mix method research, In this method, the quantitative and qualitative databases are evaluated separately. Following that, the quantitative findings are used to develop the qualitative follow-up. One essential element to remember is that the quantitative results can not only help with the sampling technique, but they can also help with the types of qualitative questions to ask in the second phase (Creswell J. W., 2013). These questions are broad and open-ended, as are all effective qualitative research questions. This research would use explanatory design that consisted of description of data design, data collection, data analysis, interpretation, and validity (Creswell J. W., 2013). The following is the flow of the analysis data that using sequential explanatory design (Creswell J. W., 2014);



**Figure 1.1 Sequential Explanatory Design**

**D. FINDINGS AND DISCUSSION**

**Students Motivation**

*The data based on the questionnaire*

Students' motivation during the online course of ELL that represented on statements using data from questionnaires that had been taken from 51 respondents as followed;

**Table 1 students' responds**

NO.	STATEMENTS	SCALE (S)	FREQUENCY (F)	PERCENTAGE (%)	SXF
1	I like to ask about material that I don't understand	5	11	22	715
		4	18	35	936
		3	19	37	741
		2	3	6	78
		1	0	0	0
2	Learning English language and literature is fun	5	13	25	845
		4	20	39	1040
		3	18	35	702
		2	0	0	0
		1	0	0	0

3	I want to study the material early so I can ask a lot of questions	5	10	20	650
		4	6	12	312
		3	20	39	780
		2	5	10	130
		1	10	20	130
4	The learning process presented by the teacher is quite fun and easy to understand	5	6	12	390
		4	22	43	1144
		3	20	39	780
		2	3	6	78
		1	0	0	0
5	The teacher provides examples that are relevant to your life when delivering learning objectives tujuan	5	13	25	845
		4	30	59	1560
		3	8	16	312
		2	0	0	0
		1	0	0	0
6	Before the learning process takes place, the teacher conducts a simple conversation to encourage students	5	11	22	715
		4	26	51	1352
		3	14	27	546
		2	0	0	0
		1	0	0	0
7	I like online classes in learning English language and literature	5	5	10	325
		4	20	39	1040
		3	23	45	897
		2	3	6	78
		1	0	0	0
8	Learning English language and literature online is boring	5	4	8	260
		4	5	10	260
		3	23	45	897
		2	16	31	416
		1	3	6	39
9	I'm challenged to learn about topics I don't know about	5	9	18	585
		4	25	49	1300
		3	15	29	585
		2	2	4	52
		1	0	0	0
10	During the pandemic, I rarely collect assignments	5	3	6	195
		4	3	6	156
		3	11	22	429
		2	19	37	494
		1	15	29	195
11		5	3	6	195



	During the pandemic, I feel that I am still passionate about learning, there is no striking difference	4	12	24	624
		3	6	12	234
		2	29	57	754
		1	1	2	13
12	The material taught is related to daily activities, especially those related to the pandemic	5	7	14	455
		4	12	24	624
		3	20	39	780
		2	6	12	156
		1	6	12	78
13	I feel disturbed in studying during the covid-19 pandemic	5	10	20	650
		4	26	51	1352
		3	8	16	312
		2	6	12	156
		1	1	2	13

The questionnaire consists of 13 questions that respond by the respondents. Most of the questionnaire obtained positive answers. For the first statement, the researcher found that most respondents found that they did not respond highly about asking the question for something that they did not understand in the online class. It showed on the percentage of the statements around 37% chose to be neutral and followed by 35% respondents agree and the rest were 22% totally agree and 6% disagree.

For the second statement, respondents agreed about the English lesson that they got was fun. It showed from the statement that got around 36% of students chose to agree and followed by neutral around 35% and totally agree around 25%. All respondents did not choose to disagree nor totally disagree.

On the next statement, most respondents did not respond agree or disagree with the statement and choose to be neutral with 39% percentage for the statement about studying beforehand for asking a lot of questions. Meanwhile, 20% choose to totally agree and totally disagree on each then 12% decided to agree and 10% disagree.

