

**EFL STUDENTS' MOTIVATION IN BLENDED  
LEARNING ENVIRONMENT**

(A qualitative study at SMPN 29 Bengkulu Tengah)

**THESIS**

Submitted as A Partial Requirement for the Degree of *Sarjana  
Pendidikan* (S.Pd) in English Department of UIN-FAS Bengkulu



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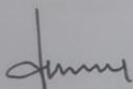
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*Assalamu'alaikum Wr. Wb*

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**MOTTO**

**“Allah Does Not Burden A Person Except According  
To His Ability”**

**(QS Al Baqarah : 286)**

**“When you feel the weakest, you must be the  
strongest”**

**(Researcher)**

## **DEDICATION**

With gratitude and all of my love, this thesis is dedicated to :

- ❖ Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest and patience in finishing the thesis.
- ❖ For both my unconditional love, my beloved father (Mr. Ikhsan) and my beloved mother (Mrs. Syafrida) thank you for all the things you do and give that's for me, thank you for raising me, educating me, praying for me with love and patience, providing support in my success in order to achieve what I aspire to. Thank you for giving advice and strength in completing this bachelor's degree, I hope your daughter can repay your sacrifices and great services. I love you more than you can see. I promise, I will do the best to make you happy.
- ❖ For my beloved brother (Robi Juli Ikhsan Saputra) who always gives encouragement, support, and prayers for my success in completing this thesis. Thank you for your prayers and support.
- ❖ My supervisor I, Riswanto, M.Pd., Ph.D and Supervisor II, Feny Martina, M.Pd. Thank you very much for

suggestions, corrections and ideas during the process of writing this thesis.

- ❖ All lecturers who teach in Tarbiyah and Tadris Faculty, especially in English programs. Thanks for everything you gave to me.
- ❖ All uncle and aunts, and my big family that always give me support and loves, thanks for everything. Without all of you, I am nothing
- ❖ To my friends in arms, thank you for providing motivation, prayers, and our togetherness so far.
- ❖ My beloved almamater IAIN Bengkulu



## ACKNOWLEDGMENT

Alhamdulillah, all praises to be Allah, the single power, the Lord of the universe, master of the day judgement, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “EFL Students’ Learning Behavior in Blended Learning Environment (A Qualitative Study at SMPN 29 Bengkulu Tengah)”. Peace be upon prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that it would not be completed without helps, supports, and suggestions from several sides. Thus, the researcher would like to express she deepest thanks to all of those who had helped, supported, suggested her during the process of writing this thesis. This goes to :

1. Prof. Dr. KH. Zulkarnain, M.Pd as the Rector of UINFAS Bengkulu.
2. Dr. Mus Mulyadi, M. Pd as the Dean of Tarbiyah and Tadris Facult
3. Feny Martina, M.Pd as the Head of English Education Study Program of UINFAS Bengkulu.
4. Riswanto, M.Pd as the first advisor, Feny Martina, M.Pd as the second advisor, who has given suggestion and motivation. Thank you so much for your help and your support.

5. Zelvia Liska Afriani, M.Pd as Academic Supervisor
6. All of the lecturer of English study program of UINFAS Bengkulu who had taught the researcher during studying at UINFAS Bengkulu.
7. Umaedi Heryan, S.Pd., M.Pd as the principal of junior high school (SMPN) 29 who has allowed and supported the author in carrying out the research.
8. All staff of the Bengkulu UINFAS Library who have provided book facilities in making theses.
9. All parties who have assisted in writing the thesis.

The researcher realizes that this thesis is still far from being perfect. The researcher hope that this thesis is useful for the researcher in particular and the readers in general.

Bengkulu, 2022

The Researcher

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## ABSTRACT

**Reza Eka Saputri. 2022.** *EFL Students' Motivation in Blended Learning Environment.* Thesis, English Education Study Program, Tarbiyah and Tadris Faculty, State University of Islamic Fatmawati Sokarno (UINFAS) Bengkulu.

Motivation are important and influential factors in the learning process. The purpose of this study is to find out how students' motivation in learning EFL in Blended learning. And to find out the obstacles or difficulties faced by students while learning English as a foreign language using blended learning. The researcher used descriptive qualitative approach. In this study the technique used in data collection is the technique of observation, interviews, and documentation. Data analysis techniques are data reduction, data presentation, and drawing conclusions/verification. Test the validity of the data using triangulation techniques. The results of this study indicate that student learning behavior viewed from the aspect of motivation and attention in learning English as a foreign language using blended learning has met the indicators of experts used in theory but not all students have the motivation and attention in accordance with the indicators. This is due to several factors. such as signal and quota constraints.

**Keywords:** *Motivation, Blended Learning.*

## ABSTRAK

**Reza Eka Saputri. 2022.** *Motivasi Siswa dalam Pembelajaran EFL dalam Lingkungan Blended Learning.* Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Sokarno (UINFAS) Bengkulu.

Motivasi merupakan salah satu faktor yang sangat penting dan sangat berpengaruh dalam proses pembelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana motivasi siswa dalam belajar EFL menggunakan Blended learning. kemudian untuk mengetahui hambatan atau kesulitan yang di hadapi siswa selama belajar bahasa inggris sebagai bahasa asing menggunakan blended learning. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Teknik yang digunakan dalam pengumpulan data adalah teknik observasi, wawancara, dan dokumentasi. Teknik analisis data yaitu reduksi data, penyajian data, dan penarikan kesimpulan/verifikasi. Uji keabsahan data menggunakan teknik triangulasi. Hasil penelitian ini menunjukkan bahwa perilaku belajar siswa viewed from aspect motivation and attention dalam pembelajaran bahasa inggris sebagai bahasa asing menggunakan blended learning sudah memenuhi indicator para ahli yang digunakan dalam teori namun tidak semua siswa memiliki motivasi dan attention sesuai dengan indicator hal ini disebabkan oleh beberapa factor, seperti kendala signal dan kuota.

**Kata Kunci:** *Motivasi, Blended Learning.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of The Research**

Education occupies the foremost vital position in human life as Islamism on earth. From getting education, humans can have numerous varieties of information which will be a provision for him to hold out his duties as Islamism. as a result of solely educated humans will perform the mandate from God, if the alternative is while not education, the task of caliphate dispensed by humans can fail. this can be contained in QS. Al Baqarah verse thirty (Zaim, n.d , 2019). Based on explanation of the meaning the education is important for people as caliphate in the world.

The education system in the world, including in Indonesia, underwent many changes when it was hit by the COVID-19 pandemic. In March 2020, the World

Health Organization (WHO) proclaimed the coronavirus disease of 2019 (COVID-19) a global pandemic (Dziuban et al., 2018). In reality, pandemics affect changes in psychological, social, economic, and educational dimensions in addition to causing illness or death (Niemi & Kousa, 2020). The COVID-19 virus's effects have compelled governments all over the world to swiftly assess, study, and modify policy in every area pertaining to health, the economy, and society (Nesteruk, 2020). Learning innovation is absolutely necessary in the midst of these conditions, including the conversion of all face-to-face learning to online, both through synchronous and asynchronous learning (Scull et al., 2020).

The learning system during the pandemic has now changed to distance learning . The integrated learning approach is one of the teaching strategies that is thought to be successful. Due of the epidemic that is currently affecting people all over the world, blended learning is

being used by EFL students as a way to keep the teaching and learning process going. A learning style known as blended learning seamlessly combines in-person education with online instruction. Experts discuss blended learning and assert that it is the only method of instruction that successfully mixes technology (Rahim, 2019). In truth, this approach has just start to be develop and use. But as the Covid-19 pandemic spread, this approach come under more scrutiny because it is thought to be one of the best teaching strategies for Indonesian students. In today's educational environment, blended learning has gain popularity as a teaching and learning strategy. (Ghimire, 2022). As a result, some institutions have begun incorporating blended learning within their standard academic curricula. However, some schools in isolated and rural locations fail to incorporate a suitable teaching strategy into their daily routines and have encountered problems with teacher retention in those regions.

Motivation can influence what we learn, how we learn and when we choose to learn (Schunk & Usher, 2012). Given the important reciprocal relationship between motivation and learning (Brophy, 2010). Despite this, research revealed that there are few and narrowly focused studies on motivation to learn in online situations. There has been a propensity in the studies to take a narrow view of motivation that ignores the complexity and dynamic interaction of elements underpinning and impacting motivation to learn (Brophy, 2010).

According to research by Baiq Rohmi Masban (2021) the title is "The Effect of Blended Learning in the Covid-19 Pandemic Period on Learning Motivation and Understanding of Students' Concepts," blended learning can, in general, boost students' motivation to learn. Based on the findings of the study, it was determined that the usage of blended learning can improve students' learning motivation and conceptual understanding. The average

student's motivation for early learning is 63.24. After using blended learning, the average learning motivation of students increased. The increase in learning motivation using blended learning has also been investigated by Ayu Parawanti (2019) with a study entitled "The Effect of Blended Learning Based E-Learning Model on Student Motivation in the State Islamic Education Study Program (IAIN) Parepare". In this study, it was concluded that 1) The blended learning model-based e-learning fell into the medium category, making up 79 percent of the study's findings. 2) Students at the Faculty of Tarbiyah, Islamic Religious Education Study Program, Parepare State Islamic Institute, have a medium level (74.4 percent) of learning motivation.

In addition to the many benefits of incorporating blended learning into educational activities, there are also a number of difficulties, including the difficulty of internet access, a lack of technological know-how, and



other contributing variables. According to the research, teachers considered that the primary difficulties in the studies under evaluation. Due to a lack of community building, a lack of training in blended learning, and ignorance with a new system or technology, teachers and to some extent students have trouble understanding blended learning design and students still perceive blended learning as a face-to-face class, causing them to behave inappropriately. Of course, there are many different types of issues that might occur, like internet issues, power outages, running out of packages, etc. Teachers frequently work under challenging circumstances like these. In the meantime, children are less focused since they are bored at home and frequently have a negative experience because they spend hours in front of a computer or cellphone. Many students experience stress because they must assist their parents with chores such as cooking, cleaning the house, and

others while they are in class because it is awkward to witness parents performing.

these tasks. Based on the data, the researcher concluded that network connection issues were a common problem for all patients employing the procedure. The online component of autonomous learning has the same make-up as face-to-face instruction. Students are the major emphasis of blended learning.

Based on a related study entitled "Blended Learning Applications in Higher Education: EFL Learner Recognition, Problems, and Suggestions" conducted by Agus Rianto (2020), it was concluded that students are experiencing difficulties with blended EFL. increase. Internet connection and online capabilities provided by the blended learning system. Their dissatisfaction with many aspects of online learning has influenced their negative views of the department's efforts to improve the quality of

blended learning. Student suggestions for quality improvement include solutions to all technical limitations, online learning training for all students, an increase in the number of internet labs, and improvements to the systems used in online platforms. Was included. In these situations, adaptation of online tools and systems can play a key role in the successful implementation of blended learning and should be the department's first action plan.

Based on the researcher's prior observation at Junior High School (SMPN) 29 Bengkulu Tengah, Bengkulu province, researchers were able to find that English teachers at junior high school (SMPN) 29 Bengkulu Tengah, applied blended learning methods for approximately one year, especially in English language teaching. Blended learning is used to provide a more convenient method than pure e-learning. Blended methods make it easier for students to teach and study in different regions. However, blended learning is a relatively new method, and not all teachers use

it as a teaching method. Based on the phenomena described in previous studies and researcher prior observation , researchers are interested in investigating the students' motivation in EF using a blended learning environment. What makes this research different from previous studies is that it focuses on explaining students motivation in learning English using blended learning . Based on the above data, researchers will conduct a research entitled "Efl Students' Motivation in Blended Learning Environment (A Qualitative Study at SMPN 29 Bengkulu Tengah)".

## **B. Identification of The Problem**

Based on the findings of relevant research regarding blended learning in English learning and pre-observation conducted by researchers in related schools, it can be concluded that there are several problems in blended learning, especially related to the internet connection and the online features provided in the blended learning system and network connections.

### **C. The Limitation of The Problem**

This research was conducted English teachers and seventh grade students at junior high school (SMPN) 29

Bengkulu Tengah, who use blended learning in learning English.

