

CHAPTER II

LITERATURE REVIEW

2.1 Motivation

The word motivation is accepted in most areas of learning that motivation is very important for success. Everyone needs motivation when they have to do something to be successful and successful. Without motivation, almost everyone will not make the necessary effort. There are many factors that depend on motivation, such as learning English in schools because motivation is very influential in learning English. If students are not motivated, they do not take risks in learning English and even give up understanding to learn it. As a result, motivation is considered an important element in the success of learning English in the classroom. To develop an understanding of motivation, everyone needs to know what motivation is, its types, factors, functions, and role of motivation in learning.

1. Definitions of Motivation

Motivation is an important part of the teaching and learning process. The term motivation comes from the Latin verb *movere* (to move). This means that motivation is what moves people and keeps them moving. In defining motivation. Some experts have their own opinion.

According to Dornyei, (2001) motivation is associated with one of the most fundamental aspects of the human mind and plays a very important role in determining success and failure in any learning

situation. According to Sparrt, (2005) defines motivation as the influence of thoughts and emotions that we have to do what we want to do and manifest our desires into action, namely the influence of motivation. Why people decide to do something, how long they do it and how hard they are prepared to act to achieve it. Motivation is not only applied in everyday life but also in the world of education. According to Greenberg, (1996) said motivation is the process of generating, directing, and stabilizing action towards a goal. The word motivation comes from the word motive which means everything that encourages someone to act to do something. Motivation is one of the key factors in stimulating enthusiasm to achieve a certain goal and supporting a learning effort to focus on learning. Motivation can also enhance and guide student behavior. Highly motivated students show a high level of enthusiasm, interest and persistence to learn. According to Uno, (2011) motivation is the power to encourage someone to do something to achieve a goal. This power is stimulated by the existence of different needs such as the desire to achieve and achieve desired goals. According to Sadirman, (2007) also defines motivation as a series of efforts to create a condition, so that someone wants and wants to do something, and if he doesn't like it, he will try to eliminate the dislike. In the world of education, especially in the teaching and learning process, which affects the affective characteristics of students, one of which is learning motivation. Often teachers are faced with students whose achievements are not in accordance with what the

teacher expects but their cognitive abilities are quite good, so the teacher assumes that the learning motivation of these students is lacking.

From the point of view of the experts. Researcher is of the view that motivation is a force that encourages someone to act in the expected activity. Thus, every student who has motivation will greatly affect his will so that students will be encouraged to behave and act towards a goal. Therefore, motivation plays an important role in learning so that this motivation can influence, inspire, and support the activities of students to be more enthusiastic and enthusiastic in learning and enthusiastic in achieving maximum results.

2. Kind of Motivation

Motivation in learning is very necessary. The success of learning objective depends on the enthusiasm of students in participating in learning activities. Each students have their own learning motivation, in general, learning motivation comes from two directions, namely motivation from within the students themselves (intrinsic motivation) and motivation from outside (extrinsic motivation).

Sadirman explains in his book intrinsic motivation and extrinsic motivation as follows:

1. Intrinsic motivation

Intrinsic motivation is the motive that become active or function do not need to be stimulated from the outside, because in

every individual there is an urge to do something. When viewed in terms of the purpose of learning activities, what is meant by intrinsic motivation is to want to achieve a goal that is contained in the act of learning itself. So motivation arises from self-awareness with an essential purpose, not just symbolic or ceremonial.

Students who are intrinsically motivated can be recognized for their hard work in completing learning tasks as they should and want to achieve real learning goals. That is, intrinsic motivation regarding the purpose of the activities carried out is to want to achieve the goals contained in the action itself according to Harmer, (1991) students who are intrinsically motivated show high involvement and activity in learning. Self-motivation is the basic desire that drives people to fulfill their own needs. To meet the basic needs of students, teachers take advantage of students' natural curiosity by presenting appropriate and meaningful material. According to Usman, (2015) motivation arises from the individual himself without coercion from others, but from his own encouragement. Basically, students learn to be carried away by their own desires, so that students can independently determine the goals to be achieved and the activities that must be carried out to achieve learning goals. A person has intrinsic motivation because he/she is driven by curiosity and achieves goals to expand knowledge. In other words, intrinsic motivation arises from needs, which include the need to become an educated and knowledgeable person.

