

CHAPTER I

INTRODUCTION

This chapter elaborates some points which are background of study, statement of the problem, purpose of the study, significance of the study, scope and limitation, definition of key terms

1.1 Background Of Study

The world is currently facing an outbreak of a disease caused by virus called Coronavirus Disease or COVID-19. On January 30, 2020, WHO as the World Health Organization declared that COVID-19 was public health emergency of concern throughout the world. The impact of COVID-19 on the entire community is quite large. Given the number of positive cases of the Corona Virus in Indonesia which continues to increase every day, the Indonesia government is urged to immediately fight against the COVID-19 pandemic implementing policies such as the implementation of Physical distancing, Social distancing, PSBB (Large-Scale Social Restrictions), Lockdown and PPKM (Enforcement Restrictions on Community Activities) by the existence of several government's policies, it will certainly have a big impact in many sectors. Especially in the sector of education in Indonesia. Therefore, the Minister of Education and Culture of the Republic of Indonesia, Nadim Makarim issued Circular letter (SE) No 4, 2020 on March 24, 2020 regarding the implementation of education policies during the COVID-19 pandemic.

The circular explains that the learning process will be carried out at home through online or distance learning. That is to prevent the spread of the Corona Virus Indonesia, R, K & Pendidikan, M, (2020). In a conference call interview, Minister of Education and Culture Nadim Anwar Makarim said there are several areas where face-to-face learning can be started with strict health requirements. In addition, the policy of holding face-to-face classes is in the hands of regional heads, school principals, and parents of students to reach mutual agreement in the implementation of face-to-face classes. Zones are set by districts/cities, but from COVID 19 there are Ward or villages that are relatively safe.

Learning plans during the current COVID-19 pandemic must be prepared with targeted planning so that students can use them to study. One of the efforts to meet the learning needs of students during the current pandemic is to create lesson plans that combine bold and personal learning by developing learning models that can be applied today. Learning models need to be designed and developed to support the teaching and learning process properly Darmawan and Wahyudin, (2018). The learning model plays a major role in student achievement and motivation. Especially during the current Covid-19 pandemic. Teachers must be good at adapting learning with innovative and creative models. The learning carried out must be used by students and teachers and in accordance with health protocol standards. One of the learning models that can be done with the current conditions is a combination learning model or what is known as blended learning.

Onta (2018) states that blended learning is a learning approach that integrates traditional classroom learning with distance learning using online-based learning media. Munir (2017) also shows that blended learning is a combination of face-to-face activities, computer-based learning (offline), and learning implementation strategies using online computing (Internet and mobile learning). This can be used as an effort to combine the advantages of the two types of methods used. Therefore, the learning that occurs is to master the materials and techniques better. Blended learning is not an innovative learning model in the implementation of integrated learning. But also as an innovation to introduce technological advances into the world of education through learning models. Dwiyanto (2020) also states that blended learning is a solution to the challenges of compiling learning and growing individual students. Therefore, it made a lot of sense to use it in the current situation.

Motivation can be interpreted as a person's strength (energy) that can cause a level of willingness to carry out an activity. The willingness either comes from individual itself (intrinsic motivation) or from outside (extrinsic motivation). The strength of a person's motivation determines the quality of his behavior, both in learning and in work and life. According to Wigati & Soejoto, (2016) states that intrinsic indicators are the desire to carry out learning activities, the desire to create and the desire to achieve goals. Extrinsic motivation indicators are self-esteem and respect, good environment and interesting activities. According to Sardiman, (2011) suggests that, in learning activities motivation can be the total driving

force in students who create learning activities that ensure learning activities so that the desired learning goals are achieved. According to KBBI, (2016) the Big Indonesia Dictionary that motivation is an encouragement from someone who is aware to take a certain action for a purpose, or an effort that allows a person or a certain group of people to move to take an action because they want a goal that what they want is achieved for what they do. Based on the definitions above it can be concluded that learning motivation is stimulus or enthusiasm from within and outside of students to carry out learning activities so that changes occur in themselves both in terms of knowledge, skill and attitudes as well as behavior to achieve certain goals. Therefore, educators need to provide strong motivation to students continuously, so that students have strong learning motivation and achieve the best learning result. Nguyen, (2019) states that students who lack motivation tend to lose concentration, bad behavior and undisciplined. On the other hand, students who are motivated to learn can also get higher learning results, namely the higher motivation, the higher intensity of hard work and effort and also higher learning results achieved.

