

# CHAPTER 1

## INTRODUCTION

This chapter provides information about background of the study, limitation of the study, statement of the problem, the objectives of the study, the significance of the study, and the definition of the key terms.

### **A. Background of the Study**

Nowadays, in Indonesia, due to the COVID-19 health crisis, educators and students have been left with their feelings of uncertainty. However, the use of e-learning cannot be fully realized in its implementation because of students' frequent inability to manage their time and utilize the information provided independently, as well as teachers' strong reliance on conventional methods and their lack of knowledge regarding the use of e-learning itself (Mese & Sevilen, 2021). According to the problems, an effort is required to address the weaknesses of traditional approach and the e-learning system itself. Therefore, using the blended learning method is a suitable alternative during the learning process. By using electronic media, the blended learning method combines traditional (face-to-face) learning models with e-learning based learning models. Besides, blended learning is a conventional learning model that is supplemented by learning models based on e-learning to ensure that the learning process runs as optimally as possible because the benefits of the two models can balance each other's weaknesses (Islam et al. 2018).

One approach to meeting the different needs of educational institutions all across the world is blended learning. This model of learning is also being used by one of Indonesia's private universities in Surabaya. Comparatively speaking to online learning, however, university students are thought to be more adaptable and to be learning quite well so that students can understand certain subjects that are challenging to grasp without a direct explanation from the

lecturer. For instance, if they are learning English speaking abilities face-to-face rather than virtually, the interaction will be more natural and unrestricted by signals, while it is possible to study digitally or other areas, such as writing skills. Blended learning itself, according to Rafiola et al (2020), combined traditional classroom instruction with online learning. Better learning results are produced by this combination. Internet-based learning and in-person interaction can enhance pedagogy and make material more accessible with playfulness, satisfaction, and the performance expectancy effect. A collaborative and independent learning environment can be made possible by blended learning. Through blended learning, a platform for free and open discussion is created. Students' speech patterns encourage mixed learning. Students that are proficient in using technology have more opportunities to learn and converse outside of the classroom.

Students' attitudes and behaviors have changed as a result of advances in technology, as have their ways of learning and communicating both within and outside of the classroom. Digital technology is now widely used, which has altered schooling. Technology-based education is therefore required. Face-to-face training combined with technology integration can improve interactive and communicative learning settings and produce worthwhile learning outcomes. Because blended learning is flexible, the choice of which option to use will depend on the instructor's decision and the context of the learning. Blended learning can raise students' self-confidence and motivation in the classroom.

Additionally, the blended learning strategy enables instructors and learners to gradually adapt to the development of educational technology while still benefiting from the help of conventional face-to-face training. Traditional (face-to-face) instruction and the utilization of online learning resources are the two main components of the blended learning strategy. In contrast to traditional learning methods, blended learning aims to combine e-learning with them rather than focusing on their advantages. Practically speaking, the blended learning strategy offers the chance to benefit from a class that promotes direct engagement and flexibility from online studying in addition to utilizing course materials.

For schools and even colleges, this presented a difficulty, though, as online learning gave teachers or students the option to not fully engage in their studies. Lack of time, access difficulties, a lack of finances, a lack of knowledge, and a lack of support facilities are among the common difficulties, (Permata & Nanda, 2020). The execution of the learning plan, which would obviously alter significantly when the teacher delivers it online compared to offline class, is another obstacle that must be overcome. Due to the lack of physical face-to-face interaction, the dynamics of the class is then extremely different. Teachers and students rarely engage in dynamic interactive conversation. As a result of the difficulty of conducting exchanges amongst students in online classes, class discussions was also a challenge.

So many facilities learning system was developed to get high quality students. Today, some colleges and universities are beginning to use blended learning in their classrooms. Numerous initiatives to enhance the learning environment in the classroom are useless if the learner is disinterested and sluggish. Many students claimed to be “lazy to go to school” on a regular basis for a variety of reasons (Pranitasari, 2017). It was the responsibility of educational institutions to promote the balancing of the learning process by enhancing student motivation for learning. Motivation is therefore important for achieving academic achievement.