Intrinsic motivation arises from self-confidence, not from a desire for praise or rewards.

Teachers can use various strategies in learning to keep students intrinsically motivated, namely:

- a) Connecting learning objectives with student goals so that learning objectives become student's goals.
- b) Giving freedom to students to develop learning activities and materials as long as they are within the main learning limits.
- c) Giving students additional sufficient time to complete their assignments and use the learning resources available at school.
- d) Giving awards or prizes to students who get high scores.
- e) Asking students to explain and read the assignments they are doing.

2. Extrinsic motivation

Extrinsic motivation is motives that are active and work because of external stimulation. For example, someone is studying because tomorrow there will be an exam in the hope of getting good grades and praise. So it is not because learning wants to know something, but it wants to get good grades or praise. Therefore, extrinsic motivation can also be described as a form of motivation in which learning activities are initiated and continued based on

external encouragement are not necessarily related to learning activities Sardiman, (2011).

Extrinsic motivation is also needed in learning activities, because not all students have a strong intrinsic motivation to learn. Teacher plays a very important role in growing extrinsic motivation. The giving of extrinsic motivation must be adjusted to the needs of students because if students are given excessive extrinsic motivation, the intrinsic motivation of students that already exists in students will be lost. Extrinsic motivation can create intrinsic motivation, therefore extrinsic motivation is needed in learning. Extrinsic motivation can become intrinsic when students realize the importance of learning. Extrinsic motivation is also very much needed by students in learning because of the possibility of changes in students' circumstances and also other factors such as the lack of interest in the teaching and learning process for students. According to Dimiyati, (2017) extrinsic and intrinsic motivation must complement and strengthen each other so that individual can achieve the planned goals.

There are several situations that can lead students to success in learning, including:

- a) There is competition or competition in the classroom.
- b) Giving prizes and praise when students excel and give punishment to students whose achievements decrease.

- c) There is notification of student progress, by knowing the results of the work, students will be encouraged to study harder, if the results obtained show progress.
- d) Ego inclusion makes students aware so that they feel the importance of the task and accept it as a challenge.
- e) Giving a test, the teacher must notify in advance if there is a test to be carried out because students will study harder if they know there will be a test.

3. Function of Motivation

Motivation as a mental force that drives a spiritual learning process must continue to be cultivated in students in order to achieve satisfying learning outcomes. Therefore, both students and teachers need to understand the function of motivation in order to maintain and improve optimally.

According to Sadirman, (2007) says that learning is very necessary for the existence of motivation. Learning outcomes will be optimal if there is motivation. The more precise the motivation used, the more successful the lessons will be. So motivation always determines the intensity of the learning effort for students. In connection with this, there are three functions of motivation in learning, namely:

- 1) Encouraging students to act, motivation in this case is the driving force before carrying out learning activities.

- 2) Motivation determines the direction of action, motivation in this case is action towards the goal to be achieved, so that motivation can provide direction and activities that must be carried out in accordance with the planning formulation.
- 3) Choice of action, motivation in this case is to determine the behavior that must be done in accordance with the goal by leaving behavior that is not beneficial to the goal.

According to Rohani, (2004) motivation is divided into three functions, namely:

- 1) Giving spirit and arousing students' interest to keep learning.
- 2) Focusing students' attention on certain tasks related to the achievement of learning objectives.
- 3) Helping achievement student learning outcomes.

Meanwhile, according to Fudyartanto, (2002) asserts that there are three functions of motivation, among others:

- 1) Motivation directs and regulates students' behavior. Motivation is often associated with guidance, direction, and goal orientation, so that motivated behavior will move in a specific direction. These behaviors have goals such as diligence and persistence in achieving a specified goal.
- 2) Motivation as a behavioral choice. With the motivation of individual behavior is based on the goals chosen by the students themselves. As an example of a student trying to

pass an exam, he will focus on implementing the strategy, he chooses to achieve that goal.

