

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research questions, research objective, research hypothesis, scope and limitations, and defining key terms.

A. Background of The Study

The rapid development of technology in the 21st century has had a profound impact on education. In this n, the integration of technology into teaching and learning processes has become a necessity. Technology facilitates access to information, enables interactive learning, and allows teachers to implement more student-centered approaches. Digital tools have transformed education by enabling flexible and interactive environments that empower learners¹. In Indonesia, the Ministry of Education has also encouraged the use of digital platforms to support the learning process and improve educational quality.

One educational innovation that has emerged in response to these technological shifts is the blended learning model. This approach combines face-to-face learning with online components, enabling students to study at their own pace while still benefiting from teacher guidance and classroom interaction. Blended learning has been defined as a thoughtful fusion of face-to-face and online learning experiences that harness the strengths of both environments². In practice, students in blended classrooms not only interact with teachers but also explore content independently through digital resources, fostering greater responsibility and motivation.

Several studies support the effectiveness of blended learning. In a meta-analysis, students in blended learning settings were found to outperform those in fully face-to-face

¹ Terry Anderson, "The Theory and Practice of Online Learning," in *Athabasca University Press.*, 2008, 25–40.

² Charles R. Graham, "Blended Learning Systems: Definition, Current Trends, and Future Directions," in *Educational Technology Research & Development.*, 2006, 21–38.

classrooms due to increased engagement and interaction³. Other findings showed that 78% of students in higher education felt more motivated through blended learning, primarily due to its flexibility and access to digital materials⁴. The autonomy offered by this model helps learners develop a sense of ownership over their learning a known predictor of motivation and success. A study conducted in a Malaysian high school reported that students involved in blended learning experienced 28% higher motivation than those in face-to-face classroom⁵.

Similarly, students in the UK engaged in blended learning reported a 70% improvement in motivation and classroom participation. Students appreciated the balance between independent study and teacher-led instruction, which helped sustain their interest and involvement⁶. This is further supported by Osgerby, who emphasized the importance of face-to-face interaction in blended learning to facilitate communication and social collaboration⁷. However, as noted by Hofmann, the implementation of blended learning may face challenges such as unequal access to technology and the need for strong self-regulation skills among students⁸. These findings confirm that blended learning offers a powerful alternative to conventional methods, especially when implemented with engaging platforms and clear pedagogical goals.

Motivation plays a crucial role in determining the success of the learning process.

It influences students' behavior, persistence, and overall engagement in class. According

³ Charles Kwak, Daniel M., Menezes, Fabio M., & Sherwood, "The Effectiveness of Blended Learning in Higher Education: A Meta-Analysis," *The Effectiveness of Blended Learning in Higher Education: A Meta-Analysis*, 2013.

⁴ Ratna. Subarkat, Farhan., & Andriani, "The Effectiveness of Blended Learning Models in Higher Education.," *Journal of Higher Education Research*, 2021.

⁵ S. H. Zainuddin, Z., & Halili, "Blended Learning Method Within Malaysian Higher Education Institutions," *The Online Journal of Distance Education and E-Learning (TOJDEL)* 4, no. 4 (2016): 48–58.

⁶ L. Bowyer, J., & Chambers, "Evaluating Blended Learning: Bringing the Elements Together," *Research Matters*, no. 23 (2017): 17–26.

⁷ Jacob. Osgerby, "The Role of Face-to-Face Interaction in Blended Learning.," *Journal of Learning Design* 6(1) (2013): 1–12.

⁸ Jennifer. Hofmann, "Challenges in Implementing Blended Learning: A Review of the Literature," *Distance Education Journal*, 2014.

to Deci and Ryan's Self-Determination Theory, motivation is strongest when learners experience autonomy, competence, and relatedness⁹. These three needs can be effectively met in blended learning environments, where students are given both freedom and support. Flexibility in time and access to materials also fosters deeper involvement in academic tasks. In a comparative study, Lee and Kim found that students in face-to-face learning environments tend to demonstrate higher levels of motivation compared to those in fully online settings, primarily due to the immediacy of feedback and real-time teacher interaction¹⁰.

