EFL STUDENTS' MOTIVATION IN BLENDED LEARNING ENVIRONMENT (A QUALITATIVE STUDY AT SMPN 29 BENGKULU TENGAH)

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ABSTRACT

The purpose of this study is to find out how student learning behavior is viewed from the aspect of motivation and attention in learning EFL in Blended learning. To find out the obstacles or difficulties faced by students while learning English as a foreign language using blended learning. This research use desciptive qualitative approach. 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 in terms of motivation and attention in learning English as a foreign language using blended learning has fulfilled the markers of experts employed in theory, however not 100% of students are motivated in blended learning. This is due to a variety of reasons, including signal and quota constraint.

Key word: Motivation, Blended Learning.

INTRODUCTION

Education occupies the foremost vital position in human life as Islamist 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 Islamist. 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.). 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 actuality, 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 pupils. 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.

According to research by Baiq Rohmi Masban (2021) the tittle 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, the blended learning model-based e-learning fell into the medium category, making up 79 percent of the study's findings. This indicates that the Islamic Religious Education Study Program, Faculty of Tarbiyah, Parepare State Islamic Institute students are more motivated to learn as a result of the blended learning approach based on e-learning, which has a 50.4 percent influence.

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. Putu Wahyu Sudewi (2020), in conclusion, 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. At various times, students must be independent and accountable for their education.

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. 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. Based on the phenomena described in previous studies, researchers are interested in investigating the learning behavior of EFL students using a blended learning environment. What makes this research different from previous studies is that it focuses on explaining student learning behavior in terms of motivation and attention when learning English using mixed learning methods. Based on the above data, researchers will conduct a research entitled "Efl Student Learning Behavior in a Blended Learning Environment (A Qualitative Study at SMPN 29 Bengkulu Tengah)".

RESEARCH METHOD

The researcher used qualitative descriptive research design. Qualitative methods as approaches or searches to find and understand core phenomena. According Creswel (2008) qouted in Uddiniyah & Silfia (2019, p.148), to understand the central phenomenon, researchers will conduct direct observations in the field, interview participants by asking questions that have been listed before conducting interviews with participants who will be studied. General and open-ended questions. After that, The data given by participants will be collected. Words or text are commonly used to convey information. The data, which is in the form of words or text, is then analyzed. The analytical results can be presented in the form of a description. In this study, the data were collected by researchers with site observations, in-depth interviews and documentation regarding student learning behavior seen

from the motivation and attention aspects in EFL learning at SMPN 29 Bengkulu Tengah. In this study, the researcher acted as interviewer and observation. Then the data is analyzed and presented in the form of a description. To understand the central phenomenon, researchers will conduct direct observations in the field, interview participants by asking questions that have been listed before conducting interviews with participants who will be studied. General and open-ended questions. After that, The data given by participants will be collected. Words or text are commonly used to convey information. The data, which is in the form of words or text, is then analyzed. The analytical results can be presented in the form of a description.

FINDING AND DISCUSSION

Finding

There are sections to the research's findings. The first result displays the procedure of English teachers to apply blended learning in Teaching and Learning EFL the second result describes Students' Learning Behavior in Blended Learning Environment viewed from aspect motivation and attention.

The procedure of English teachers to apply blended learning in Teaching and Learning EFL at Junior High School 29 Bengkulu Tengah

Based on the results of researcher interviews with English teachers at Junior High School 29 Bengkulu Tengah. English teachers at junior high school 29 Bengkulu Tengah have used blended learning since the new normal period. English teachers at SMPN 29 Bengkulu Tengah used a media model and strategies that can be applied depending on the situation. Researchers discovered many media and strategies used by English teacher in blended learning in seventh grade junior high school 29 Bengkulu Tengah based on observations and the findings of teacher interviews (Bruggeman et al., 2021). Based on the results of interviews, English teachers have implemented online learning media such as zoom meeting, whatsapp and video applications. Furthermore, English teachers use integrated learning in the new normal period. For the time being, it is entirely face-to-face, but mixed learning is being adopted so that students can create education in the twenty-first century that incorporates technology into learning activities. English teachers' online learning activities include sending and ex-plaining learning materials via whatsapp and zoom sessions with a limited time period. And face-to-face learning, such as re-explaining the content delivered through the WhatsApp group and then de-bating it together during face-to-face learning, after the key activities in learning are completed by offering students exercises. Based on the findings of his observations and interviews, the teacher provides the content and explains it via the Whatsapp group and the Zoom program. According to the findings of the interview with the English teacher, the learning in question is blended learning employing the flipped classroom paradigm. Based on the English teacher's statement and the data that has