- 3) Motivation energizes and restrains behavior. Motivation as a motive or willingness to act means to be a driving force and an increase in energy so that action appears in the body. The psychic energy available to students depends on the small basis of the motivation they have, if the motivation is strong or large, then greater energy will be available as well. Conversely, if the available energy is weak or small, then the available energy is small. The higher the motive, the more efficient a behavior is. Motivation also serves to maintain. So that the act of interest can last a long time.

Researcher is of the view that there is no motivation to provide the right alternative if on the contrary, that achievement is a learning motivation for students. When this happens then the motivation will be temporary rather than permanent. The researcher concludes that there are four functions of motivation which include: first, as a guide for research. Second, as a framework for organizing certain information. Third, explain in a complex manner to simple events. Fourth, reorganize important experiences.

4. Factor That Influence Learner's Motivation

Motivation is one of the key factors in determining the success or failure of learning. According to Filgona, (2020) states that motivated students are willing to learn more and faster than unmotivated students. Unmotivated students tend to be distracted while studying, disobey teachers and school rules, and sometimes cause disciplinary problems in the classroom. On the other hand, motivated students tend to be more active and pay more attention to learning and class activities.

There are four factors that can affect student motivation including:

1) Activities in the learning or teaching process

This factor is important because most of the students' demands on the subject depend on the type of activity developed in the classroom.

2) Final result

This factor is related to the final result where good results should be understood as a reward for students, while bad results are similar to punishment. In this case, motivation is a consequence of this result, students with good final results will be more motivated than students with poor results.

3) Internal motivation

This factor is related to students' internal drive about the subject as a consequence of previous experiences and the use of the subject in their daily lives.

4) external motivation

This factor is related to the influence of external stimulate such as rewards or punishments.

5. The Role of Teacher in Students' Motivation

Motivation plays an important role, including learning and the learning process. Determine what can be used to improve learning, clarify learning objectives to be achieved, determine the variety of learning stimulate to obtained, and determine learning persistence. According to Uno, (2011).

1) The role of motivation in determining learning reinforcement.

motivation can play a role in strengthening learning. For example, in this case someone is solving an English problem with the help of a dictionary. The search for this dictionary is an example of the role of motivation in producing learning reinforcement.

2) The role of motivation in clarifying learning objective.

The role of motivation is closely related to the importance of learning. A person will be interested in learning something if what he learns is useful for him. For example,

someone learns about Grammar because he knows that by studying Grammar he can improve his English skills.

3) Motivation determines perseverance in learning.

Someone will be motivated to learn something in the hope of getting good grades. This motivation can prevent someone from being tempted to do anything other than studying. This means that motivation has a significant influence on resilience and persistence in learning.

2.2 Teacher's Effort

1. Definition of Teacher's Effort

Before explaining the meaning of the teacher's effort, it is necessary to explain one by one the two terms, namely between effort and teacher. According to the Big Indonesian Dictionary KBBI, (2016) effort is defined as an activity that directs energy and thoughts to achieve a goal such as solving problems and finding solutions. Effort is also defined as the part played by people or part of the main task that must be done. From this understanding, it can be concluded that effort is something that someone does in achieving a goal. Meanwhile, an educator or teacher is someone who teaches and provides teaching because of his rights and obligations to be responsible for the education of students. In article 1 of the Republic of Indonesia Law No. 14 of 2005 concerning teachers and lecturers, it is explained that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, motivating,

evaluating students at an early age in formal education, basic education and secondary education Undang-Undang Guru dan Dosen, (2010).

Therefore, the researcher concludes that the teacher's effort is an effort from an educator or teacher to guide students in achieving something. The teacher is an education with rights and obligations that must be able to guide students in order to achieve goals in learning activities. The activities carried out by the teacher in the stage of finding a way out are realized in learning activities with students as well as possible.

2. Teacher's Efforts in Increasing Learning Motivation

Improving students learning are one of the integral activities that must exist in learning activities. In addition to providing and transferring knowledge, teacher is also tasked with increasing students motivation in learning. It is undeniable that students' learning motivation is very different from one another. For this reason, it is important for teacher to always provide motivation to students who excel and can develop themselves optimally. Andhika, (2021) said that the learning process will be successful when students have motivation in learning. Therefore, teacher needs to foster students learning motivation. To obtain optimal learning outcomes, teacher is required to be creative and innovative in generating students motivation. The following, according to Sanjaya, stated several things that need to be done by a teacher to increase students learning motivation.