### **D. Research Question**

1. How is the procedures of English teachers apply blended learning in learning EFL at junior high school 29 Bengkulu Tengah?
2. How is students' Motivation in learning EFL using blended learning environment at junior high school 29 Bengkulu Tengah?

### **E. Research Objectives**

1. To analyze the procedures used by English teachers in implementing blended learning in learning English as a foreign language

2. To describe the students' motivation in learning EFL using blended learning environment

#### **F. The Significance Of The Research**

The research is conducted and is expected to be useful for teachers, students or learners of English and future researchers. The significance of this research as follow are:

1. This research is expected to be a reference for teachers to overcome blended learning in EFL teaching to students motivation
2. The benefit of this research is also for students to know that important of motivation in blended learning environment to students motivation.
3. This research is also expected to be useful for other researchers as a guideline or basic research in finding solutions to learning EFL students' motivation in blended learning environment.



## **G. Definition of Key Terms**

### **1. Motivation**

In education, motivation is one of the supporting factors in determining the strength of learning efforts, with efforts to guide students to a learning experience that creates energy and student activity and draws the student's attention to specific points. Can also look at it, it may take some time to reach your goal. Motivation can not only drive behavior, but also guide and reinforce it.

### **2. Blended Learning**

Blended learning is a learning strategy that combines face-to-face learning (traditional classrooms with virtual video conferences) and online learning.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Students' Motivation**

##### **1. Definition of motivation**

In order to acquire English as a foreign language, motivation is crucial. However, as was previously mentioned, one of the most crucial elements that will impact students English proficiency or performance is motivation. This indicates that one of the key elements that affects learning English is motivation. Motivating kids to succeed in their academic objectives. Learning objectives are difficult to accomplish without motivation. Students who are motivated will be excited about the teaching and learning process, which will motivate them to learn English well. Motivation in language acquisition is defined as "the overarching objective or direction (Aalayina, 2021). The inclination

of a student to find academic activities relevant and valuable as well as to try and gain academic benefits from them is known as the student's desire to learn. Learning motivation can be viewed as a universal quality or as a particular situational circumstance. Motivation to learn is a general characteristic that describes a persistent desire to challenge existing knowledge and skill in learning circumstances. When a student engages in an academic activity with the objective or intention of learning the information or mastering the skill that the activity is intended to teach, a state of motivation to learn emerges. When students pay attention to lessons, read texts, or complete tasks, they demonstrate a want to learn when they make an effort to understand the knowledge, ideas, or skills being taught (Brophy, 1986).

According Bartok and Martin (1998) quoted in Ahmed (2020, p. 3) Consider motivation to be the force

that propels someone's action, paves the way for behavior, and supports the success trend. In order to attain goals, people must, among other things, be appropriately and sufficiently motivated, active, and have a clear picture of the destinations they hope to reach. They must also be willing to put forth a lot of effort over an extended period of time. People's activities, wants, and goals are driven by their motivation, which is the combination of effort and desire that enables them to learn toward a target (Purnama et al., 2019).

Motivation is a theoretical framework for explaining the commencement, direction, intensity, persistence, and quality of behavior, especially behavior that is goal-directed (Brophy, 2010). The mechanism that gives conduct its impulse, direction, and perseverance is known as motivation. Means driven behavior is long-lasting, energetic, and focused behavior. When people

give suggestions or encouragement to one another or to themselves, it is called motivation. This urge is meant to help people become better people than they were in the past. Motivation is considered as an important aspect to perform certain activities in order to be successful. Almost all completed work requires motivation as a driving force and encouragement in making the best efforts, one of which is learning a foreign language. When a student is motivated in learning English, he will do his best to achieve it (Uddiniyah & Silfia, 2019).

According to Maslow quoted in Anissah et al (2018, 65), motivation is Human behavior can be explained by focusing on individual goals that will make a person feel happy and valued. Someone is motivated to behave in order to fulfill her requirements by this need. technology is integrated into language learning at an increasing rate in order to boost students' motivation

and maximize their understanding of the content (Campbell & Sarac, 2018).

## **2. Kinds Of Motivation**

Many experts describe the types of motivation in the learning process. Motivation is the driving force of people to reach their goals. Motivation can also be described as a plan or desire to succeed and avoid life's failures. In other words, motivation is the process of achieving a goal. Motivated people mean that they already have the power to succeed in life (Subakthiasih & Putri, 2020). According to Brophy quoted in Ahmed (2020, p. 6), People who are intrinsically driven perceive the action as something they voluntarily decided to undertake rather than something they were forced to perform by an internal or external force. However, insofar as a school setting is concerned, intrinsic motivation may benefit students' academic

achievements in addition to the standard of their education.

Intrinsic and extrinsic motivation can be separated into two categories when it comes to the learning process. The term "intrinsic motivation" refers to motivation that comes from within the student, such as the desire to learn, the drive to reach learning objectives, and so on. While extrinsic motivation comes from sources other than the student, such as parental demands, a relaxing learning atmosphere, enjoyable study partners, intriguing and (Puspitarini & Hanif, 2019). According to (Meece & McColskey, 1997), there are types of motivations that are intrinsic and extrinsic, is essentially free for motivated people. Considered to be selected and states that it is not under any coercion, internal need or external force. Nonetheless, the essential motivations associated with the school environment can have a positive impact on a

students academic performance and quality of learning.

**Intrinsic Motivation** The change in emphasis from motivation as a reaction to felt pressure to motivation as self-determination of goals and self-adjustment of behavior is most clearly apparent in the theory of intrinsic motivation. Even if the concept of needs is included, the essential motivational theory shows that people pursue their actions not because they have to do it, but because they want to. Extrinsic motivation is closely related to the difference between learning and achievement. Learning is related to information processing, meaning, and progress in understanding and proficiency that occurs when one acquires knowledge and skills. Achievements are demonstrations of that knowledge or skill after it has been mastered. Strategies for stimulating students' learning motivation relate not only to performance (tasks and testing tasks), but also to information



processing, which is a major part of learning content and skills. Participate in classes, read to understand, understand instructions, put things into your own words (Meece & McColskey, 1997). Extrinsic motivation comes from outside of students, such as requests from parents, comfortable learning environment, study friends they have, interesting learning activities. Extrinsic motivation is the result of a number of external factors (Puspitarini & Hanif, 2019).

### **3. The Indicator of Students Who Have High Motivation In Learning**

According to Meece & McColskey (1997), there are some behavioral indicators of highly motivation students:

#### **a. Attendance and Discipline**

Students come to class on time, submit assignments on time according to a predetermined schedule, motivated students attend class, pay attention, and

don't interfere. At the most basic level, students who are motivated to attend class, pay attention, and do not interfere, respond to the teacher seriously when teaching and learning activities take place.

b. Participation and completion of work

Students who have high motivation will have an enthusiastic spirit and participate in every discussion activity, students who are motivated to start assignments with a little encouragement, follow directions, and students who have high motivation are motivated to complete assignments on time and always do the assignments given by the teacher.

c. Task Persistence and Acceptance of Errors

Students who have high motivation will always try hard to be able to complete the tasks given by the teacher, students last a long time in completing tasks, especially difficult tasks. Students with high motivation persist and try to find solutions to be able

to complete the task before seeking help and asking friends for help in completing the task. When students have difficulty with assignments students will try various ways and find solutions in order to complete the task well. Students will also accept mistakes and look for solutions in order to complete assignments correctly.

d. Quality of Task Involvement

Students can focus on learning or find shortcuts to complete tasks without hassle. The quantity and quality of effort students spend on learning tasks is an important indicator of motivation. Motivated students will make an effort to actively utilize the skills they have acquired.

e. Independent Learning

Students who have high motivation are always willing to learn more than needed and are never satisfied with the learning obtained in class, do not

give up easily and always do assignments, even when it is time to switch to something new. They can also bring prepared material from home, always asking questions to learn more about a topic. When students come home from school, they repeat and understand the material they have learned in class. Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not acquired, or ask questions to learn more about a topic.

f. Interest and Liking

Motivated students enjoy learning, show enthusiasm, and take pride in what they are doing. Students always feel comfortable with classroom education and learning activities. Students also enjoy difficult tasks and materials, enjoy coming to

school, and are always engaged in learning activities when faced with difficult materials and tasks. Motivated students enjoy learning, show enthusiasm, and take pride in their work. Think about the classrooms and schools you are familiar with, endure difficult tasks and materials, enjoy coming to school, and sometimes estimate the percentage of students engaged in learning activities that exceed the requirements of the course.

Based on theory from Meece and McColskey (1997), the researcher will examine motivation indicators. Based on opinion, the author agrees with the motivational indicators expressed by Meece and McColskey (1997), that motivation means positive encouragement to learning languages to achieve foreign language goals. Based on the above theory, researchers focus on the indicators of learning motivation from Meece and McColskey (1997), and

researchers can conclude that motivation is the student's attitude towards learning.

**4. Characteristic of Students Motivation According to Brophy (2010:6) quoted in Eliriko Nainggolan (2019), in learning English has the characteristic of students motivation are :**

- a. Affective goals: entertainment, tranquility, happiness, pleasurable bodily sensations, and physical well-being
- b. Cognitive goals: exploration to satisfy one's curiosity, attaining under-standing, engaging in intellectual creativity, and maintaining positive self-evaluations
- c. Subjective organization goals: unity (experiencing a spiritual sense of harmony or oneness with people, nature, or a greater power) and transcendence (experiencing optimal or

extraordinary states of functioning that go beyond ordinary experience).

- d. Self-assertive social relationship goals: experiencing a sense of individuality, self-determination, superiority (in comparisons with others), and resource acquisition (obtaining material and social support from others).
- e. Integrative social relationship goals: beongingness, social responsibility (meeting one's ethical and social obligations), equity (promoting fairness and justice), and resource provision (giving material and social support to others)
- f. Task goals: mastery, task creativity, management (handling everyday tasks with organization and efficiency), material gain, and safety.

## **B. Blended Learning**

### **1. Definition of Blended Learning**

The blended learning method is a relatively new way to improve the learning process in various educational institutions. Blended learning comes from the words blended (combination) and learning (learning). In other words, blended learning can be interpreted as blended learning, a combination of classroom learning and online learning using computer applications connected to the Internet (Susanti & Prameswari, 2020). Blended learning is system learning in which the merging process takes place. This integrated learning system consists of a traditional learning process and a modern learning process, where learning is done face-to-face or offline, and virtual learning is done online. Simply put, blended learning is a combination of face-to-face learning and virtual learning (Ossiannilsson, 2018). Blended learning is a



traditional learning or a mixed learning model of face-to-face learning and e-learning in general. This learning model uses an internet connection to perform online learning using one of its components, a particular application (Sudewi, 2020).

In the context of English as a foreign language, blended learning has also become a major concern for many researchers (Rianto, 2020). Blended learning has become a popular teaching and learning approach in today's educational world. As a result, various educational institutions are beginning to use blended learning in their regular academic programs (Ghimire, 2022). The implementation of blended learning leverages the Schoology platform, which allows the evaluation process to be performed online. Teachers can ask for a variety of exercises that students can work on during or outside of class, and materials are accessible to students anytime, anywhere. This gives

students the opportunity to learn more deeply and is expected to stimulate their interest in learning (Rahayu & Iswari, 2021). Blended learning, which uses media with internet capabilities, is a combination of online and offline strategies, so blended learning design has two main components: a face-to-face learning system and an online learning system (Halimah, 2019). Basically, the blended learning model combines face-to-face with the latest technology and is considered to be effective for all participants with careful preparation (Hilmi & Ifawati, 2020).

Blended learning combines traditional and online learning into a single classroom that integrates both types of education and learning. This means that traditional offline learning, face-to-face interactions, or classroom face-to-face meetings are moving to virtual meetings via video conferences such as Zoom and Google Meet (Istiqomah, 2021). Blended Learning

means learning patterns that contain elements of mixing, or combining one learning pattern with other learning patterns. Blended learning is one of the latest educational issues in the development of globalization and technology. Many institutions or practitioners have developed and provided definitions in their own language, in accordance with the typology of blended learning practice itself.

According to Bruggeman et al, (2020) quoted in (Hakim & Serasi, 2021). There are four definitions of blended learning, namely:

- a. Blended learning is a learning process that provides a combination of various web-based technologies, in order to achieve educational goals.
- b. Blended learning is a combination that comes from several learning approaches (such as constructivism, behaviorism, and cognitivism)

with the aim of producing a maximum learning achievement, either through learning technology or not.