On the other side, a relationship between teacher and student are required to have a strong bond because the teacher plays a very important role in guiding students to be active and creative when learning takes place. In the world of education, a teacher takes hold of an important role for students in learning. Classroom management skill is a skill that must be possessed by a teacher which aims to create and maintain optimal teaching

and learning condition. So that according to Suharni & Purwanti, (2018) said that in increasing students' learning motivation. Teacher is required to be creative in generating motivation in students to learn. Because creative teacher can excite students in learning that will be experienced by students or students who follow the learning process. In addition, the teacher is the key to success in the learning process. Positive interaction that occur between teachers and students during learning have a major impact on students learning outcome themselves. Therefore, with motivation, students will study harder, energetic, diligent, and have full concentration in the learning process. Encouragement of motivation in learning is one of thing that needs to be raised in effort to learn English at MTs AL-Ikhlas Limbangan. Likewise in blended learning, the key of success depends on the teacher who uses each application and how it is delivered, what kind of learning can encourage motivation in student learning, both motivation that comes from within students and outside the students themselves. In Indonesia itself, the widespread spread of the coronavirus in March 2020 caused the temporary broken off all life activities, one of which was education. so that there is a change in teaching and learning patters to blended learning. Teachers are expected to continue to do good teaching and continue to provide learning motivation to students so they remains enthusiastic in learning. Accoding to Suhaemi, (2020) said that teacher must play an active role in increasing students motivation during this pandemic so that students can continue to get information that has been implemented in the on going learning process. The teacher's role in

increasing students learning motivation is one of the intergral activities that must be included in learning activities, in addition to sharing knowledge, teachers must have role in increasing students motivation are:

1. Making students active in teaching and learning activities,
2. Creating varied and innovative learning methods,
3. Increasing enthusiasm and support in learning,
4. Giving award or gift.

It also emphasizes that the importance of teacher's role is replaceable even though the role of technology in this online activity takes place because in the world of education during this pandemic, technology is only a bridge to make it easier for teacher in teaching.

From a quick observation, English teacher at MTs AL-Ikhlas Limbangan, it is known that students learning result in English material is still low. The low students learning result are caused by student's self-motivation, lack of participation when participating in the blended learning process, and sloving questions given by teacher. As well as the lack of understanding of student in using internet media especially in English lesson where the learning should be face to face to be more effective in teaching and learning. Another factor that affects student learning result is the ability of English teacher to deliver lesson during the current pandemic where teacher must be required to be creative and innovative when learning takes place online. This was conveyed by English teacher that from the student learning result of 40 students where half the total number of students could follow the lesson well and the rest could not. So it can be said that student learning result is currently declining. So the reason of

researcher chooses the title this because to find out what the effort the MTs AL-Ikhlas' teacher had done to motivate her students to learn English during this Pandemic

This research analyze teacher's efforts in building student's motivation in blended learning english in seventh grade at MTs AL-Ikhlas Limbangan. There are any previous studies that research about teacher's effort to motivate a student. The first is "Teacher's Effort in Building Student's Motivation in Learning English" by Alkhansa Munawwarah (2018), theses Faculty Of Tarbiyah Teacher Ar-Raniry State Islamic University Darussalam-Banda Aceh. The study focuses on finding the types of motivation used by teacher. The second is "Teacher's Strategies in Increasing Student's Motivation in On-Line English Learning at MTs N 6 Tanah Datar" by Afri Yandi (2021), theses English Teaching Department Faculty Tarbiyah and Teacher Training State Institute For Islamic Studies (IAIN) Batusangkar. The study focuses on finding various teacher strategies in motivating student. The third is "Teachers' Reinforcement: Building Students' Motivation To Learn English" by Yunisrina Qismullah Yusuf i(2020), International Journal of Language studies. In this study, the results of this study iindicate that strengthening teachers to build students' motivation to learn English uses several approaches including the teacher as a facilitator in teaching 1. Opening students' mindsets about the importance of English for the future, 2. By constructively encouraging students to evaluate positive self and some strategies. The fourth is "Upaya Guru Dalam Meningkatkan Motivasi Siswa Pada Pembelajaran Bahasa