- 1) clarify the goals to be achieved.

Clear goals can make students understand which direction they want to take. students' understanding of learning objectives can foster student interest in learning which in turn can increase students learning motivation. The clearer the goals to be achieved, the stronger the students' learning motivation according to Sanjaya, (2009) therefore, before the learning process begins, the teacher should first explain the goals to be achieved.

2) Arouse students' interest

Students will be encouraged to learn whenever they have an interest in learning. Therefore, developing students interest in learning are one technique in developing learning motivation one logical way to motivate students in learning is to link learning experiences with students' interests according to Djiwandono & Wuryani, (2002). Associating knowledge with students' interests are a good technique and therefore demonstrate that the knowledge learned is of great use to them. Likewise, an important learning goal is to arouse students' curiosity about the lessons to be achieved, and therefore learning will be able to increase students' intrinsic motivation to learn the learning materials presented by the teacher.

3) Creating a pleasant atmosphere

Students only want to be able to learn when they are in a pleasant atmosphere, feel safe, free from fear. the teacher tries to keep the class alive and safe forever, free from tension. For this reason, teachers can sometimes do funny things to liven up the atmosphere in the learning process.

4) Using a variety of interesting presentation methods

The teacher must be able to present information in an interesting, and foreign to students. something that is conveyed by new techniques, with good packaging, supported by tools in the form of facilities or media that have never been known by students before so that it can attract attention for students to learn Yamin, (2009). With interesting learning, it will arouse students' curiosity in learning activities which then students will be motivated in learning. So that the use of interesting learning materials, and also the use of variations in learning methods. For example: to arouse students' interest in learning, it can be done in ways such as watching films, inviting guest talks, demonstrations, computers, simulations, role-playing games, field trips and others.

5) Giving compliments

Motivation will grow when students feel valued. In learning, praise can be used as a motivational tool. Because students are also human, they also like to be praised. Because praise can lead to a sense of satisfaction and pleasure according to

Sanjaya, (2009). However, praise must be in accordance with the results of student work. Do not praise too much because it will seem like you are pretending. Good praise is a compliment that comes out of a teacher's heart naturally with the intention of rewarding students for what they get in learning.

6) Giving an assessment

Many students study because they want to get good grades. For that they study hard. For some students grades can be a strong motivation to learn. Therefore, the assessment must be carried out objectively according to the ability of each students according to Sanjaya, (2009). Continuous assessment will encourage students to learn, therefore every student has a tendency to get good results. In addition, students always get challenges and problems that must be faced and solved, thus encouraging them to study more enthusiastically.

7) Providing comments on student work

Students need awards. Reward can be done by giving positive comments. After the students have finished working on the assignment, on the contrary, give comments as soon as possible, for example giving good writing or good work and so on. Positive comments can increase student motivation. Rewards are very effective in motivating students by doing tasks, both tasks that are done immediately, or tasks that take place continuously.

8) Creating competition and cooperation

Healthy competition can foster a good influence on the success of the student learning process. Through competition, students are allowed to try seriously to get the best results according to Sanjaya, (2009). Therefore, teacher must design learning that allows students to compete between groups or between individuals. However, competition is not always profitable, especially for students who are felt unable to compete, therefore a cooperative learning approach can be considered to create competition between groups. In addition to student competition, there are more bad effects than good on student personality development. Competition between oneself can be done by giving students the opportunity to recognize the progress that has been achieved previously and what can be achieved in the next time. For example, the teacher makes and tells a graph of student learning progress. To develop learning motivation, teachers must try to form the habits of their students so that they can gradually focus longer and work harder.

Besides some things that need to be done by a teacher in increasing learning motivation above. Sometimes that motivation can also be increased in other ways that are negative in nature such as giving punishment, reprimand, criticism, giving a slightly heavy task but such techniques can only be used in certain cases.