- c. Blended learning is also a combination of several learning technology formats, such as videos, web-based training and films with face-to-face learning.
- d. Blended learning is also a combination of learning technology with actual work assignments to create a good influence on learning and work.

## **2. Blended learning theory in the context of EFL**

Blended learning has become a popular teaching and learning approach in today's educational world (Ghimire, 2022). When it comes to EFL education, the blended learning approach improves learning anytime, anywhere, while a flexible learning platform is a challenging education and learning module in 21st century education (Rahim, 2019). The use of technology

in education, information and communication technology (ICT), has been very popular in Indonesia for the past 30 years. Implementing ICT in teaching and learning English can improve the quality of teaching and learning in both face-to-face and online learning. The implementation of English Blended Learning in Indonesia is popular today as the teaching and learning process should be done through online learning (Rachman et al., 2021).

In addition, Blended Learning offers many skills that can be modified directly to solve real problems, such as: Help students prepare their literacy skills. For teachers, blended learning improves classroom conditions, provides access to global resources and resources appropriate to student levels and interests, increases opportunities for meaningful collaboration and professional development, and increases time efficiency.

### **3. Blended Learning Environment**

A blended learning environment is a form of distance learning that combines the educational benefits of e-learning with the effective aspects of traditional or face-to-face education. In differentiate to the traditional learning environment, a learning environment that makes space and time boundaries, understudies learn with space limitations, time is as it were stuck to the learning conveyed by teachers amid the instructing and learning prepare within the classroom. In differentiate to the e-learning learning environment, it gives an environment where understudies can learn freely without the confinements of space and time. Components such as person understudy contrasts, person characteristics, and learning styles have a noteworthy affect on the learning environment. For example, understudies who have trouble communicating in a classroom environment

will discover it simpler to communicate in an electronic environment. The qualities and shortcomings of the online environment, as well as the qualities and shortcomings of face-to-face instruction, are coordinates into coordinates learning.

#### **4. Models of Blended Learning**

There are several models of blended learning that have been created. Some people have also noted that this technique is similar to other forms of blended learning. Here are several blended learning methods that have already been used by different educational institutions throughout the world (Hakim & Serasi, 2021).

##### **a. Station Rotation Blended learning**

Three stations or spots are combined in one hour of face-to-face instruction separated into three by using station-rotation blended learning. For instance, if a

face-to-face meeting lasts 90 minutes, the 90 minutes are broken into three areas.

b. Lab Rotation Blended Learning

The lab rotation blended learning model is comparable to Station Rotation in that it gives students the chance to switch between stations according to a set timetable, but it uses a specific computer lab that enables flexible scheduling negotiations with the lecturer. consequently, a computer lab is required.

c. Remote Blended Learning or Enriched Virtual

In remote blended learning, students concentrate on finishing their online coursework; they only sometimes meet in person with teachers as needed. The ratio of face-to-face to online teaching time makes this strategy different from the Flipped Classroom paradigm. The Remote Blended Learning learning paradigm places an emphasis on



flipped learning rather than daily face-to-face instruction with lecturers. Individual learning objectives are finished by each student.

d. Flex Blended Learning

Flex fits within the category of blended learning models where online learning serves as both the foundation and the support for student learning while also being complemented by offline learning activities. With flexible schedules that are uniquely customized to multiple learning modalities, students continue their academic work that began in traditional classrooms. With the exception of homework, most students are still studying on campus. Through initiatives like small group instruction, group projects, and one-on-one tutoring, lecturers offer face-to-face learning support in a flexible and adaptive manner as necessary.

e. The 'Flipped Classroom' Blended Learning

The most well-known implementation of blended learning, called "flipping the classroom," begins with student learning taking place outside of the classroom or at home using previously delivered content. Students deepen and practice problem-solving on campus with lecturers and/or classmates after completing the online learning process off campus. Therefore, it can be said that traditional education plays a "opposite" role in the classroom. In essence, this learning still follows the conventional learning structure but takes place in a different setting.

f. Individual Rotation Blended Learning

The Individual Rotation model allows students to rotate through stations, but according to an individual schedule set by the lecturer or by a

software algorithm. Unlike other rotation models, students do not need to cycle to each station; they simply cycle to the scheduled activity on their playlist.

g. Project-Based Blended Learning

Project-Based In a blended learning environment, students create, replicate, and finish specific project- or product-based learning assignments using online learning as well as in-person instruction and collaboration. Online education can take the form of self-directed access to the necessary learning resources, online education with forms or materials already prepared, or both. The utilization of online resources to facilitate project-based learning is the major aspect of this learning.

h. Self-Directed Blended Learning

For the purpose of completing formal learning objectives, students combine online and in-person learning. Both in person and online, they interact with professors. Since self-directed learning is the norm, lecturers' and online learning's respective responsibilities are flexible, and no official online meetings or learning is required. How the professor in this study evaluates student learning and achievement without compromising authenticity is one of the things that presents difficulty. The task for students, meantime, is to identify products, processes, and prospective models that can motivate them to practice consistency in their learning. Students must also comprehend how and why certain things work, as well as how to adapt appropriately to situations that do not conform to expectations or ideal circumstances. Some students do not need

guidance, while others need support through very clear lines so that they can carry out their own learning autonomously.

i. Blended Learning Inside-out

Inside-Out blended learning combines the benefits of face-to-face physical and digital learning to provide learning that is finished or ends outside the classroom. The Inside-Out and Inside-Out paradigm, however, continues to place a strong emphasis on classroom instruction, with online learning serving as reinforcement. The online learning component may take the shape of formal eLearning or self-study. Project-based blended learning is a very good illustration of the Inside-Out approach when considered from the perspective of the learning pattern. Similar to Outside-In, this paradigm still needs regular face-

to-face encounters for expert advice, learning feedback, content education, and moral and psychological support.

j. Outside-In Blended Learning

The non-academic physical and digital environments that students use on a daily basis serve as the starting point for learning in outside-in blended learning, which concludes in the classroom. Learning will be richer and deeper as a result in the classroom. Face-to-face sessions offer the chance for sharing, being inventive, working together, and providing feedback to each other, all of which can enhance the standard of student learning. Each learning "region" can contribute significantly from its own complimentary capabilities when it is appropriately planned. This pattern of learning still requires daily face-to-face contacts for direction, instruction, and support.

#### k. Supplemental Blended Learning

In this strategy, students either fully finish their online learning to supplement their in-person learning or fully complete their in-person learning to supplement their online learning. The word "complementary" is key here. In one "room" (face-to-face or online), the completion of learning objectives is essentially fully accomplished, whilst the other "space" offers pupils a particular supplementary experience. If they only use one "space," they won't gain this extra experience.

#### l. Mastery-Based Blended Learning

Students alternate between in-person and online learning. accomplishment of mastery-based learning goals. The structure and ratio of face-to-face and online learning are based on the acquisition of specific competencies. In every mastery-based learning process, assessment design

is crucial. Depending on the learning designer's mentality, using digital and face-to-face evaluation technologies might be extremely challenging.

### **C. Previous Study**

In composing this research, there are some previous researcher related to the research. Three of them will be mention here. The fist of research was conducted by Sinarwati (2018), the title of the research is Analysis Of Students' Behaviour To Use English In EFL Class At SMK Muhammadiyah 2 Bontala. The difference between this thesis with this research is that the type of research is that the thesis use a the questionnaire, coding, and interpretation in research instrument of data collection, while the researcher uses observation checklist and in-dept interview research instrument of data collecting. The second difference is that object in the research that object in thesis is general of motivation and attention in EFL learning, while in this research the researcher



researching indicator and aspects of EFL students' behavior under blended learning environment. The third difference is that the topic is carried out, in the thesis, the subject is teachers and students of SMK Muhammadiyah 2 vocational school Bontoala Makassar and the researcher takes the topic as teachers and seventh grade students from SMPN 29 Bengkulu Tengah . The similarity between the research in this thesis is that it deals with the learning behavior of EFL students from the perspective of motivation and attention, which means the researchers focus on students' motivation. This study and this thesis also use qualitative research methods.

The second research was done by Putu Subakthiasih and I Gusti Ayu Vina Widiadnya Putri (2020), the title of the research is An Analysis Of Students' Motivation In Studying English During Covid-19 Pandemic. The difference between this journal and this research is the type of research method, this journal

used a quantitative method this study is a survey method and the sampling technique used in this study is to take random sample, while in this study, the researcher uses qualitative method. The second difference is that the topic is taken, in the magazine, the topic is the form of English students in the first semester at the Faculty of Foreign Languages, Mahasaraswati University to learn English during the covid-19 pandemic, while In this study, researcher. The theme is teachers and seventh graders at SMPN 29 Bengkulu Tengah. The similarity between this journal and this research is that it deals with studying student learning behavior in terms of motivation and attention. This means that researchers focus on students' motivation to learn in English as a foreign language.

The third research conducted by Tri Nengsih Puspita Sari (2021), the title of the research is An Analysis Of English Students' Motivation In Speaking

Class During New Normal Era. The difference between this thesis and this study is that the type of research is that the thesis uses a quantitative descriptive method, while in this study, the researcher uses a qualitative method. The second difference is the specific topic and object of this thesis, the researcher takes the topic in the second part of IAIN Bengkulu and the object is the motivation of English students in the process of oral expression, In this study, the researcher took the subjects of teachers and seventh grade students at SMPN 9 Bengkulu Tengah and specifically the learning behavior of EFL students examined under the aspects of Indicators of motivation and attention. The similarity between this thesis and this study is that it deals with students' learning motivation in learning English, which means researchers focus on students' learning motivation.

The Fourth research conducted by Nadhirin (2018), the title of the research is Values Based Superior

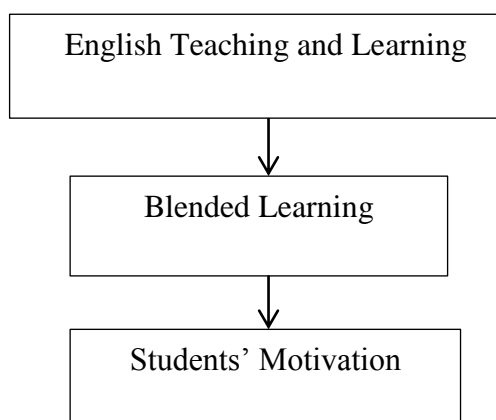
Students' Learning Behaviour. The difference between this journal with this research is that subject of the research. The subject of the research is what sets this journal apart from this research. The leaders, teachers, students, and stakeholders at MA NU Banat in Kudus, Central Java, Indonesia served as the study's subjects. The seventh-grade students at SMPN 29 Bengkulu Tengah served as the study's secondary subject. The second distinction between the research is its goal. In this journal the purpose of the research is to finding (1) the organizational learning behavior of excellent students and (2) the source of values that underlie their learning attitude and conduct are the study goals of this publication. (3) Excellence in school-based student learning behavior and (4) learning interactions between teachers and more advanced students in the classroom. This study aims to examine how students behave when studying the English language in a mixed learning

environment, specifically in terms of motivation and attentiveness. This publication and this research have commonalities in terms of how students learn. The second similarity is in the research's technique. The researcher used a qualitative methodology in this journal and a qualitative methodology in this research.

The fifth research conducted by Omar Hussein Al Noursi (2020), the title of the research is *The Impact of Blended Learning on the Twelfth Grade Students' English Language Proficiency*. The distinction between this journal and this research is that this journal's aspect object is English language competency in a blended learning setting. While the research's focus is on how students behave when learning EFL through blended learning, from the perspectives of motivation and attentiveness, The second distinction is in the research approach. This publication employed a true-experimental approach, whereas the research used a qualitative

approach. The commonalities between this publication and the study of English teaching pupils through blended learning.