In the learning process statement, mostly the respondents choose to agree that the process was quite fun with 43% percentage, and 36% choose to be neutral. The rest of the respondents decided to totally agree with 12% and disagree with 6%. For the next statement about teacher set examples are relevant to the daily life, the respondents respond with 59% agree with the statement, 25% totally agree and the rest chose to be neutral with a percentage of 16%.

The statement about the conversation before the class was starting, the most respondents reacted for choosing to agree that it encourages them on the class with 51% percentage for their

agreement. In addition, the rest divided on totally agree with 22% and neutral with 27%. None of them choose to disagree or even totally disagree.

In the next statement, the researcher was asking about did the students like the online class for English language and literature or not and the respondents gave neutral answers with 45% then followed closely with agreeing on a statement around 39%. In addition, the respondents who respond totally agree was 10% and the rest disagreed with 6% percentage. For the statement about the online class was boring, the respondents voted to be neutral with 45% percentage then followed by 31% disagree. The other respondents chose to agree with 10%, totally agree with 8% and the last totally disagree with 6% percentage then for the statement about the students, felt challenged with the topic that they did not know the most respondents voted 49% for agreeing,29% neutral, totally agree for18% and then 2% who disagreed with the statement.

For the statement students rarely submit the assignment during the covid-19 pandemic, the respondents 37% choose to disagree,29% totally disagree and followed by neutral with 22% percentage, then agree and totally agree with 6% each. The statement about the students feel passionate about learning during the pandemic and there was no striking difference, the respondents respond significantly on disagreeing with 57%,24% agree,12% neutral and totally agree 6%, then totally disagree 2%.

In the statement for the lesson content that related to the covid-19 pandemic, the responds hit 39% on neutral, followed by 24% agree,14% totally agree and 12% for each disagree and totally disagree. The last statement was about the students feeling disturbed on studying during the pandemic covid-19, the responses reached 51% that respondents agree,20% totally agree,16% neutral, then disagree with 12% and totally disagree 2%.

From the questionnaires, most respondents chose category number 4 which was agreed to the statements. The researcher employed the motivation indicator and to demonstrate the achievements and causes of their motivation based on the interview and survey;

Table 3.3 types and category in learning ELL course

Motivations type	Category
Intrinsic motivation	Expectation and dream
	Encouragement and desire to learn
	Enjoyment on learning
Extrinsic Motivation	The influence of the covid-19
	Interesting features on the learning process
	Relevance on learning activity
	Appreciation from others

*The data based on the interview (motivation of the students)*

Based on the interview that researchers conducted with the respondents which was the students and the teachers who teaching for ELL course, the researcher gathered some data. The gathering data that had been taken from the interview results will persuade and reinforce the quantitative data as follows:

For the students' motivation, the researcher asked four questions which the respondents answered via Google forms because of the covid-19 regulation that forbid the crowded or meeting with the students face to face. The following data are the important points of the interview results.

After interviewed by asking about what makes the students excited on taking an online class for learning ELL and the reasons, the students answered that they were excited and the others were not excited on taking the online classes for ELL course. Respondents' responses varied on the reason or their motives on their excitement. The following are sample of responses given by the students;

Respondent 1: "What excite me are the projects that are simple to do and the deadlines that do not place undue stress on the kids."

Respondent 2 : "NO, there are many activities that steal attention/focus on learning when online learning"

Respondent 3: "I'm not excited because some of the students just don't take online classes so it makes learning feel lonely unlike if we go to Offline School, my desire to learn at home is absent"

Respondent 4 : "I'm looking forward to not having to wear my uniform all day."

The students who responded the interview divided into two responses, motivated and unmotivated during the online classes for ELL course during the pandemic covid-19. For the students who were motivated during the learning process were the assignment was simple and did not put pressure on the students. Another responded said that the student was glad to not using the uniform all day. For the students who were unmotivated, stated that the students difficult to focus on learning because of the activities that took their entire time. Meanwhile the rest respondent stated that prefer the offline classes atmosphere and the desire to learn at home disappeared.