3. Teacher's Effort in Growing Student's Motivation

Winkel's view, there are several ways that teacher can take to foster learning motivation in students. Among other things: explaining the importance of a field of study, linking subject matter with students experience, enthusiastic in teaching, convincing students that learning is not a pressing burden. Besides that, creating a conducive atmosphere, notifying and checking test results, being active in extracurricular activities, healthy competitions and giving prizes or punishments. These methods can be explained as follows: Karwadi, (2004)

- 1) Explaining to students the importance of a field of study.

One of the ultimate goals of the educational process is to equip students with various knowledge and skills so that they can survive in the dynamics of life in the future. In this context, educational institutions are taught various fields of study which are believed to have meaning and urgency for the formation of students' life skills. The teacher must take an active role and carry out one of its functions as a motivator. Associated with the existence of a field of study, teacher is required to be able to convince students that the field of study they teach has benefits and is important enough to be included as part of the curriculum. In other words, before teaching and learning activities go further, the teacher first conducts socialization and promotion of the field of study, especially at the beginning of the meeting. The socialization

and promotion can be done when the teacher gives a perception. To build students motivation in following lessons, perception can be done in various ways, for example: raising an actual event that occurred, telling a story from a film, and so on that are close to students' lives, asking students to comment on a social phenomenon and so on. This can be an effective way to build motivation to learn. At the same time ensuring that the material to be studied has an important meaning.

2) Relating the subject matter to students' experiences outside the environment

Among the reasons for the low motivation of students in following the lesson is that the material presented is not directly related to real life for students. There is a disconnect between the knowledge gained ifrom a field of study with the necessities of life and experience in the field. This can be overcome by linking the subject matter with the realities of student life. However, a teacher must still put an effort to link the subject matter with the environment in an academic and scientific framework.

3) Showing enthusiasm in teaching

The teacher is a person who is imitated and exemplary and the teacher is the center of attention of students when teaching and learning activities take place. The teacher's performance in sharing its aspects will also influence students' perceptions, including on subjects. In connection with efforts to build student learning

motivation, the important thing and must be considered by teachers is their ability to teach a subject matter. Besides that, it is required to master the material and have the right method, the teacher must also show enthusiasm for high enthusiasm when delivering a material. This enthusiasm and enthusiasm can be shown by looking neat, cheerful, friendly, energetic and conveying explanations in a loud and clear voice.

- 4) Encouraging students to see that studying at school is not a pressing burden.

Teacher has a responsibility to encourage students to have the view that learning at school is not a pressing burden. Teachers must seek a way and an atmosphere so that learning becomes something fun and entertaining. Some of the ways that can be taken include applying the active learning model by playing and some quizzes. If learning can be carried out in an entertaining and fun way, the various tasks given to students will feel burden some. More than that, they will be motivated to always follow the learning.

- 5) Creating a conducive atmosphere

Many factors affect student learning motivation. One of them is the classroom atmosphere that is used as a place for teaching and learning activities. Therefore, teachers need to make the best use of the class in order to build student learning motivation. The atmosphere must be conducive, so that the

learning process goes well. Creating a conducive classroom atmosphere can be done in various ways. First, in terms of physical classrooms, efforts need to be made so that they are not monotonous, because now the online class is so the teacher is trying as much as possible to create a conducive online class as well as making creative and interesting material concepts so that when Google meets students are not bored and can follow learning with on camera .Second, a conducive atmosphere in the classroom can be realized by creating an atmosphere of openness between students and teachers and between students and other students.

6) Giving rewards and punishments.

Giving gifts to someone's success needs to be done by the teacher. This gift can be used as a compliment or a gift in the form of material in a reasonable manner. Conversely, if there are students who do not do the assignment, if there is a strong enough reason, the teacher needs to give punishment. The punishment can be in the form of a warning, giving additional assignments and others.

2.3 Blended Learning

1. Definition of Blended Learning

In general, the blended learning model is a combination learning, providing students with online learning experiences that are always accessible and face-to-face learning experiences that are directly connected to the teacher.