#### **D. Conceptual Framework**



**Figure 1. Conceptual Framework of The Research**

In this study, the researcher wanted to examine students motivation of students in learning English as a foreign language in blended learning. In blended learning learning will lead to students motivation in learning EFL. This research focuses on how students' motivation using blended learning in English learning model, whether

students have high motivation and students' motivation are actually low during the blended learning process. This analysis is expected to assist teachers in understanding the internal and external factors of students' motivation and attention in learning English in blended learning.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The research methodology was qualitative descriptive research. Qualitative approaches or attempts to identify and comprehend fundamental phenomena. According to Creswell (2008) quoted in Uddiniyah & Silfia (2019, p. 148), in order to comprehend the primary phenomenon, researcher would carry out direct field observations and interview participants using the list of pre-established questions. Open-ended general inquiries. Following that, the participant information was gathered. Words or text typically serve as the form of information. The verbal or written data is subsequently subjected to analysis. The analysis's findings can take the form of a description.



Qualitative research is a means for examining and comprehending the significance that particular people or groups assign to a social or human issue. The research process includes developing questions and techniques, data collection often taking place in the participant's environment, inductive data analysis building from specifics to general themes, and the researcher's evaluation of the significance of the findings (Creswell, 2009).

This research collected researcher data using field observations, detailed interviews, and documents on student motivation in learning EFL using blended learning at SMPN 29 Bengkulu Tengah. In this study, the researcher acted as interviewers and observers. The data is then analyzed and displayed in a descriptive format. To understand the core phenomenon, the researcher made direct field observations and interviewed participants by asking the list of questions before interviewing the participants survey.

General questions and unresolve questions. After that, the information submitt by the participants be collected. Information is usually in the form of words or text. The data in the form of words or text is then analyz. The results of the analysis can be in the form of a description.

## **B. Object and Subject of The Research**

### **1. Object of The Research**

The object of research can be expressed as the social situation of a researcher who wants to know what is happening there. In this research, researchers can closely observe the activities of people staying in a certain place (Sugiyono, 2019). The object of this study is students motivation using blended learning in learning EFL at junior high school (SMPN) 29 Bengkulu Tengah. At the time of the observation, the researchers observed almost all seventh grades in junior high school (SMPN) 29 Bengkulu Tengah.

## **2. Subject of The Research**

To determine informants who are competent and in line with the data demands in order to obtain the correct data (purposive). The researcher makes observations while observing an English teacher and seventh grade students who use blended learning to learn English. The researcher collected information from an English teacher and three seventh grade students who had the highest, medium and low average grades of report. The purpose of this study is to ascertain how motivated students are to learn English in blended learning environment at junior high school (SMPN) 29 Bengkulu Tengah. Thus, English teachers and seventh-grade students who use blended learning for EFL learning are the research subjects who are deemed competent and in authority in that context.

The individuals that are sampled for a study are known as research subjects. The participants in this study were chosen through purposeful sampling. In other words,

the researcher decides the sampling by establishing particular features in line with the researcher's aims in order for it to be anticipated to be able to address the research problem.

### **C. Research Instruments**

Due to the fact that the data for this study were gathered through direct observation, interviews, and documentation of the instruments that was used in the form of interviews, observations, and guidelines that was explain the suitability or correlation of the rules made and the activities carried out of students motivation in EFL learning using blended learning, it is important to note that these data sources are not necessarily reliable.

Since the problem, the research focus, and everything else in qualitative research still need to be formed throughout the inquiry, the researcher himself is the primary instrument. The principal tool in qualitative research is the researcher themselves, who employs

straightforward tools to supplement the data gathered through observation and interviews (Nasution,1998 in Sugiyono, 2019, p: 223-224). The researcher used observation, interviewing, and documenting as some of the tools in this study. Researcher was utilize a variety of tools to collect data, including observation logs, audio recordings, cameras, notebooks, and more.

### **1. Observation**

The act of making open-ended, first-hand observations of people and environments at a research site is known as observation. It follows that in order to gather information about the scientific approach used in the English teaching and learning process, observation was necessary ( Creswell, 2009). In this research, the researcher employs an observation checklist, which used to document the activities carried out by the resource subject (Teachers). Researcher observations of the motivational features

of students' learning in EFL using blended learning were made by watching and recording. In these observations, the researcher looked at the seventh-grade students at SMPN 29 Bengkulu Tengah to discover how motivated they were.

The researcher creates an observation checklist of students' motivation to assess the motivation of seventh graders at junior high school (SMPN) 29 Bengkulu Tengah. The researcher was utilize the “√” symbol when completing the observation checklist.

## **2. Interview**

The interview is a versatile strategy for gathering data since it allows for the use of verbal, nonverbal, spoken, and auditory channels. The interview's timeline can still be controlled, allowing for spontaneity, with the interviewer can demand not only thorough responses but for comments on serious and

complicated matters. In essence, the interview is a potent tool for researchers (Cohen et al, 2007. p, 349)

In this study, the semi-structured interview (In-depth interview) method be used for the interview process. This interview's goal is to identify issues more frankly and openly. The category of in-depth interviews includes this kind of interview. Because it is simple to customize to the respondent, this sort of interview is categorized as being easier to utilize. In this study, the researcher records and conducts in-person interviews with participants. In this study, interviews with seventh-graders at SMPN 29 Bengkulu Tengah was be conducted to gather information about EFL blended learning in English teaching.

**Table 3.1**  
**Interview Guide Grid**

Variable	Aspects	Indicator
EFL Students' Motivaton in Blended Learning Environment	1. The procedures of English teachers to apply blended learning in EFL	a. Media of Learning b. Method of learning pembelajaran c. Procedure of learning
	2. Students' Motivation by Meece and McColskey theory	a. Attendance and discipline b. Participation and completion of work c. Task persistence and acceptance of errors d. Quality of task involvement e. Independent learning f. Interest and liking

### 3. Documentation

In qualitative research, the documentation method supports and complements the use of observational and interviewing techniques. Documentation data collecting



methods include methods for gathering information through text, images or photos, files, and other media (Sugiyono, 2019: 240). Data can be gathered through files, pictures or photos, diaries, and other papers as supporting data in collecting research data. Researchers collect data through documents owned by English teachers or school documents regarding the data required in the research to be carried out. Additionally, when conducting study, researchers often affix supporting material in the form of photographs or other images.

#### **D. Data and Sources of Data**

##### **1. Data**

Data are pieces of information, proof, or facts gathered through research or experimentation that can be evaluated to help explain a phenomenon or prove a theory. It implies that the information gathered must be suitable to serve as the solution to the problem statement (Sugiyono, 2019). The researcher of this

qualitative study gathered the information in the form of words, texts, and images.

The information in the data shows how student conduct is terms of students motivation during EFL instruction utilizing blended learning at junior high school (SMPN) 29 Bengkulu Tengah. Given that this is a qualitative study, the researcher gather information about relevant party research through interviews, observations, documentation, and file collecting. According to Suryabrata (2009), quoted in (Rani, 2021), the following data sources:

a. Primary data

Primary data is data collected directly from observations made by researchers. In this study, researchers observe the students motivation in EFL learning in a blended learning environment at junior high school (SMPN) 29 Bengkulu Tengah.

## b. Secondary data

The researcher obtain secondary data for their works either directly from interviewees or from files, manuscripts, or other sources. Teachers, rules, activities, facilities, and other topics pertaining to students motivation in EFL learning using blended learning at junior high school (SMPN) 9 Bengkulu are discussed in the supporting information. which is:

- History of junior high school (SMPN) 29 Bengkulu Tengah
- Data Teachers and students
- Programs and regulations applied by school principals and English teachers.

## 2. Source of Data

The data here the researcher got directly and indirectly from:

a. Interviews

Those being interviewed here are English teacher and seventh-grade junior high school students (SMPN) from 29 Bengkulu Tengah, who are connected to the information the researcher is trying to gather.

b. Responden

Seventh graders and English teacher at junior high school (SMPN) 29 Bengkulu Tengah who are participating in a blended learning environment for EFL learning are the respondents in this research.

c. Documents

The blended learning learning environment is where certain information or statistics concerning junior high school (SMPN) 29 Bengkulu Tengah and issues connected to student conduct in studying English are found

during and after the pandemic. Data for documents is gathered from a variety of official and unofficial records, as well as from articles and other works.

## **E. Data Collecting Technique**

### **1. Observation**

According to Marshall (1995) quoted in Sugiyono, (2019, p. 226), defined observation as a method for teaching researchers about behavior and its significance. Beginning with the circumstances or conditions of the junior high school 29 Bengkulu Tengah, instructors, students, facilities, and of course questions that need to be seen firsthand at the research site to be answered. The researcher did create an observation log, though. The observation sheet serves as a checklist for observations. From the perspectives of motivation and learning attention in blended learning, researchers examined the teaching and

learning process of EFL on students motivation. The researcher used an observation checklist for this study, which included a list of teachers' and students' observations.

The researcher make observation checklist of students' motivation to looked the students' motivation of seventh grade at SMPN 29 Bengkulu Tengah, in filling out the observation checklist, the researcher use the “√” sign.

## **2. Interview**

According to Esterberg, (2002) qouted in Sugiyono, (2019, p. 231), stated that an interview is a meeting between two people to exchange ideas and information through question and answer to obtain information and meaning in a topic. According to Susan Stainback 1998 qouted in Sugiyono, (2019, p. 232), Interviews are a type of data collection used in qualitative research methodologies to learn more in-

depth information about participants in describing events and circumstances and to gather data that cannot be obtained through observation.

In-depth interviews are used by the researcher to obtain data for this study. interview with a loose structure (Semi-structure Interview). A category of in-depth interview is an interview that is semi-structured. Researchers have more freedom to gather information when conducting in-depth interviews than when doing structural interviews. When conducting interviews, researchers must pay close attention and take notes on what the informant says.

### **3. Documentation**

In qualitative research, document research is a form of data collecting that is used to supplement the use of observational and interviewing techniques. Documents can be written pieces of work, artwork, sketches, rules & guidelines, files, and more. The

documentation itself serves as a repository for additional in-depth details concerning data that has already been gathered from a variety of sources. The junior high school 29 Bengkulu Tengah's organizational structure, student and teacher data, the curriculum, rules, the school's vision and mission, the physical address, and other information are all part of the data gathered here.

#### **F. Data Analysis Procedure**

In qualitative research, data analysis is done before going into the field, while in the field, and after returning from the field. Before the researcher went the field, data analysis was done for qualitative study. Data from the preliminary study or secondary data are analyzed in order to decide the direction of the research. However, this study's focus is still merely transitory and will change as researchers work in the



field (Sugiyono, 2019). The next stage is to process and analyze the data once it has all been gathered.

### **1. Data Reduction**

Prior to doing data analysis, researchers reduced the amount of data by summarizing, focusing on, and deleting unimportant information from data from observations, interviews, and documentation. Data reduction is the process of summing up, choosing, and concentrating on the simplicity and transformation of raw data that results from fieldwork-related written records. Reduction is done because data collection starts with summaries, coding, themes, classifications, etc., with the intention of excluding useless data/information. As a result, the condensed data will present a clearer picture and facilitate the collecting of further data by researchers (Sugiyono, 2019).

## **2. Data Display**

The researcher's next step is to display the data after it has been reduced. In this study, the researcher was give the data in the form of a narrative text that allow readers to make inferences and recommend course of action. According to Miles and Huberman qouted in Sugiyono, (2019, p. 249) state that the presentation of qualitative data takes the shape of a narrative text. However, there are several display formats that can be used, including graphs, matrices, tables.

## **3. Conclusion Drawing/Verification**

The last step is drawing conclusions. A conclusion will be credible if it is based on and supported by evidence at the beginning of the data collection process. Drawing conclusions in the form of interpretation activities, namely discovering the meaning of the data that has been presented, are

temporary in nature and can change if no strong evidence is found regarding the data obtained. at the time of data collection and data collection, strong and valid. As a result, the research's conclusions might be able to address the problem formulation that was posed at the outset, but they might not be able to do so because, as has been mentioned, the problem and problem formulation in qualitative research are still ad hoc and evolve while the research is being conducted in the field (Sugiyono, 2019).

By examining information from the observation and interview methods, the researcher draws a conclusion and confirms the answers to the study questions. From the perspectives of motivation and attention, the researcher's conclusion about students motivation in EFL learning in a blended learning environment may be understood. Researcher intend to draw conclusions from the data they have collected

about students motivation in EFL classes at junior high school (SMPN) 29 Bengkulu Tengah using data gathering tools and methods.