Motivation can be defined as the driving force that has become active. It becomes active at the time, especially when the need for getting the goal is felt to achieve objectives or urgently. Strong motivation will grow passion, enthusiasm, and a sense of excitement for learning. Student will show interest, attention, concentration, high persistence and achievement-oriented regardless of ennui if he has the motivation to learn. Motivation to learn can grow from within the students themselves (intrinsic) or encouragement that come from outside the student (extrinsic). Pranitasari (2017) mentioned that there were factors that influence the motivation to learn, those are intrinsic factors and extrinsic factors. Internal factors such as intelligence, aptitude, interests, emotional, and cognitive. The external factors include the environment (natural environment and social environment) and also instrumental (curricula, teaching

programs, facilities and infrastructure, teachers, administration, and management. However the focus of this research is on excavating the extrinsic factors.

According to the previous studies, numerous researchers have indicated the intrinsic factors as the most important factors towards students' motivation. Moreover, Tuan (2012) considered that one of the factors influencing how successful a person in learning English was the nature of the person's motivation. It can be concluded that in learning English, the students were less motivational extrinsically. However, the external factors should not be ignored because it may be the main role in the learning of English. Moreover, there are still few researchers have discussed how those factors relate to students' motivation in Blended Learning. Therefore, this research is aimed to give an understanding by excavate the extrinsic factors towards EFL students' motivation in Blended Learning.

## **B. Scope and Limitation of the Study**

The scope of this research focused on the extrinsic factors towards students' motivation, particularly in blended learning as the limitation of this research. The subject of this research was at second grade students in SMA Intensif Taruna Pembangunan Surabaya.

## **C. Research Question**

It can be taken as a crucial part to clarify that this research pinpoints one key issue that is formulated in question based on the background of the study and the limitation that have been discussed above: What are the extrinsic factors of EFL students' motivation in blended learning?

## **D. The Objective of the Study**

According to the research question that has been formulated above, this research suggests the following main objective: This research aimed to understand the extrinsic factors of EFL students' motivation in blended learning.

## **E. The Significances of the Study**

Based on the objective of the study that has been described above, this research has the following significances:

### 1. For EFL Teachers

This research hopefully can be beneficial for teachers who are curious to understand regarding the students' motivation within a blended learning environment. By knowing the extrinsic factors found in this research, teachers may gain a better detailed analysis of how those factors could influence EFL students' motivation and promote effective learning process.

### 2. For EFL Students

This research hopefully can help students to take responsibility for their own learning by knowing the extrinsic factors towards their motivation so that they may enhance their language proficiency.

### 3. For Further Researchers

It is also expected that this research can widen library references for future generations and receive wider insights.

## **F. Definition of the Key Terms**

The definition of key term defined in this research, serve as a guide for the readers and help them comprehend the context of the important terms in this research. There are some key terms that can be elaborated as follows:

### 1. Motivation in Learning

Motivation and learning are two things that are related. Motivation is the expectation that one's actions will lead to the outcome they desire and the result one needs to achieve. To learn, student must put up all of the effort necessary to initiate learning activities, to maintain those activities in a way that will result in learning outcomes that satisfy the student's goals.

### 2. Extrinsic Motivation

Extrinsic motivation is simply an action motivated by the external forces of the person. When students put in extra effort to please their parents, teachers, or earn rewards such as pocket money, we can correctly conclude that their motivation is primarily extrinsic,

that their motivation for working hard and studying comes from outside of themselves, and that the goal of learning is not the knowledge itself but the outward rewards in order to boost self-esteem.

### 3. Blended Learning

Blended learning is a flexible method of program design that supports a variety of learning opportunities at various times and locations. The learning process will be more efficient through the blended learning model since the traditional learning process will be aided by e-learning learning, which in this case is supported by information technology infrastructure and can be done whenever and anywhere.