been obtained in the field, the obstacles or obstacles faced by students are signals, quotas and not all of them have online learning media. For teachers there are no obstacles experienced by the facilities and the ability to implement blended learning has been implemented fairy well, but the obstacles to implementing blended learning are caused by student factors.

The Result Shows Students' Motivation

Based on the results of observation and interview that have been carried out regarding student learning behavior viewed from the aspect of motivation at junior high school 29 Bengkulu Tengah based on the theory used according to Meece and McColskey (1997). The data obtained in the field are as follows:

a. Attendance and Dicipline

Based on the results of research data, observations and interviews of researchers with English teachers at junior high school 29 Bengkulu Tengah. Students arrived on time for online learning and face-to-face learning. Students also submited assignments on time. However, there were some students who joined late when the teacher gave the material via zoom and whatsapp group.

b. Participation and completion of work

Based on the results of the observation checklist, seventh grade students participated in face-to-face talks in class, completed tasks, and practiced questions given by the teacher. This means that students can comprehend the learning material supplied by the teacher through the WhatsApp group as preparation for face-to-face learning in the classroom. So that students can complete the practice questions provided by the teacher throughout the evaluation process of blended learning learning activities utilizing the flipped classroom approach. However, there were other students who appeared weak and uninterested in the discussion activities; kids simply remained silent without asking or expressing comments throughout the discussion activities.

c. Task persistence and acceptance of errors

Based on the data that has been obtained by researchers through field observations and interviews, students are diligent in doing the tasks the teacher gives during face-to-face learning and students actively ask when there is material that is not understood when the teacher explains learning material using whatsapp groups or zoom meetings.

d. Quality of task involvement

Students compete to got the best score during class discussions. Students try to complete a difficult task by asking the teacher and friends to get a solution in completing the task.

e. Independent learning

Students want to know more about learning materials, this is because students have got a grid of material to be discussed in class or face-to-face learning

f.   Interest and Liking

Based on the results of the observation checklist, students are happy to carry out tasks according to the teacher's orders. Students are enthusiastic about learning, but when the teacher explains the material via whatsapp and zoom, there are students who do not respond. The emergence of student curiosity and the courage to ask questions and participate in discussion activities because students have read and understood the material that the teacher explained through online media first as a provision for face-to-face learning in the classroom. .

Discussion

The procedure of English teachers to apply blended learning in Teaching and Learning EFL

The blended learning atmosphere requires students to play an active role in learning both inside and outside the classroom. Blended Learning was created not to fully replace the traditional learning model in the classroom, but to strengthen it via the use of educational technology. Blended learning is a type of system learning that involves a merging process. This consolidation learning system combines classic and new learning techniques, with face-to-face or offline learning and virtual learning taking place online. Simply described, blended learning is a combination of in-person and online learning (Ossiannilsson, 2018). From the results of the research, it can be concludedthat the blended learning technique used by the English teacher was correctly implemented The teacher made advantage of internet tools such as Zoom and a WhatsApp group. The teacher then employs face-to-face learning in accordance with the schedule. Blended learning was used in this study by presenting material face-to-face and uploading it to e-learning (whatsapp group) and learning how to utilize the zoom application. The teacher proposes downloading the e-learning material and then studying it. The teacher next instructs students to raise questions concerning the subject matter that has not been grasped or comprehended (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.

Based on the research results, The English teachers at a junior high school used blended learning 29. Bengkulu Tengah is a blended learning school that employs a flipped classroom rotation approach. The flipped classroom is a blended learning style in which students learn through both face-to-face and virtual interactions. Students can learn online at home using online media, and then in face-to-face learning, the teacher will review the learning material, coach students through activities, and discuss the content taught online to assess understanding. According to Herried (2013) quoted in Sutisna, et al (2019), The flipped classroom is a teaching paradigm in which lecturers set

assignments to students in order for them to actively study content provided by digital media in the form of videos, e-books, or other types of learning tools. as a starting point and preparation for class activities (face to face).