Blended learning is a combination of two learning models in the classroom. In short, it is known as a learning system about the role of traditional learning and computer technology, or online learning Hendarita, (2018). On the other hand, Munir (2017) states that blended learning-based learning means learning not only face-to-face, but also in combination with online and offline scientific and technological sources. Meanwhile, Onta (2018) is a learning approach that integrates traditional face-to-face learning with distance learning, using online-based learning media and various types of supporting communication tools between students and teachers.

Thus, researcher can conclude that blended learning is a face-to-face learning plan or approach that combines face-to-face learning with online learning that utilizes technological sophistication with the aim of students not only mastering the learning material but students also mastering the technology obtained. from the learning experience with this model. Therefore,

the ability of teachers to manage learning has also been directed at mixed learning so that more meaningful learning occurs.

2. Component of Blended Learning

The blended learning model has three learning components which are combined in the form of blended learning Istiningsih & Hasbullah, (2015). These components include:

1. Onlinelearning

Online learning is a learning environment that uses internet technology in accessing learning materials and allows learning interactions between fllow students and teachers anywhere and anytime.

2. Face-to-face learning

Face-to-face learning is still a model that is widely used and very often applied in the learning process. Face-to-face learning is a form of traditional learning model that aims to provide knowledge to students. In face-to-face learning, teachers and students gather in one room to study. Face-to-face learning allows students to further deepen what they have learned through online learning. In contrast, online learning allows students to further deepen what students have learned in face-to-face classes.

3. Individual Learning

Individual learning, namely independent learning through online access to information and learning materials via the

internet. Independent learning does not mean self-study, but independent learning means self-study with or without external learning support. Therefore, independent learning is a learning process that allows students to manage their learning needs with a little help from the teacher.

3. Characteristic of Blended Learning

McSporrán and King (2002) state that blended learning is a mixed method that is selected and used to carry out various types of learning according to the needs of different users. Therefore, blended learning means using two or more different learning methods, including the following combinations:

1. Combination of face-to-face learning in class with online learning.
2. Combination of online learning with access to instructors or learning members.
3. Simulation combination with structured learning.
4. Combination of on-the-job training with informal sessions.
5. Combination of managerial training with e-learning activities.

According to Sharpen et.al. (2006) Rusman, (2012), the characteristics of blended e-learning are:

1. Provision of additional resources for related learning programs through traditional channels largely through institutional support for virtual learning environments.

2. The level of transformative learning practices supported by deep learning designs.
3. A comprehensive view of technology to support learning.

According to Husamah, (2013) the characteristics of blended learning are as follows:

1. Learning combines various delivery methods, teaching models, learning styles, and various technology-based media.
2. As a direct or face-to-face teaching service, independent learning and online learning.
3. Learning is an effective combination of ways of educating, teaching methods and learning styles.
4. Teachers and parents of students have the same important role, teachers as facilitators, and parents as supporters.

From the characteristics of blended learning above, the researcher can conclude that the teaching and learning process is carried out face-to-face using technology that complements and supports learning activities. Face-to-face learning continues to be used in this learning process, and the learning process using technology allows learning to be carried out without the limitations of space and time.

4. Disadvantages and Advantages of Blended Learning

Therefore, in blended learning there are also advantages and disadvantages. According to Husamah, (2013:36) the advantages of blended learning are:

1. Students are free to study learning materials independently by utilizing the materials available online.
2. Students can discuss with the teacher or other students outside of face-to-face hours.
3. Learning activities carried out by students outside of face-to-face hours can be controlled properly by the teacher.
4. Teachers can add enrichment materials through internet facilities.
5. Teaching can ask students to read the material or take a test that is done before learning.
6. Teachers can administer quizzes, provide feedback, and utilize test results effectively.
7. Students can share files with other students.

From the opinions of the experts above, the researcher can conclude that the advantage of blended learning is that students can learn the material online without the limitations of space and time. Discuss material both in face-to-face and online learning using existing e-learning. These teachers can also unite students who are actively involved in learning activities, both in class and in e-learning. Students can access material from teachers and

classmates to reinforce the material. Teachers can use online quizzes to assess students' understanding of the material.