### **G. Data Validity**

Objective truth must be revealed via qualitative research. The veracity of the data is therefore crucial in qualitative research. The credibility (trust) of qualitative research can be attained by the veracity of the data. Triangulation is used in this study to determine the validity of the data. Triangulation in credibility assessment is the process of comparing information from different sources, in different ways, and at different times (Sugiyono, 2019). Technical triangulation was used to verify the accuracy of the research data. Technical triangulation involves using many methods to examine data from the same source. Where necessary, the researcher used observation to

confirm the veracity of the information gleaned from earlier interviews.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **A. Finding**

##### **1. The procedure of English teachers to apply blended learning in Teaching and Learning EFL**

Based on the findings of interviews with English teachers at junior high school 29 Bengkulu Tengah performed by researchers. Blended learning has been used by English teachers at junior high school 29 Bengkulu Tengah up until this point in the pasca new normal era. The type of learning in question is blended learning, which combines online and in-person instruction. This is in line with the claim that blended learning combines in-person and online instruction (Ossiannilsson, 2018). To support the implementation of blended learning, English teachers at junior high school (SMPN) 29 Bengkulu Tengah used media

model and methods that can be applied according to conditions. Based on observations and the results of teacher interviews, researchers found several media methods and models applied by English teachers in blended learning in seventh grade junior high school 29 Bengkulu Tengah. That are as follows:

**Table 4.1**

**Data collected of English Teacher Procedure Apply blended learning at Junior High School 29 Bengkulu Tengah**

The procedure of English teachers apply blended learning	Description
a. Blended learning application media	zoom and whatsapp group.
b. Blended learning application method	English teachers are sending and explaining learning materials via whatsapp and zoom meetings and review the material in offline learning
c. Blended learning implementation model	Flipped classroom
d. Problems with	Internet constraint, quota

implementing blended learning	internet
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**a. The media used by the teacher in the applying of blended learning in learning English**

Based on the findings of interviews conducted by researchers with English teachers of the seventh grade at junior high school 29 Bengkulu Tengah, the use of blended learning tools by English teachers, such as learning tools that combined the use of video and audio media sent via WhatsApp groups and the use of the Zoom application, so that students and teachers can meet in person and communicate online in distance learning, is supported by the claim that (Bruggeman et al., 2021).

**b. The English Teacher Method Applied Blended Learning**

Based on the findings of interviews, English teachers have implemented online learning media such as zoom meeting, whatsapp and video applications. In



addition, English teachers also apply blended learning pasca new normal era. For now, it has been fully face-to-face but the application of mixed learning is still being implemented so that students have the ability to develop

education in the 21st century that uses technology in learning activities. online learning activities carried out by English teachers are sending and explaining learning materials via whatsapp and zoom meetings with a limited time duration. And face-to-face learning such as re-explaining the material that has been sent through the whatsapp group and then discussing it together during face-to-face learning, after the core activities in learning are carried out by giving exercises to students. This was stated English teacher in junior high school with the initials IS

“In the past, blended learning was used by dividing the class into two parts and alternating between face-to-face and online instruction. This

is done to help the government's efforts to stop the spread of Covid-19. As face-to-face teaching is now adopted by all students, blended learning is still being used, and efforts are still being made to ensure that students will be able to use technology effectively to address the challenges of 21st century education. When using blended learning, techniques like teaching information and transmitting it over WhatsApp or Zoom Media are used. The teacher then acts as a facilitator during face-to-face instruction, directing and guiding pupils regarding material that has not been understood. more in-class practice through discussion topics, practice questions, and tests” (IS (English teacher), 07 june 2022)

**c. The blended learning model applied by the English teacher**

Based on findings from interviews and observations with English teacher at junior high school 29 Bengkulu Tengah, blended learning is being used to teach English through a whatsapp group and the Zoom app. Through the zoom app and a whatsApp group, the teachers distributes the content and provides an explanation. An English teacher with the initials IS said this:

“Before class began, students studied the topic at home. In class, teaching and learning activities include accomplishing assignments, discussing the content, or working through problems that the students did not understand” ((IS (English teacher), 07 june 2022).

Based on the findings of the interview with the English teacher, it can be concluded that the learning in question is blended learning using the flipped classroom model. According to Herried (2013) quoted in Sutisna et al., (2019), Flipped classroom is a teaching model in which

teachers using digital media such as videos, e-books, or other learning resources as a starting point and preparation for in-class activities, teachers offer tasks to students as part of the flipped classroom teaching methodology (face to face).

**d. Obstacles in Applied Blended Learning**

Based on the findings of the researchers' observations and interview with English teachers. Despite a number of challenges in the learning process, such as signals, quotas, and not all students having cellphones or laptops, the implementation of blended learning in EFL learning at SMP 29 Bengkulu Tengah. This was stated by a seventh grade English teacher who stated:

“Currently, blended learning employs media combined learning, such as through sent material whatsapp groups, then the teacher explained through zoom meetings, and discussed it together when studying in class. We have implemented

blended learning where learning is divided into online and offline classrooms. We used whatsapp and zoom during blended learning, but some people didn't have laptops or mobile phones, thus there were signal limitations”((IS (English teacher), 07 june 2022).

According to the English teacher's assertion and the facts gathered on the ground, signals, quotas, and a lack of online learning resources are the main challenges that pupils must overcome. The ability to adopt blended learning has been done quite well, and there are no facilities-related challenges for teachers. However the obstacles to implementing blended learning are caused by student factors.

## **2. Students' Motivation in Learning EFL Using Blended Learning**

**Table 4.2**

### **Students' Motivation based Indicator Theory from Meece & McColskey on Learning EFL in Blended Learning environment**

No	Indicator	Attainment
1	Attendance and Discipline	Fairly Good
2	Participation and completion of work	Fairly Good
3	Task persistence and acceptance of errors	Fairly Good
4	Quality of task involvement	Fairly Good
5	Independent learning	Fairly Good
6	Interest & Liking	Fairly Good

Based on observations and interviews with English teachers at junior high school 29 Bengkulu Tengah. Blended learning has an impact on student learning behavior, this is because students have to adapt in a short time to changes in the learning system. Because so far

students only study face-to-face in class after the COVID-19 pandemic , students must study from home using online media. Students' learning behavior in EFL learning in blended learning viewed from motivation and attention.

In order to acquire English as a foreign language, motivation plays an essential role in learning English as a foreign language. However, as was mentioned, one of the most crucial elements that will impact students English performance or achievement is motivation (Aalayina, 2021). Because students who have only studied face-to-face in the classroom must quickly master blended learning utilizing online media, the use of blended learning in the has an impact on student motivation in learning. After roughly a year of online learning, classroom learning activities for students were once again conducted. Currently, teachers begin their education by observing the differences between face-to-face and online

learning. If the learning process activities are effectively planned, guided, and structured as well, learning activities can be carried out successfully and smoothly. Of course, teachers must use media and a variety of techniques depending on the subject matter of the content to be studied in order to motivate students in blended learning. So that they may establish a pleasant learning environment and a conducive class for learning using both offline learning and online tools like Zoom, students can be actively interested in replying to teachers during question and answer activities.

Based on statements made by the English teacher, interviews with teachers in the seventh grade revealed that children still showed interest in learning English through blended learning and the flipped classroom model.

- Researcher: “Did students have motivation when learning blended learning?”



- English Teachers: “Students were engaged and promptly turned in their tasks. Before engaging in face-to-face education, students enthusiastically follow teacher instructions when material is provided through whatsapp groups and zoom. Some pupils, meanwhile, lacked enthusiasm and did not engage when the teacher sent them information via a WhatsApp group or used Zoom to explain it.”

Students with the initials CR, AS, and RD, who received the highest, middle, and lowest average report card grades, likewise indicated this. Despite certain learning challenges, students claimed to be motivated and content when using the Zoom application because it allowed them to apply what they were learning at home or at a distance, saving them the travel time to school.

- Students: “Yes, we appreciated learning how to utilize Zoom since it allowed us to learn remotely, apply online learning tools without having went to

school, and learn from home. However, there are several challenges with online or remote learning. Because of the limited signal and quota”.

Based on the findings of observation and interviews regarding student learning behavior at junior high school 29 Bengkulu Tengah, as viewed from the perspective of motivation, According to Meece and McColskey (1997). The following information was gathered in the field:

**a. Attendance and Dicipline**

Based on the results of the study, researcher observations, and discussions with English teachers at SMPN 29 Bengkulu Tengah. For face-to-face and online classes, students are on time. Assignments are also submitted on time by students. However, when the teacher shared information via Zoom and WhatsApp groups, some students were present in the class after the

lesson started. An English teacher with the initials IS had this to said:

“When I deliver subject matter through the whatsapp group, students respond with enthusiasm and get enthused about participating in learning activities through the zoom application. When given material through the WhatsApp group, some students didn't answer, but they arrive on time for the zoom meeting. In integrated learning, just a small minority of students are bored and unorganized. Students are eager and disciplined in their learning activities, both online and in person, but they are not completely disciplined and enthusiastic in their learning activities.”(IS(English teacher,07 June 2022).

**b. Participation and completion of work**

According to the observation checklist's findings, students in the seventh grade engaged in-person discussions in class and were able to finish assignments and practice questions that the teacher provided. The learning materials that the teacher distributed to the class' WhatsApp group can now be understood by the students as a prelude to their in-person instruction in the classroom. In order for students to successfully answer the practice questions that the teacher provides throughout the flipped classroom model's evaluation process of blended learning learning activities. Some students on the other hand, appeared feeble and uninterested in the discussion activities; they simply remained silent without making any inquiries or voicing any

ideas. This was expressed by an English teacher who stated that:

“Some students choose to remain silent in class rather than engage in the discussion activities. However, other kids participate enthusiastically in debates in class, actively ask questions, and voice their ideas”(IS(English teacher, 07 June 2022).

**c. Task persistence and acceptance of errors**

Based on data gathered by researchers through field observations and interviews, students are conscientious about completing the tasks assigned by teachers during face-to-face instruction, and they actively inquire about any material they don't understand when their teacher explain it during whatsapp groups or zoom meetings. The English teacher's state made during the interview supports this:

- Researcher: “How is the persistence of students in doing assignments when implementing blended learning?”
- English Teacher: “In the implementation of blended learning, Students pay attention to their study habits when using blended learning. Students regularly check to looked if they understood the topic when taking online classes. Even when students try to complete tasks that are considered difficult during face-to-face learning, some students have not been able to fully comply with the teacher's directions when using blended learning. This is due to a number of constraints, such as signals during online learning”.

**d. Quality of task involvement**

During the discussion in class, students try to got the highest score. Students tried to complete challenging activities without asking the teacher

and friends for help. It is based on the statement of the English teacher.

**e. Independent learning**

Students are interested in learning materials since they have a grid of information that must be covered in class or during face-to-face instruction.

The English teacher revealed the following:

“I used practical methods like talks, practice questions, and exams when I'm studying in class.

When I questioned students about the information I had provided via a whatsapp group or zoom, they were able to respond. This indicates that pupils have read and are looking for more learning resources” (IS (English teacher, 07 June 2022).

**f. Interest and Liking**

Based on the findings of the observation checklist, students are willing to comply with the teacher's instructions. The majority of the pupils are eager to

study, yet others didn't react when the teacher teaches the material using whatsapp and zoom. Because they have studied and comprehended the content that the teacher communicated through online media first as a provision for face-to-face learning in the classroom, students are becoming more curious and have the confidence to ask questions and participated in discussion activities. This is supported by the statement of the English teacher.

“When studying in person, students ask a lot of questions and are pleased to complete the teacher's tasks out of an enthusiasm in learning. as a result of the teacher providing the information in advance so that the students can comprehend the content that will be covered in class”(IS, 07 June 2022).



Based on the indicator theory that was applied, it can be inferred from the research findings that not all students are motivated. But not all students are motivated to study English through blended learning. Because some students lack enthusiasm throughout teaching and learning activities, whether they take place offline or online.