Students' motivation in EFL using Blended Learning

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). The mechanism that gives conduct its impulse, direction, and perseverance is known as motivation. Means driven behavior is long-lasting, energetic, and focused behavior. According to Meece and McColskey (1997) Attendance and discipline, participation and completion of work, task persistence and acceptance of faults, quality of task involvement, independent learning, and interest and liking are the six indications of motivation.Based on the results of observation checklists and interview that have been carried out regarding student learning behavior viewed from the aspect of motivation at junior high school 29 Bengkulu Tengah based on the theory used according to Brophy quoted in Meece and McColskey (1997). The data obtained in the field are as follows:

a. Attendance and discipline

Based on the results of the observation checklist, students come to school on time, Students gathered assignments on time and listened to the teacher when she explained things, but not all students were disciplined about attending class and submitting homework. This is consistent with the indicator theory used, which is based on Meece and McColskey (1997) theory, which states that the motivational indicators are attendance and discipline, with discipline aspects including, at the most basic level, motivated students attending class, paying attention, and not being disruptive.

b. Participation and completion of work

Based from result, Students in the seventh grade at Junior High School 29, Bengkulu Tengah, actively listened to the teacher's explanations, are active in discussion activities, such as actively asking peers who are presenting, and students followed the teacher's instructions in learning. Participation and completion of task, according to Meece and McColskey (1997). Motivated students begin assignments without urging, follow guidelines, participate in class discussions, and complete things on time.

c. Task persistence and acceptance of errors

Students in the seventh grade at a junior high school 29 Bengkulu Tengah pupils were diligent and persistent in completing the assignments assigned by the teacher. Students asked the teacher if they did not grasp the learning content that the teacher had explained. Students continue to attempt challenging homework in order to achieve the highest outcomes. Task

persistence and error acceptance, according to Meece and McColskey (1997). The length of time a student devotes to a task, particularly a difficult one, is an essential indicator of motivation. When faced with a challenging task, highly motivated students persevere and explore many alternatives before seeking assistance.

d. Quality of task involvement

According to Meece & McColskey (1997), the level of task participation. Students can either study hard or find shortcuts to achieve things with little effort. The amount and quality of effort students expend on learning tasks is an excellent predictor of motivation. Students who are highly driven are willing to put in the work and put their skills to use. According to the findings of the study, students compete in group discussion activities to achieve the greatest scores in class. Students compete in group discussion activities to earn the highest possible mark in class. Students take part in discussions and question-and-answer sessions. However, participation has not been fully implemented due to several issues.

e. Independent learning

According to Meece & McColskey (1997), Students who want to learn more than is required are loathe to leave a task incomplete, even when it is time to move on to something new. They may also bring resources from home, do unwanted work, or inquire about a topic to learn more. Based on the findings of the research conducted through observation, interviews, and recording, it is possible to conclude that during online learning, students sought sources of self-study via the internet or online media such as YouTube and others. Students finish the teacher's assignments without consulting the teacher or their peers. However, some students constantly seek assistance from their teachers and peers in completing homework.

f. Interest and Liking

According to Meece & McColskey (1997), Students who are highly driven enjoy learning, display excitement, and take pleasure in their work. Students in the seventh grade at SMP 29 Bengkulu Tengah were excited to learn online. Because online learning was new to them, students were enthused about it, making learning more fascinating because they could meet face to face with teachers and other peers. Students were enthusiastic or passionate about participating in online and offline learning.

Based on the analysis of research results that have been obtained through observation, interviews and documentation, not all students have high motivation. Students have the motivation to learn using blended learning according to indicators based on Meece & McColskey (1997) theory. However, some students are less passionate in learning blended learning; for example, they arrive late when studying offline and join a zoom meeting late. Based on the data acquired, students already

have motivation based on indications, however not all students have motivation based on indicators motivation of Meece & McColskey (1997). Based on the results of the study, 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 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.

CONCLUSION

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.

1. 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. 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.

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