Disadvantages of blended learning according to Noer in Husamah, (2013)

1. The media needed is very diverse, so it is difficult to implement if the facilities and infrastructure do not support it.
2. The facilities owned by students are not evenly distributed, such as computers and the internet. In fact, blended learning expands internet access. If the network is inadequate, it will certainly make it easier for students to take part in independent learning via online.
3. Lack of knowledge of learning resources about the use of technology.

From the opinions of the experts above, it is clear that the key to blended learning lies in the facilities and infrastructure that facilitate blended learning, including: Internet connection is problematic, computer or laptop is not available.

2.4 Previous Studi

Relevant studies are used to determine the studies obtained by research after and before being studied by previous researchers. Therefore, it is necessary to compare with previous researchers whether there are similarities and differences with the researchers who are researching. Here are some researchers who are relevant to the research that the author is researching.

The first is “Teacher's Effort in Building Student's Motivation in Learning English” by Alkhansa Munawwarah (2018), theses Faculty iOf Tarbiyah Teacher Ar-Raniry State Islamic University Darussalam-Banda Aceh. In his research, the results showed that the teacher's efforts in building student motivation, there were four efforts such as creating conditions for initial motivation, maintaining and protecting motivation, and encouraging positive self-evaluation. Previous research related to this research both discussed the teacher's efforts to build student motivation in learning English.

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. In his research, the results of the study focused on the findings of various teacher strategies increasing student motivation to learn English during COVID 19, there were six strategies used including: providing video material, accepting student assignments at any time, using concise and

dense material, using Learning games, giving students praise, providing an evaluation of the learning process. Previous research related to this study also discussed the role of teachers in increasing students' motivation to learn English during COVID 19. The difference with this research is focused on teachers' efforts in building student motivation in learning English during the pandemic.

The third is “Teachers' Reinforcement: Building Students' Motivation To Learn English” by Yunisrina Qismullah Yusuf (2020), *International Journal of Language studies*. In this study, the results of this study indicated 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. Previous research is related to this research which also discusses the teacher's efforts to build students' motivation to learn English.

The fourth is “Upaya Guru Dalam Meningkatkan Motivasi Siswa Pada Pembelajaran Bahasa Inggris Di Madrasah Ibtidaiyah Al Khairiyah Banjarbaru” by Istiqomah & Ahamd Nazif (2019), *Journal of Madrasah Ibtidaiyah Education*. This study focuses on the analysis of teacher efforts and factors in motivating students. This research was related to this research which also discusses the teacher's efforts in growing student motivation in English lessons. The difference is the current state or

situation where the corona virus disease or COVID 19 which requires all education sectors to be carried out by means of blended learning.

The fifth is “Upaya Guru Dalam Meningkatkan Motivasi Belajar Siswa Pada Masa Adaptasi Kebiasaan Baru” by Bayu, W., Muhammad Abdul, H, S., & Ervin, S, Z. (2022), *Research and Thought Elementary School of Islam Journal (ZAHRA)*. This study focused on the teacher's efforts in increasing students' learning motivation during the adaptation period of new habits with several preparations implemented by the school, such as; interesting and varied learning media, providing motivation, carrying out tests, giving assignments, giving grades, giving punishment and giving rewards. This research is related to the researcher's research which also discusses the teacher's efforts in growing student motivation. The difference with this research is that it is more specific where the case of this research is related to the teacher's efforts in growing students' motivation for learning blended English.

The sixth is “Peran Guru Kelas Dalam Meningkatkan Motivasi Belajar Siswa Pada Model Pembelajaran Blended Learning di Sekolah Dasar” by Valian Sinka (2022), theses Faculty of Education Universitas 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 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. This research is related to the researcher's

research who also discuss the teacher's efforts in providing some motivation for either online learning or face-to-face learning.

2.5 Hypotheses

The hypothesis can be interpreted as a temporary answer to the research problem, until it is proven through the collected data

H_0 = There is no effect of teacher's efforts in building student's motivation in Blended learning English in seventh grade of MTs AL-Ikhlas Limbangan, Brebes.

H_1 = There is an effect of teacher's efforts in building student's motivation in Blended learning English in seventh grade of MTs AL-Ikhlas Limbangan, Brebes.