## **B. Discussion**

From the previous explanation, the analysis of EFL students' learning behavior in blended learning is viewed from the aspects of motivation and attention. Which is presented using the theory of experts. According to Meece and McColskey (1997, p.18) there are six indicators of students having high motivation. Following is the explanation of the application of blended learning by English teachers, student motivation based on the theory of experts:

## **1. The procedure of English teachers to apply blended learning in Teaching and Learning EFL**

Students were the main focus of blended learning. It was expected of the students to take charge of their own education. Students must actively participate in their learning both inside and outside of the classroom in the blended learning environment. Blended learning is a system learning in which a merging process occurs. This consolidation learning system consists of traditional and modern learning processes, where learning is carried out face-to-face or offline and virtual learning is carried out online. Simply put, blended learning is a combination of face-to-face and virtual learning (Ossiannilsson, 2018). Although the main focus in blended learning was students, teachers must also have the ability to apply blended learning. The media and strategies used must be in accordance with the learning objectives to be achieved.

From the results of the research, it can be concluded that the procedure applied by the English teacher using blended learning has been implemented properly. The teacher used online media such as zoom and whatsapp group. The teacher then uses face-to-face instruction in accordance with the schedule. In this research, blended learning was used to deliver content face-to-face, upload it to an e-learning platform (WhatsApp group), and teach participants how to use the Zoom app. The instructor advises downloading the e-learning material before studying it. The teacher then gives the class the opportunity to ask questions about any concepts they may have trouble understanding. Although blended learning has been successfully adopted, there have been a number of challenges, including infrastructure and facilities that were not controlled by the students.

In relation to this, there are a number of online learning media that can be selected, including: a. whatsapp group is the first and most popular online learning media. b. Google's suite for education is the following piece of online educational content. c. Ruangguru is the following Online Learning Media. d. Zenius is a possible future option for online learning media. e. Another popular online learning tool is zoom. (Hakim & Serasi, 2021). Based on the results of the research, the media used by the English teacher in the application of blended learning in learning English are whatsapp media and zoom applications.

According to Staker and Horn quoted in (Kausar et al., 2021), in blended learning models, there are several types of learning implementation models that can be used. The first model is rotation model, which is a combination of online learning and face-to-face rotation, this model is divided into 4 types, station-

rotation model; lab-rotation model; flipped-classroom model; individual-rotation model.

Based on the research results, blended learning applied by the English teacher at junior high school 29 Bengkulu Tengah is blended learning using a rotation model of the flipped classroom type. Flipped classroom is a A blended learning model known as the "flipped classroom" uses both in-person and online interactions to facilitate learning. Through online resources, students can learn at home. Then, in face-to-face instruction, the teacher will reviewed the subject, lead students through exercises, facilitate discussions, and assess their comprehension. According to Herried (2013) quoted in Sutisna, et al (2019), In a flipped classroom, teachers give students assignments that required them to actively engaged with the learning resources such as videos, e-books, and other digital media that are supplied to them. as

an introduction and setting for classroom activities (face to face).

## **2. Students' Motivation In Learning EFL using**

### **Blended Learning**

Students who have motivation, for example, students who was disciplined and active students, students who have high motivation was very good for the success of the learning process, students are given the opportunity to issue questions and statements. So that it trains students to be actived, enthusiastic and think logically in learning. According to Meece and McColskey (1997) there are six indicators of motivation, namely: Attendance and discipline, participation and completion of work ,task persistence and acceptance of errors, quality of task involvement, Independent learning, and Interest and Liking. The data from the informants' research in interviews with teachers can be seen that teachers carry out the

blended learning process in EFL learning, for now blended learning is more focused on the learning media used by teachers in delivering material. For example, combining learning media material in printed books with explanations of material made through videos.

The teacher claims that while blended learning can be successfully implemented in EFL instruction, there are a number of challenges that must be overcome, including signal and quota restrictions that certain seventh graders must deal with. While not quite perfect, the learning process was progressing successfully. The teacher initiated the learning activity and began the preparatory process by abstaining, after which the teacher communicated the learning objectives. The main task of the teacher was to directly convey the content to the students; in online learning, the teacher does a good job of this by using

zoom and whatsapp group. For offline learning, the teacher presented a brief explanation of the material in front of the class, assigned homework, and then the class discussed it as a whole at the following meeting. Students were given the chance to talk and ask questions by the teacher. The teacher presented evaluation questions and asked students about the content that had been explained in order to determine whether or not they had understood it. If any students had problems, the teacher was prepared to assist them. At the conclusion of the lesson, the teacher summarizes the material that has been covered and takes stock of what has transpired among the pupils in terms of the learning process.

Based on the data that the researchers have collected, it is possible to draw the conclusion that while the teacher's ability to apply blended learning is proceeding well, there were some challenges



experienced when applying blended learning have not been implemented optimally because there were numerous challenges faced by students when learning blended learning. Learning that mixes in-person and online instruction is known as blended learning. Face-to-face learning must be conducted without any obstacles in order to be effective, whereas online learning must overcome a number of obstacles, including signals and quotas, in order to function. Because online learning involves learning that occurs virtually while connected to an internet network, it is impossible to conduct without a signal or a learning quota.

This was consistent with the theory put forth by Halimah (2019), which stated that blended learning involved using media and internet facilities, combining online and offline strategies, so that there were two main components in blended learning

design, namely face-to-face and online learning Systems. This is based on the theoretical framework found on page 23 of CHAPTER II.

Conducted at junior high school 29 Bengkulu Tengah regarding student learning behavior viewed from the perspective of motivation, and using the theory proposed by Meece and McColskey (1997). The data obtained in the field are as follows:

**a. Attendance and discipline**

Based on the results of checklist's findings, students generally arrive at school on time, collect their assignments on time, and pay attention to the teacher when she or he is lecturing. However, not all students get disciplinary action for tardiness or failure to turn in assignments. This is consistent with the indicator theory, which was developed based on the theory of Meece and McColskey(1997), which states that the

motivational indicators are attendance and discipline, where discipline aspects include, at the most fundamental level, students who are motivated attend class, pay attention, and are not disruptive.

**b. Participation and completion of work**

Based on the result, students in seventh grade at junior high school 29 Bengkulu Tengah actively listened to the teacher's explanations, participated actively in discussion activities, such as asking classmates who were presenting, and followed the teacher's instructions when studying.

participation and work completion. Students that are motivated start assignments on their own with no encouragement, pay attention to instructions, participate in class discussions, and finish assignments on time (Meece & McColsky, 1997).

**c. Task persistence and acceptance of errors**

Students in the seventh grade at junior high school 29 Bengkulu Tengah were diligent and persistent in completing the assignments given by the teacher. Students also asked with the teacher if they had any questions about the lesson material after it had been explained. In order to achieve the greatest results, students continue to attempt challenging homework. According to Meece & McColskey (1997), Task perseverance and accepting mistakes. The amount of time a student devotes to an activity, particularly one that is challenging, is a key sign of motivation. When faced with a challenge, highly driven students persevere and explore many solutions before asking for assistance.

**d. Quality of task involvement**

According to Meece & McColskey (1997) Quality of task involvement. Students can either invest effort in learning or find shortcuts to get the task done without expending a great deal of effort. The amount and quality of effort students expend on learning tasks is an important indicator of motivation. Highly motivated students are willing to invest effort and to use the skills they have acquired. Based on the results of the research, it can be concluded that students compete in group discussion activities to get the best grades in class. Students compete in group discussion activities to get the best grades in class. Students participate in discussion and question and answer activities. However, some students thought it was cool to communicate with their friends and because other students are not focused on teaching and learning

activities, participation has not yet been fully implemented.

**e. Independent learning**

According to Meece & McColskey (1997), Students who are willing to learn more than is required are reluctant to stop working on a task, even when it is time to move on to something new. They also may bring in materials from home, complete work that is not required, or ask questions to learn more about a topic. Based on the findings of the research done through observation, interviews, and recording, it can be said that students who were enrolled in online learning looked for sources of self-study online, such as YouTube and other online media. Without consulting the teacher or their peers, students accomplish the assignments they are assigned on their own. However, some students consistently

seek help from their teachers and peers to complete their homework.

**f. Interest and Liking**

According to Meece & McColskey (1997), Interest and liking, highly motivated students take pleasure in their work, like studying, and displayed excitement. Students at SMP 29 Bengkulu Tengah in seventh grade were content with their online education. Students were thrilled about online learning since it was a new learning experience for them and because they could interact in person with teachers and other students. Both online and offline learning activities were undertaken by students with passion or enthusiasm.

**Table 4.3**

**Attainment of Students' Motivation in Learning EFL in  
Blended Learning environment**

No	Indicator	Attainment	Conclusion
1.	Teacher's Procedure to Apply Blended Learning in EFL Learning	Fairly Good	Fairly effective
2.	Students' Motivation in Learning EFL using Blended Learning	Good	

From the results of research that has been done, it can be concluded that students was disciplined in blended learning where students collected assignments according to a schedule. According to the teacher, the students enthusiastically engaged in and completed the homework. For instance, students were persistent and tenacious in gathering assignments given by the teacher



and students persisted in facing problems and hurdles in finishing tough assignments. These behaviors were consistent with the indications listed by Meece and McColskey (1997). In addition to the level of task engagement, teachers observations and interviews revealed that students were motivated by a desire to achieve the best outcomes, particularly in group discussions. The teacher said that students learn on their own when, for instance, they finish homework on their own initiative without consulting the teacher or other students. Students were drawn to and enjoyed studying EFL through blended learning because they were willing to follow instructions from the teacher, showed enthusiasm or love for the lessons, and displayed courage and curiosity as they progressed through the learning process. Based on the field research findings, it can be said that students were motivated to learn according to Meece and McColskey (1997). This is

written on a theoretical foundation on page 15 of  
CHAPTER II.

Based on the analysis of research results that have been obtained through observation, interviews and documentation, not all students have high motivation. According to signs based on theory, students are motivated to learn utilizing blended learning. However, other students are less enthused about blended learning, for instance, they frequently arrive late for offline study sessions and join zoom meetings after they have already started. most students are already motivated based on the Meece and McColskey (1997) indicator, but not all students may be already motivated. This shows that the seventh grade students at SMP Negeri 29 Bengkulu Tengah have not fully achieved the motivational goal of learning English through blended learning.

Based on the results of the research, it was shown that blended learning could motivate students in learning even though they were not maximally motivated. After using blended learning, the average learning motivation of students increased. The increase in learning motivation using blended learning has also been investigated by Ayu Parawanti (2019) with a study entitled "The Effect of Blended Learning Based E-Learning Model on Student Motivation in the State Islamic Education Study Program (IAIN) Parepare". In this study, it was concluded that 1) The blended learning model-based e-learning, which accounted for 79 percent of the study's findings, was classified as medium in this study, it was determined. 2) The study motivation of students in the Faculty of Tarbiyah, Islamic Religious Education Study Program, Parepare State Islamic Institute, is moderate (74.4 percent) of learning motivation.

According to research by Baiq Rohmi Masban (2021) the title is "The Effect of Blended Learning in the Covid-19 Pandemic Period on Learning Motivation and Understanding of Students' Concepts," blended learning can, in general, boost students' motivation to learn. Based on the findings of the study, it was determined that The use of blended learning can enhance students' learning motivation and conceptual understanding, according to the study's findings. The average pupil has 63.24 percent motivation for early learning. Students' average levels of learning motivation rose after implementing blended learning. According to research findings, not all students are enthusiastic for blended learning, which is brought on by a number of challenges such signal and internet capacity issues. The results of this research a related study entitled "Blended Learning Applications in Higher Education: EFL Learner Recognition, Problems, and Suggestions"

conducted by Agus Rianto (2020), it was concluded that students are experiencing difficulties with blended EFL. Internet connection and online capabilities provided by the blended learning system.

Based on the data and results of research, it can be concluded that the teacher and students at junior high school (SMPN) 29 Bengkulu Tengah, has been used to blended learning. Flipped classrooms are the blended learning model that is applied to the setting and conditions of the current learning system at junior high school (SMPN) 29 Bengkulu Tengah, which has fully adopted face-to-face instruction. To improve their students' abilities to use technology and online learning resources, some teachers continue to employ blended learning. For this reason, the flipped classroom paradigm is used to implement blended learning. Flipped classroom is a reverse learning model in which the teacher acts as a facilitator while students learn in the

classroom. Typically, the teacher thoroughly explains the subject matter when students learn in the classroom, but in the flipped classroom learning model, the teacher has already thoroughly explained and sent the material to students' homes via online media like whatsapp and zoom. The teacher only goes over and discusses the material in person-to-person instruction after that. The teacher assigns practice problems and tests as part of evaluation activities to gauge how well the pupils comprehend the material that has been explained. According to Herried (2013) quoted in Sutisna, et al (2019), In a flipped classroom, teachers give students assignments that required them to actively engaged with the learning resourcessuch as videos, e-books, and other digital media that are supplied to them. as an introduction and setting for classroom activities (face to face).