Motivation can be categorized into intrinsic and extrinsic forms. Intrinsic motivation refers to the internal desire to learn due to interest or enjoyment, while extrinsic motivation comes from external rewards such as grades or praise. One study found that 85% of students reported increased motivation when taught using blended learning enhances both types of motivation by offering engaging content, varied learning methods, and interactive tools¹¹. Students become more confident and curious when they experience success in both digital and face-to-face learning, which increases their emotional and behavioral engagement. Another study found that Jordanian EFL learners using blended learning platforms showed a 25% increase in writing motivation and performance compared to a control group, due to the interactive and feedback-rich nature of the online components¹².

In the Asian context, in a quasi-experimental study in Malaysia, found that secondary students who received English instruction through blended learning showed

⁹ Richard M Deci, Edward L., & Ryan, *Intrinsic Motivation and Self-Determination in Human Behavior*. (New York: Plenum, 1985).

¹⁰ Soo-Jin. Lee, Alexander., & Kim, "Face-to-Face vs. Online Learning: A Comparative Study of Student Motivation.," *International Journal of Educational Technology* 18 (2) (2019): 122-135.

¹¹ Andrew Brown, Timothy., & Green, "Enhancing Students Motivation through Face-to-Face Learning," *Journal of Educational Psychology*, 2020.

¹² A. R. M. Zibin, A., & Altakhaineh, "The Effect of Blended Learning on EFL Students' Writing Performance and Perceptions," *International Journal of Emerging Technologies in Learning (IJET)* 14, no. 9 (2019): 74-87.

significantly higher motivation scores compared to those taught conventionally, with improvements measured using the AMTB scale¹³. These results emphasize that blended learning can stimulate intrinsic motivation by creating engaging, flexible, and learner-centered environments.

To support the implementation of blended learning, digital tools such as Quizizz can be used to improve students' learning experiences. Quizizz is an online platform that offers gamified quizzes and interactive learning activities, allowing students to compete in real time while receiving instant feedback. A study found that Quizizz significantly boosts students' interest and motivation in learning through its engaging format, fun visuals, and reward-based system¹⁴. The platform also promotes active participation, encourages cognitive involvement, and reduces student anxiety during assessments. In addition, Mesterjon et al. found that the use of Quizizz as a learning medium had a significant effect on increasing students' learning interest, especially due to its immediate feedback and collaborative competition features¹⁵. Melnyk also emphasized that digital innovation tools like Quizizz enhance motivation by combining visual stimulation, multimedia interactivity, and learner autonomy¹⁶. Furthermore, Sorokoumova et al. underlined the importance of psychological and pedagogical support in helping teachers and students adapt to digital learning environments, which is essential in maximizing the effectiveness of blended learning tools like Quizizz¹⁷. These findings

¹³ H. Zainon, N., & Yamat, "Effects of Blended Learning on Motivating Secondary Students to Learn English Language: A Pilot Study," *International Journal of Academic Research in Progressive Education and Development* 10, no. 1 (2021): 289–301.

¹⁴ Z. Mesterjon, M., Selviani, D., Bendrianti, R. P., Rulismi, D., & Dali, "The Impact of Using Quizizz as a Learning Media on Learning Interest of Computer Education Students.," *International Journal of Chemistry Education Research* 8(2) (2024): 128–136.

¹⁵ R. N. Mesterjon, A.; Pratama, D. F.; Wulandari, "Effectiveness of the Use of Quizizz Media on Students' Learning Interest," *Journal of Educational Technology and Learning* 12, no. 1 (2024): 22–30.

¹⁶ Anastasia. Melnyk, "Digital Innovation in Education: Enhancing Motivation and Engagement.," *Journal of Digital Learning Studies*, 2023.

¹⁷ O. B. Sorokoumova, E. A., Obukhova, J. L., & Akimova, "Psychological and Pedagogical Support of Teachers and Students in the Development of Digital Education.," *Integration of Traditional and Innovative Scientific Research: Global Trends and Regional Aspect*, 2021, 101–10.

suggest that the blended learning approach, when supported by interactive media such as Quizizz, has great potential to significantly improve students' overall motivation

However, there is still a lack of empirical research in the Indonesian junior high school context, especially in rural areas like Tulungagung, that specifically investigates how blended learning models affect English learning motivation¹⁸. While previous research has explored the general benefits of blended learning in higher education or urban schools¹⁹, there is limited data on how such models work in junior high school. This gap presents an opportunity to examine the practical application and outcomes of blended learning using Quizizz in a more specific setting²⁰.