The second question was about did the pandemic covid-19 affected their learning process in online classes for ELL course and the following are some responds from the respondents;

Respondent 1 : "No, although there are many differences between online and offline classes, they don't really affect my productivity"

Respondent2 : "highly influencial, but still try to be productive"

Respondent 3 : "influential in terms of learning. There are times when things are a little hectic, so you must divide your time, maybe lazy that's all"

Respondent 4 : "Yes, having more free time is both a struggle and a benefit. Where this free time provides many opportunities to learn more from more sources as well, but of course many challenges also arise such as the temptation not to study (playing games and social media, sleeping, etc.)"

Respondents 5: "absolutely yes, but for me lack of vocabularies make me hard to follow the lesson. Not to mention to internet connection that unstable"

For the second question, the respondent responded mostly with the same answered the covid-19 pandemic indeed influenced their performance and their learning process in online classes for ELL courses. According to respondents several things disturbed them during the pandemic and made them interrupt on the learning process, one of them is leisure time that they got at

home. Time management also became issue for the respondents. In the other hand, there no significant changing that felt by minority of the respondents. The respondent felt no different between offline and online class during the pandemic. It happened because the felt no intention to follow the course as their future planning. The online classes only became the obligation to fulfil.

Overall, the followings are the motives of the students in learning ELL course via online classes during the pandemic covid-19.

**Table 3.4 The motives of students in learning ELL**

The motives of students who are motivated	The motives the students who are not motivated
Do not need to wear uniform all day	Many activities that steal attention/focus on learning
Fun learning process	Lack of vocabularies
Positive vibe of the class	The network connection is usually not adequate ”
Application that teacher used	Feeling lonely
The lesson easy to understand	Enthusiasm for learning is lacking at home
The challenge on the lesson	asked to find our own material on google or youtube, other than that the material tends to follow the teacher's wishes.

***Teachers perspectives (students motivation)***

The researcher involved the teachers in the interview to gather more information from students and the teachers side. The teachers are someone who teach ELL course using online classes during the pandemic.

The researcher asking about the motivation is important during the online classes for ELL courses process. The followings are sample of the responds by the teacher;

- Teacher 1 : “Motivation is very important in activating students to follow KBM”
- Teacher 2 : “Motivation is essential especially during this pandemic covid-19 that can make the students stress”

From the teachers respond, mostly they agree about the motivation does involve in learning process on the online classes for ELL course especially during the pandemic covid-19. There was no objection from the teachers about the importance of the motivation for the students.

Furthermore the researchers asking more about the difficulties those teachers got in online classes for ELL course during the pandemic covid-19. The following are the responds that the teachers gave to the researcher.

- Teacher 1 : “most students are lazy to do assignments and missing from the class not to mention a constantly troubled network.”
- Teacher 2 : “the students are lazy to submit their task, some of them always overdue submitting their assignment. It was hard to learn new application as well”
- Teacher 3 : “ the students are difficult to follow the lesson, they are not focus when they are learning. I need to prepare and learning new things as well. Too much report sheet to report make me exhausted”

The teachers put several answers that they thought became issues during the online classes for ELL courses. The teachers stated that the laziness of the students would be a problem because the students do not pay attention to their assignment and some of them always got late on submitting their task or skip the classes. In addition, the internet connection also would be a problem and the teachers need to learn new thing like technology that they thought that was quite difficult for them.

Overall based on the data that gathered from questionnaire and interview, the researcher summary the motives that researcher got that influence the students motivation during learning in online classes for ELL course. From the data researcher found that the students divided in two by general, they were excited to learn and there were students who were not excited to learn.

To address this study difficulty, the researcher distributed a questionnaire to students as respondents, as well as conducting interviews with them and their teachers to supplement the data. In addition, related to students motivation the researcher associates the founding with the previous study from Cahyani (2020) and Wahyudi (2017) results. Both have explained that motivation in learning is important and also varies from student to student.