Blended learning attainments of EFL students motivation in a blended learning environment in seventh grade can be seen that it meets the requirements of the motivation indicators, then students motivation in EFL learning in a blended learning environment in seventh grade at junior high school 29 can be seen that it meets the requirements of the motivation indicators, then student motivation in EFL learning in a blended learning environment in seventh grade at junior high school 29 Bengkulu Tengah was fairly effective; the use of blended learning can boost students' motivation in studying English, however this rise has not been considerable. And the implementation of blended learning has not been carried out adequately since there were various factors that hampered the adoption of blended learning in EFL learning. Constraints encountered were problematic signal access and no internet quota. Based on the result findings of the

research, students are motivated and interested in applying blended learning in English topics. Students' motivation are consistent with the theory's motivational indicators. However, some students are still unable to adjust to the blended learning learning system, resulting in students' motivation and attention not being fully optimized.

### **C. Research Limitation**

The research used qualitative methodologies and collected both observation, primary and secondary data through in-depth interviews. The following are some of the research's limitations:

1. The research was conducted after the Covid-19 pandemic occurred but the pandemic has not completely disappeared from the world of education.
2. Researchers also conducted interviews with teachers and students at the end of the semester



3. The observation subjects in this research were teachers and students in schools. The research subjects' attitudes and behavior outside of school were not directly observed. As a result, the information acquired is confined to information and data available at school and interviews, making it extremely feasible for the subject to behave differently at home and in his environment, preventing researchers from revealing the process and findings of a full study.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From all the descriptions in the previous chapter, the researcher can conclude that:

#### **1. The procedure of English teachers to apply blended learning in Teaching and Learning EFL**

Based on findings and the results Based on the research results, blended learning applied by the English teacher at junior high school 29 Bengkulu Tengah used zoom and whatsapp group media to explain the material and teacher method is review the material explanation in the classroom in face to face learning. Blended learning model using by teacher to apply blended learning is blended learning using a rotation model of the flipped classroom type. Flipped classroom is a A blended learning model known as the

"flipped classroom" uses both in-person and online interactions to facilitate learning. The procedure of English teacher to apply blended learning in teaching and learning EFL is Fairly good, but some obstacles in apply online media learning such as signal constraints and internet quota.

## **2. Students' Motivation in EFL Learning using Blended Learning Environment**

Based on the results of research on EFL students' motivation in blended learning environment at junior high school 29 Bengkulu Tengah, Researchers can draw the conclusion that students' motivation in blended learning environments is fairly good in terms of motivation, as students are enthusiastic in doing assignments, students learn independently by finding their own learning resources in doing assignments without asking the teacher and other friends, students are disciplined in learning and on time in collecting

assignments, students follow the instructions given by the teacher, and students are disciplined in learning and on time in collecting assignments. This is consistent with motivation indicator in Meece and McColskey (1997). However, not all students are highly motivated in blended learning since some students are less passionate, such as becoming asleep while learning or being late in collecting tasks.

## **B. Suggestion**

The researcher provides several suggestions based on the results of the research as follows:

1. For teachers, in order to better combine learning media so that students are more interested, interested and focused on paying attention to the explanation of online learning materials and offline learning.
2. Students are expected to be able to take advantage of various learning resources and learning media,

especially learning media that use online technology to anticipate future educational progress.

3. Hopefully further researchers can continue research with various inputs in student learning behavior in learning English. Considering that students' learning behavior in learning foreign languages is still not optimal, various implementations of blended learning in various types and forms can be used as research material in the future.

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**Appendix A (Observation Checklist of Students' Motivation and Attention)**

Tabel 3.1

Observation checklist of students' motivation

No	Aspect	Statement	Yes	No
1	Attendance & Discipline	<ul style="list-style-type: none"> <li>- Students come to school on time</li> <li>- Students collect assignments exactly according to the schedule</li> <li>- Students pay attention to the teacher when explaining the material</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> <li>✓</li> </ul>	
2	Participant & completion of work	<ul style="list-style-type: none"> <li>- The activeness of students in listening to the teacher's explanation and the seriousness of students in following the lesson</li> <li>- Active in group discussion activities</li> </ul>	<ul style="list-style-type: none"> <li>✓</li> <li>✓</li> </ul>	

		<p>and enthusiastic students if asked to come forward by the teacher</p> <ul style="list-style-type: none"> <li>- Students follow &amp; do the teacher's orders</li> </ul>	✓	
3	Task persistence & acceptance of errors	<ul style="list-style-type: none"> <li>- Students are diligent and tenacious in doing the assignments given by the teacher</li> <li>- Active ask the teacher if do not understand the lesson taught by the teacher</li> <li>- Students persist in the face of challenges and obstacles in completing difficult assignments</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	
4	Quality of task involvement	<ul style="list-style-type: none"> <li>- There is a desire to get the best results,</li> </ul>	✓	

		<p>especially in group discussions</p> <ul style="list-style-type: none"> <li>- Student activity in doing individual and group assignments</li> <li>- Strength, tenacity, and the ability to face obstacles and difficulties to achieve goals</li> </ul>	<p>✓</p> <p>✓</p>	
5	Independent learning	<ul style="list-style-type: none"> <li>- Independent students want to know more about learning materials, they are proactive and find ways to access their own additional learning supplements</li> <li>- Students think critically about a situation/problem, students not only memorize, but they always ask questions</li> <li>- Students look for their own resources</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p>	

		to complete assignments without asking the teacher and other friends		
6	Interest & liking	<ul style="list-style-type: none"> <li>- Students are happy to carry out their duties in accordance with the orders of the teacher at school.</li> <li>- Students have enthusiasm or passion in following lessons</li> <li>- The emergence of curiosity and courage of students</li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>	



## Appendix B (Interview Transcription)

### Interview Transcription with English Teacher

Interviewer /Code : Researcher/RS

Informant/ Code : IS

Tanggal : 07 July 2022, 09.00-11.00 AM

Tempat Wawancara : Junior High School (SMPN) 29 Bengkulu Tengah

Informant Position : English Teacher

Subject	Questions/Answers
Researcher :	Assalamualaikum warahmatullah wabarakatuh
IS :	Waalaikumssalam warahmatullah wabarakatuh
Researcher :	Thank you for your willingness to be interviewed about students' motivation in EFL learning using blended learning. Madam is here as an English teacher, I want to ask, did you used blended learning in teaching and learning EFL?
IS :	Yes I used blended learning in teaching

	and learning English process during now normal era, However, for the time being, the learning system adjusts to the current learning system's conditions.
Researcher :	What do you think about blended learning ?
IS :	In my perspective, blended learning is a method used by teachers during the COVID-19 pandemic era. When a teacher is instructed to use online learning media to interact with students during the learning process, the teacher then explains the material being taught in a clear manner.
Researcher :	What are the types of media learning that you use in teaching in blended learning?
IS :	In teaching and learning EFL use two media online learning types namely whatsapp group and zoom.
Researcher :	Why you choose this media for teaching EFL in Blended learning ?
IS :	I chosed these media for teaching and learning EFL because they are more accessible to students than other online learning media applications. As a result,

	<p>the use of this media is tailored to the needs of the school and its students.</p> <p>According to the school's and students' circumstances, this media is considered more effective for usage in online learning.</p>
Researcher :	<p>What preparations did you do before starting to learn use blended learning in teaching and learning EFL?</p>
IS :	<p>In order to teach and learn English via blended learning, I first provided some instruments such as a laptop and subject matter material, and then I asked students to prepare themselves and things needed while studying such as pencils, books, and other equipment. Then, before introducing the topic and continuing with the fundamental tasks in the learning process, I took the students' attendance.</p>
Researcher :	<p>How is the process of English teaching and learning used blended learning ?</p>
IS :	<p>The method of teaching and learning English that employs blended learning. using online media such as whatsapp groups and zoom with steps, the first of</p>

	<p>which is an introduction to using online media, the second of which is sending learning materials based on the chapter discussed using Online media such as whatsapp groups and zoom, and the third of which is to give students the opportunity to ask questions if there is material that has not been understood and to ask students to practice doing quiz questions that have been inserted by the teacher. So that when students engage in face-to-face learning, they understand more or less about the content to be discussed.</p>
<p>Researcher :</p>	<p>Did you think students are interested in learning EFL using blended learning?</p>
<p>IS :</p>	<p>I think the students are interested in learning EFL through blended learning since they can answer my direct questions after I explain the subject matter and respond when I send material through a WhatsApp group. Offline learning students are engaged and have a basic</p>

	comprehension of the content to be reviewed, therefore they are enthusiastic and participate in discussions and practice questions.
Researcher :	Did you think that using blended learning effective in learning and teaching English process?
IS :	I think that employing blended learning is fairly effective in the learning teaching EFL process since it can save time for a longer period of time. Teachers can deliver content to be discussed during face-to-face learning via online media first, so students are already familiar with the subject to be discussed in class. However, there are other challenges, such as students having problems receiving the signal and their being no internet quota.
Researcher :	In your opinion, what is the most significant difference you feel when teaching EFL blended learning using media online compared without using media online?
IS :	The most major difference I sense while

	<p>teaching and learning EFL Narrative Text using media online versus not using media online is that media is more entertaining. It can also save my time in class and make my class more fun, in my opinion. And make it easier for students to understand the explanation of the material and work on questions during face-to-face learning because students have already read and understood the material that the teacher sent via online media to be discussed during face-to-face learning.</p>
<p>Researcher :</p>	<p>How is students motivation in learning EFL using blended learning?</p>
<p>IS :</p>	<p>Students appear interested when learning utilizing online media such as whatsapp groups and zoom, particularly in terms of motivation. Students appear lively and participate in conversation activities during face-to-face learning. However, some pupils were less enthused and did not respond to the teacher when information was sent and explained via whatsapp group and zoom.</p>

Researcher :	What strategies do you used to motivate students to learn EFL using blended learning?
IS :	To continue the blended learning learning that has been applied, I continue to use online media as a strategy for the efl learning process with the aim of students can still hone technology skills in learning, the learning model applied is similar to a reverse class. Where the teacher explains and delivers information to students first via whatsapp group and zoom, then when they meet in person, the teacher evaluates the material and acts as a student facilitator to lead, direct, and direct in discussion activities and practice problems.
Researcher :	What are the benchmarks or references that you use to find out that the student has motivated delivered using blended learning?
IS :	The benchmark or reference that I use to find out that students have understood the delivery of the material is if I ask some questions directly to students and they can

	<p>answer actively with the right answers, actively ask when the teacher explains the material, join online learning on time, enthusiastic in study. And collect assignments on time.</p>
<p>Researcher :</p>	<p>Is there a difference in student motivation when learning EFL using blended learning?</p>
<p>IS :</p>	<p>The difference in student motivation between online and face-to-face learning is that online learning students aggressively ask when the teacher teaches the topic via a zoom meeting, whereas face-to-face learning students appear hesitant to ask about material that has not been understood. When students are learning offline, they are more likely to ask the teacher questions about subject that they do not understand. Students, on the other hand, are motivated to learn both online and offline.</p>
<p>Researcher :</p>	<p>What kind of motivation indicators are your benchmarks for measuring student learning activities?</p>



IS :	Students can complete assignments on time, join online classes on time, and come to class on time when learning English. Students can also learn independently by searching for more teaching material references on the internet or other sources.
Researcher :	Did you think that using blended learning can make students discipline in learning EFL?
IS :	Yes, most students are disciplined, such as joining zoom meetings before learning begins, arriving at class on time before the teacher arrives, and returning assignments on time, but there are some students who are late to partake in learning, particularly during online learning, due to signal issues. as well as internet quotas
Researcher :	In your opinion, are students diligent in learning EFL using blended learning?
IS :	Most students are conscientious about participating in online and offline learning, and they are involved in the learning process, but they are not fully engaged in the activities of the English teaching and

	learning process.
Researcher :	Are students learning independently in EFL learning using blended learning?
IS :	Yes, students study individually at home, looking for learning resources or references via the internet and other sources, and attempting to do practice questions while studying offline independently without asking for help from teachers or other students.
Researcher :	Did students enter online classes on time?
IS :	Most students attend both online and offline classes on time. If pupils are late for class or do not react to teachers, it is because of poor signal reception and a lack of internet allowance.
Researcher :	Did students fully participate in blended learning?
IS :	Students engage in learning, particularly online learning, but they do not completely participate.