Based on these considerations, this study seeks to explore the effectiveness of a blended learning model using Quizizz on the learning motivation of eighth-grade students at SMPN 2 Sumbergempol. By integrating classroom instruction with gamified online tools, this research aims to provide evidence of whether such an approach can effectively increase student motivation, particularly in English language learning. This is expected to support the development of more engaging and relevant instructional strategies for junior high school students.

At SMPN 2 Sumbergempol, where students often struggle with English learning motivation, integrating a blended learning model supported by Quizizz is expected to make learning more interactive, enjoyable, and effective. Students not only get opportunities to study at their own pace online but also reinforce their understanding through direct teacher guidance and classroom activities. This balanced approach is designed to strengthen their motivation and encourage more meaningful participation in learning.

¹⁸ D. Subarkat, I.; Andriani, "The Implementation of Blended Learning to Improve Students' Learning Motivation," *Jurnal Pendidikan Dan Pembelajaran* 10, no. 2 (2021): 45–53.

¹⁹ Kwak, Daniel M., Menezes, Fabio M., & Sherwood, "Eff. Blended Learn. High. Educ. A Meta-Analysis."

²⁰ H. Mesterjon, A., Nurmandi, A., & Fitriani, "Gamification through Quizizz in Enhancing Students' Motivation and Engagement," *Journal of Language Teaching and Research* 15, no. 2 (2024): 112–21.

Based on this background, the researcher is interested in conducting a study titled: “The Effectiveness of the Blended Learning Model with Quizizz on the Learning Motivation of the Eighth – Grade Students at SMPN 2 Sumbergempol”

B. Research Questions

Based on this background, the problem formulation in this study is as follows :

”Is there any significant different score of learning motivation between the student taught by using blended learning and those thought by using face-to-face learning?”

C. Research Objective

This study aims to determine whether there is any significant different score of learning motivation between the student taught by using blended learning and those thought by using face-to-face learning.

D. Research Hypothesis

The hypothesis is a temporary conclusion made before conducting the research. The existence of a hypothesis will make it easier for researcher to determine research alternatives and focus researcher only on the data needed. In this study, two hypotheses are formulated : the null hypothesis (Ho) and the alternative hypothesis (Ha).

If formulated, it would be like this :

- **Null Hipotesis (Ho):**

There is no significant different score of learning motivation between the student taught by using blended learning and those thought by using face-to-face learning.

- **Alternatif Hypothesis (Ha) :**

There is significant different score of learning motivation between the student taught by using blended learning and those thought by using face-to-face learning.

E. Scope and Limitations

This study was conducted at SMPN 2 Sumbergempol with a focus on eighth-grade students to evaluate the effectiveness of blended learning model. In this study, the blended learning model implemented combines online learning using the Quizizz application with offline learning conducted face-to-face. Online learning will utilize the Quizizz application, a digital platform that allows students to take interactive quizzes that can increase engagement and understanding of the material independently. On the other hand, offline learning is carried out face-to-face in the classroom, allowing direct interaction between teachers and students, group discussions, as well as in-depth activity-based learning.

This research will be limited to testing the effectiveness of the blended learning model in the context of English language learning for grade 8 students at SMPN 2 Sumbergempol, using Quizizz application as an online learning tool and face-to-face method for offline learning. The focus of this study is to assess students' learning motivation, using a Likert scale-based questionnaire instrument distributed before and after the implementation of the learning method. This study will not measure other variables such as academic achievement, student satisfaction, or differences in student learning styles that may affect learning outcomes.

The limitations of this study include the following:

1. The duration of the research time is limited to one school semester, so it cannot measure long-term changes in student learning motivation.
2. Limited access to technology, where some students may face difficulties in accessing the Quizizz platform due to device limitations or unstable internet connections.

3. Limited sample, as the study was only conducted on grade 8 students at SMPN 2 Sumbergempol, so the results may not be generalizable to other education levels or regions.
4. Only measuring learning motivation, while other factors that can affect learning outcomes, such as students' initial ability level or social support, are not covered in this study.

F. Defining Key Terms

There are several explanations of the components mentioned by the researcher to prevent readers of the study from being unclear or confused. So, the researcher must define the key terms as follows :

1. Blended Learning

Blended learning is a learning approach that combines face-to-face learning with online learning by using quizizz application.

2. Learning Motivation

Learning motivation is the energy that moves students to continue learning, either because of needs, desires, or certain goals which consist of behavioral engagement, emotional engagement, cognitive engagement, social motivation, achievement motivation. The learning motivation in this study using questionnaire in the form of likert scale.