Inggris Di Madrasah Ibtidaiyah Al Khairiyah Banjarbaru” by Istiqomah & Ahamd Nazif (2019), Jurnal Pendidikan Madrasah Ibtidaiyah. The studies focuses on analysis of teacher efforts and factors in motivating student. The fourth “Peran Guru Kelas Dalam Meningkatkan Motivasi Belajar Siswa Pada Model Pembelajaran Blended Learning di Sekolah Dasar” by Valian Sinka (2022), theses Faculty of keguruan Ilmu Pendidikan Univeristas Jambi. In this study, the results showed that in this study it was concluded that the role of classroom teachers in increasing students' learning motivation in blended learning learning in elementary schools was carried out well where teachers had been open to both online learning and face-to-face learning, by encouraging students not to be shy, give rewards and praise.

Based on the background of the problem above, the researcher intends to conduct research with the title "Analysis of Teacher's Efforts in Building Student's Motivation in Blended Learning English at MTs AL-Ikhlas Limbangan, Brebes".

1.2 Statement of The Problem

Based on the background above, the problem of the research can be formulated in the following questions:

1. What is teacher's efforts in building student's motivation in blended learning English in seventh grade of MTs AL-Ikhlas Limbangan, Brebes?
2. What are the students' view on their teacher's efforts in building student's motivation in blended learning English in seventh grade of MTs AL-Ikhlas Limbangan, Brebes?

1.3 Purpose Of The Study

Based on the problem statement above, this study aims to find out:

1. To find out the teacher's efforts in building student's motivation in blended learning English in seventh grade of MTs AL-Ikhlas Limbangan, Brebes.
2. To find out students view on their teacher's efforts in building student's motivation in blended learning English in seventh grade of MTs AL-Ikhlas Limbangan, Brebes.

1.4 Significance Of The Study

Based on the problem above, the researcher hopes that this research can be beneficial directly or indirectly. The significance of the research as follow:

1. Theoretically, this study will support the theory of motivation in English language learning process. And motivation gives benefit study for researchers from the results of this study.

2. Partically, this study will give the empirical data about the motivation in English language learning process. The result of study can be useful for student, teacher and lecturers who teach english language in learning proses. This study will also help researchers to find out the motivations that exist when learning and teaching English.

1.5 Scope And Limitation

It study intends to analyze the phenomenon of the teacher's effort to motivate student. It focused on the motivation in languages learning English of MTs AL-Ikhlas Limbangan, Brebes. The subject of the study is teacher and students in the class at seven grader of MTs AL-Ikhlas Limbangan, Brebes. And the number of subject is one teacher and 40 students in the class of seven grade at MTs AL-Ikhlas Limbangan Brebes.

1.6 Defintion Of Key Terms

To avoid misunderstanding, the researcer wants to give some key terms that may help the readers understand better the content. They are:

1. Teacher's effort

Effort is an activity that directs energy and thoughts to achieve a goal such as solving problems and finding solutions. In addition, the teacher's effort is an effort to carry out education to educate, teach, orient, facilitate, assess and evaluate a teacher's efforts to achieve educational goals. Efforts to learn a foreign language can be interpreted as individual efforts made by students

to learn a foreign language, including efforts inside and outside the classroom.

2. Motivation

Motivation is what makes someone want to know, act, understand, create and particular skill. Motivation can also be interpreted as an encouragement to meet individual needs. It that changes in the behavior of a person or student that occur due to learning motivation that has internal and external encouragement so that it can cause people to act or achieve their goals. The nature of learning motivation has two motivating factors, namely internal and external factors where it is for student to learn to make changes in behavior. Students' motivation in learning process is reflected in their learning behavior: to be diligent in doing assignments, it can face difficulties in learning, prefer to work independently, and not bored in doing assignment.

3. Blended Learning

Blended learning is the process of integrating various learning methods that can be achieved by combining virtual and physical resources. The integration of blended learning or a combination of different learning programs in a format that achieves a common goal. Blended learning is a combination of different learning strategies. Therefore, blended learning is a learning method that combines two or more methods and strategies in learning to achieve the objectives of the learning process.

Blended learning is a combination of various learning strategies and delivery methods that will optimize the learning experience for its users. The application of this strategy allows the use of online learning resources, especially those based on web/blogs, without leaving face-to-face activities.