### Interview Transcription with seventh grade student

Interviewer/Code : Researcher/RS

Informant/ Code : CR (Student 1)

Date/Time : 08 July 2022, 08.00-09.00 AM

Tempat Wawancara : Junior High School 29 Bengkulu Tengah

Informant Position : Students

Subject	Questions/Answers
Researcher :	Assalamualaikum warahmatullah wabarakatuh
CR (Student 1 ):	Waalaikumssalam warahmatullah wabarakatuh
Researcher :	Thank you for being willing to be interviewed about Motivation in EFL learning using blended learning. CR is here as a student, I want to ask do you are studying EFL using blended learning?
CR (Student 1 ):	Yes we learn using blended learning , We learn through the zoom application and whatsapp group then if there are problems in working on and understanding the material will be

	discussed together when learning face to face
Researcher :	What is the teacher's strategy in EFL learning using blended learning?
CR (Student 1 ):	Before learning face to face, the teacher explained the material through zoom meeting and whatsapp group. And for assignments to be taken during face to face learning
Researcher :	Do you like learning EFL using blended learning?
CR (Student 1 ):	I liked to learn, because learning is very fun
Researcher :	Are you excited when learning EFL using blended learning?
CR (Student 1 ):	Yes, of course I am excited when learning online or offline, because learning online is a new learning system for me so it is very fun and exciting when learning online. And offline learning is also fun because the teacher has explained the material first through online media so that they understand the material that will be discussed again

	when offline
Researcher :	Did you join the online class on time?
CR (Student 1 ):	Yes, when learning to use zoom I joined five minutes before the teacher started learning, and for learning through the whatsapp group I immediately responded when the teacher sent the subject matter
Researcher :	Do you submitted assignments on time when studying online and studying offline?
CR (Student 1 ):	Yes, I collected assignments on time while studying offline and when studying online I answer the quiz given by the teacher
Researcher :	What the obstacles in learning EFL using blended learning?
CR (Student 1 ):	The obstacles such as signals because when the electricity goes out the signal goes away immediately, in rural areas the electricity often goes out for fairly a long time.
Researcher :	What do you do when there is no signal and quota?

CR (Student 1 ):	If there is no signal, I try to find a place where there may be a signal, such as climbing a tree and when there is no quota, I go to a friend's house to join while studying online
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### **Interview Transcription with seventh grade students**

Interviewer/Code : Researcher/RS

Informant/ Code : AS (Student 2)

Date/Time : 08 July 2022, 09.00-10.00 AM

Interview Place : Junior High School 29 Bengkulu Tengah

Informant Position : Students

Subject	Questions/Answers
Researcher :	Assalamualaikum warahmatullah wabarakatuh
AS (Student 2) :	Waalaikumssalam warahmatullah wabarakatuh
Researcher :	Thank you for being willing to be interviewed about Motivation in EFL learning using blended learning. CR is

	here as a student, I want to ask do you are studying EFL using blended learning?
AS (Student 2) :	Yes, during the pandemic, we learn alternately, some are online and some are offline. But now the learning using zoom and whatsapp group as a whole is not divided into two sessions
Researcher :	What is the teacher's strategy in EFL learning using blended learning?
AS (Student 2) :	Usually the teacher explains the material one day before face-to-face learning through the zoom application media or whatsapp group
Researcher :	Do you like learning EFL using blended learning?
AS (Student 2) :	I feel happy learning to use blended learning because it used online media
Researcher :	Are you excited when learning EFL using blended learning?
AS (Student 2) :	Of course I am excited when learning to use online media and when learning face to face, because it's fun
Researcher :	Did you join the online class on time?

AS (Student 2) :	I joined before the teacher started learning when learning to use zoom and always responded immediately when the teacher sent lesson material in the whatsapp group
Researcher :	Do you submitted assignments on time when studying online and studying offline?
AS (Student 2) :	I always submitted assignments on time and when I study online I am a little late in responding due to some problems.
Researcher :	What the obstacles in learning EFL using blended learning?
AS (Student 2) :	The main obstacle is the quota and cellphones belonging to parents are not their own, so they often miss information when studying online
Researcher :	What do you do when there is no signal and quota?
AS (Student 2) :	If there is no signal, I borrow a brother's cellphone with a signal and if there is no quota, I borrow a friend's notebook who is taking online learning



### Interview Transcription with seventh grade students

Interviewer/Code : Researcher/RS

Informant/ Code : RD (Student 3)

Date/Time : 08 Juli 2022, Pukul 09.00-10.00 AM

Interview Place : Junior High School 29 Bengkulu Tengah

Informant Position : Students

Subject	Questions/Answers
Researcher :	Assalamualaikum warahmatullah wabarakatuh
RD (Student 3) :	Waalaikumssalam warahmatullah wabarakatuh
Researcher :	Thank you for being willing to be interviewed about Motivation in EFL learning using blended learning. CR is here as a student, I want to ask do you are studying EFL using blended learning?
RD (Student 3) :	Yes, for now, learning English is using blended learning. First, the teacher explains the material first at night or the day before face-to-face via zoom or whatsapp group. Then when face to face

	the teacher reviews the material and provides practice questions
Researcher :	What is the teacher's strategy in EFL learning using blended learning?
RD (Student 3) :	The teacher explains the material when studying online and provides practice questions or assignments when studying offline
Researcher :	Do you like learning EFL using blended learning?
RD (Student 3) :	I like to learn English using blended learning because I have mastered the material when studying face-to-face
Researcher :	Are you excited when learning EFL using blended learning?
RD (Student 3) :	I am excited when learning to use online media and even more enthusiastic when learning face to face
Researcher :	Did you join the online class on time?
RD (Student 3) :	I joined in face-to-face learning when the teacher is about to start the lesson
Researcher :	Did you submitted assignments on time when studying online and studying

	offline?
RD (Student 3) :	Yes, I collected assignments on time and respond to the teacher while studying online when I am asked
Researcher :	What the obstacles in learning EFL using blended learning?
RD (Student 3) :	The obstacles that I face in learning to use blended learning are the first signal constraints and the second the media constraints that are used because they have to take turns with siblings and parents
Researcher :	What do you do when there is no signal and quota?
RD (Student 3) :	I used an internet card whose signal is quite good and if there is no quota I will ask and ask a friend to explain the material that the teacher gives while studying online belajar online

**Table 4.2**  
**Data of Teacher's at junior high school 29 Bengkulu**  
**Tengah**

<b>NO</b>	<b>Name</b>	<b>NIP</b>	<b>Position</b>
1	Bambang Irawan	197803202010011003	Subject Teachers
2	Bertha Pasaribu	199401222019032001	Subject Teachers
3	Dalena	-	Subject Teachers
4	Depi Fibriyanti	198302022011012006	Subject Teachers
5	Garmuda	-	Subject Teachers
6	Heni Puspitasari	198306172009012009	Subject Teachers
7	Ida Eli Sartika	198401202010012004	Subject Teachers
8	Raden Wijoyo	-	Subject Teachers
9	Ratna Juita	196303031984112002	Subject Teachers
10	Sufianto	197906042008011005	Subject

			Teachers
11	Sunardi	198010012010011008	Guidance counseling Teacher
12	Yongki Wibowo	-	Subject Teachers

*(Data source: Documentation of junior high school  
(SMPN) 29 Bengkulu Tengah) 2022*

**Table 4.3**

**Data of Students at Junior High School 29 Bengkulu Tengah**

No	Class	Many Teachers/students		
		Male	Female	Total
1	7	5	10	15
2	8	10	15	25
	Total	15	25	40

*(Data source: Documentation of junior high school  
(SMPN) 29 Bengkulu Tengah) 2022*

**Table 4.4**

**Data of SMPN Facilities and Infrastructure 29 Bengkulu Tengah**

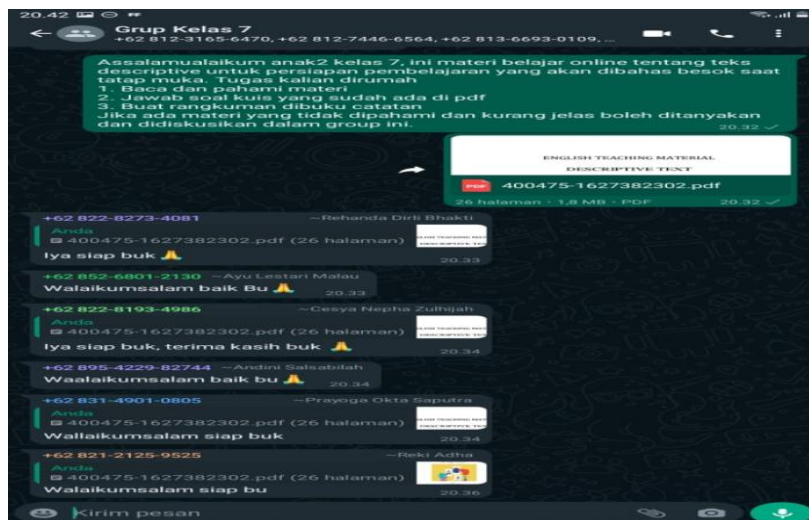
<b>No</b>	<b>Type of Room/Infrastructure</b>	<b>Total</b>	<b>Condition</b>
1	Principal's office	1	Good
2	Teachers' room	1	Good
3	Classroom	5	Good
4	Library	1	Good
5	Laboratory	1	Good
6	School health Unit	1	Good
7	Canteen	1	Good
8	Teacher's toilet	1	Good
9	Students's toilet	1	Good
11	Parking lot	1	Good

*(Data source: Documentation of junior high school  
(SMPN) 29 Bengkulu Tengah) 2022*

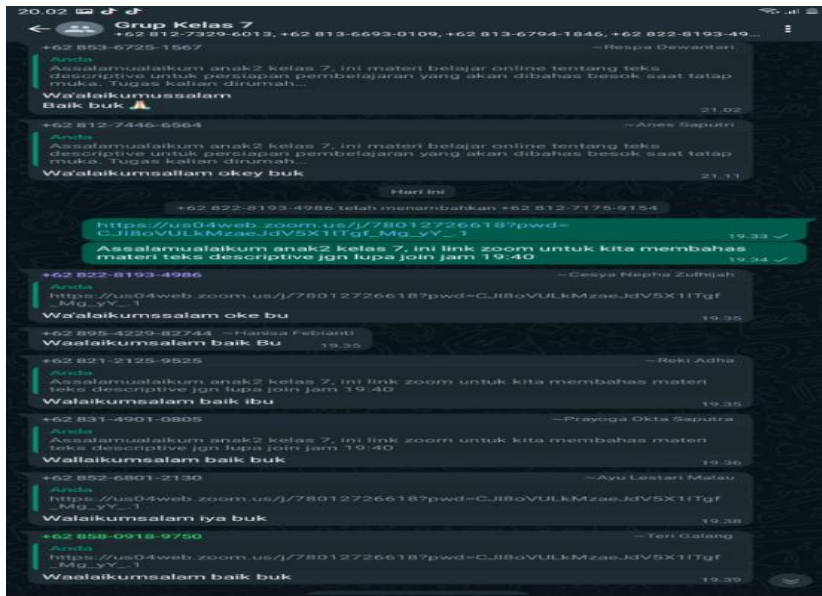
## Appendix C. (Documentation)



(Data source: Seventh grader at junior high school 29 Bengkulu Tengah) Teaching and Learning EFL Through Zoom Meeting



(English Teachers Sent Material Subject Through WhatsApp Group)



(English teacher sent link zoom in whatsapp group)



(Interview with English teacher on the first day of research)





(Write the findings and results of interviews with English teachers).



(Interviews with students 1)



(Interview with Students 2)



(Interview with student 3)



(Observation of student learning in the classroom)



(Interview with the English teacher for data validity)