The result of interviews and surveys that the researcher conducted with respondents, the level of student motivation varies in learning English language and literature courses. The causes and factors of the motivation drove the students' motivation in the various level whether extrinsic or intrinsic (Zhang, 2014). Cahyani (2020) found that covid-19 disturbed students on learning process especially their motivation. Firmansyah (2020) explained the effect of “new normal” on schools management and students during covid-19 that slightly changed and disrupt the teaching-learning process.

According to the researcher's inquiry, the motive may be defined as a movement or anything that pushes others to move (e.g Emda,2018; Mulyani,2020; Wahyudi,2017; Cahyani, 2020). The results showed that most of them that highly motivated associate English language and literature courses with their careers and their futures. They consider that these subjects would support their careers in the future. Besides that, they are also motivated by the interesting things they find during the online class, teacher who teaches them. When discussing motivation, it is frequently used in conjunction with the word motive. For the students who got the moderate motivation, they felt there were no significant changes from the offline and online class, for them following the class as an obligation because they did not find delight in learning during an online class. In addition, the low motivation students who felt depressed on learning

online because of too much assignment need to be done, too much leisure time made them felt sluggish to do the online class. Motivation is an energy shift that occurs in humans and is defined by the formation of feelings, attitudes, or behaviors to attain certain goals (e.g Wahyudi,2017; Steynmair,2019; Mulyani,2020).

Most of the students who are highly motivated would work hard, be attractive, refuse to give up, and consistently read to increase learning outcomes and solve problems and some with low motivation, who are indifferent, quickly give up, and whose concentration is not concentrated on learning, on the other hand, would encounter learning difficulties. Considering the importance of encouragement in terms of increasing academic success, teachers use a range of strategies to improve student motivation in learning (Ricarda S, 2019). Teachers are often reminded of how much the value of presenting students with arguments why they should take their studies seriously and aspire to do as well as possible. Motivation can prevent deviations from the path that must be taken to achieve that goal.

There were two sources of motivation involved in the students extrinsic and intrinsic. Intrinsic motivation is involved in student's goals, dream plans, and sentiment on the learning process. Meanwhile, extrinsic involved with their environment, interaction with others, process on learning. It showed that the clearer the goal, the clearer the road lies ahead to be taken (Ngalim, 2010). Students who have high learning abilities are usually more motivated in learning because such students are more likely to have success . After all, the students set various goals on their learning process that also involved their motivation level.

For students, motivation is very important because it can move student behavior in a positive direction so that they can face all demands, difficulties in their studies, especially in difficult times like the Covid 19 pandemic, which has caused many students to lose interest in their studies.. High learning motivation might be demonstrated in students' determination in complying with the assignments assigned by the instructor, their tenacity in facing any challenge, and their keen interest in learning (Sadirman, 2012). To avoid the disturbance on their motivation level and performance, teachers must provide good instruction, create a learning environment, and use appealing learning media creatively and innovatively so that students understand the material and learning objectives are met (Claudiu Coman, 2020).

For every student, motivation to learn is very important, both intrinsically and externally that is why Teachers must forcefully adjust to change, particularly technology, as soon as feasible in order to create a conducive learning environment. If offline learning is used, the instructor can establish a conducive environment in the classroom to maintain student desire for learning

so that learning can be accomplished as a result of the classroom climate (e.g Firmansyah,2020; Mulyani,2020;Cahyani,2020). It has a major influence on learning motivation for controlling and maintaining the learning climate because it is limited in online space. The teachers using several applications to maintain the students' focus motivation for communication and teaching-learning purposes.

## E. CONCLUSION

Students' motivation in learning during virtual classes at ELL varies which is influenced by several factors. One of them is how students manage their free time and their interest in learning. The pandemic covid-19 situation affected the students significantly. Pandemic conditions have an impact on student performance in English language and literary classes. Some students get sluggish and find it difficult to divide their time due to the abundance of free time. Leisure time becomes both a difficulty and a benefit. Leisure time offers several possibilities to learn more from various sources, but it also presents numerous obstacles, such as the desire not to study. Not to mention bunch of tasks from the courses that they need to finish could make them depress.

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