CHAPTER II

LITERATURE REVIEW

The literature review describes some theories related to blended learning, the definition of learning media, types of learning media, motivation in using learning media, the definition of motivation, types of motivation in learning, measuring students' motivation, relevant research, theoretical framework, and the definitions of key terms.

2.1. Blended Learning

There are many researchers defined blended learning. Blended learning or can be called as the integration of face-to-face and online instruction (Graham, 2013), is broadly adopted across higher education with some researchers referring to it as the new traditional model (Ross and Gage, 2006). The phrase blended learning is regularly with conventional classroom learning to e-Learning activities (Singh, 2003). According to Hartman, et al. (2007) blended learning is a course that combine face-to-face classroom instructions with online learning and reduced classroom contact hours and seat time. Similarly, Osguthorpe & Graham (2003) recommend that blended learning should incorporate the combination of online and face-to-face learning environments. In addition, blended learning makes chances for students to interact with their companions, faculty, and contents in a powerful way both inside and outside of the classroom (Chan, 2008).

Based on the explanation above, it can be concluded that blended learning has face-to-face learning (traditional learning), and also has some meetings that replaced with online learning. In other words, blended learning refers to the combination between face-to-face learning or traditional learning (offline) and online learning, which is having between 30 percent and 79 percent of the course content delivered online (Allen, Seaman, & Garrett, 2007. p. 5).

Islamic University of Indonesia is one of the universities in Indonesia that uses blended learning in the learning process, which is using Google Classroom. One of the departments in Islamic University of Indonesia that have already used blended learning in the learning process is English Education Department. The type of online learning delivery for blended learning in Islamic University of Indonesia is asynchronous. According to Bersin (2004) asynchronous or can be called as self-study refers to the media and program types where the students work on their own time, unsynchronized with any teachers.

2.2. Learning Media

2.2.1. The Definitions of Learning Media

According to several researcher media can be defined as all the methods and material that can be used to support the learning process (Dugger et al., 2001, Perraton, 2000, Cheek & Walsh, 1996). Learning media can also be said as objects that used by the teacher or objects given to the students to use in order to achieve learning outcomes. According to Jacobs et al. (2002) a teaching-learning medium can be defined as an object the teacher uses, or which is given to the

learners to use, to achieve specific teaching and learning outcomes. It is not only apparatus or pictures, but includes many other types of learning experience (Jacobs et al., 2002:240).

Learning media can also be said as many different kinds of media to introduce or explain the learning content to the students. According to Vreken (1998) teaching-learning media can be seen as many different kinds of media used to introduce (explain, elucidate, or others.) the learning content to the learners, so that the learning that takes place by the learners can be effective.

Based on the definitions of learning media above, the most suitable definition for this research is based on Dugger et al. (2001) that learning media is all the methods and material that can be used to support the learning process.

2.2.2. Types of Learning Media

Heinich, Molenda, Russell, and Smaldino (2005) propose several types of learning media that can be used by teachers, instructors, and learning programmers. However, if from the several types of learning media proposed is entered into groups, so there are two groups in outline, namely traditional media and digital environment. The traditional media consists of printed materials, displays surfaces, visuals, audio, and video. The digital environment consists of computers, multimedia, distance education, and online learning.

Traditional media, the first is printed materials; printed materials include textbook, fiction and non-fiction books, pamphlets, study guides, manuals, and worksheets, and also word processed documents prepared by students and

teachers. The second is displays surfaces; classroom surfaces commonly used for display of visuals include chalkboards, multipurpose boards, copy boards, pegboards, bulletin boards, cloth boards, and magnetic boards. The third is visuals; visuals include drawings, charts, graphs, posters, and cartoons. The next is audio; the audio formats most often used for instructional purposes-cassette tapes and compact discs. The last is video; the videos include videocassettes, videodiscs, DVD, interactive video, as well as internet video or streaming (Heinich, Molenda, Russell, and Smaldino, 2005).

Digital environment, the first is computer; computer has the ability to control and integrate a variety of media-still and motion pictures, graphics, and sounds, as well as printed information. The second is multimedia; today examples of multimedia in education and training include slides with synchronized audiotapes, videotapes, CD-ROMs, DVD, the World Wide Web, and virtual reality. The next is distance education; distance education has become the popular term to describe learning via telecommunication, such as broadcast radio, audio teleconference, audio graphic teleconference, computer conference, and televisions (Heinich, Molenda, Russell, and Smaldino, 2005). The last is online learning; online learning as educational material that is presented on a computer (Carliner, 1999 cited in Anderson, 2008).

Based on discussion above, it can be seen that there are so many types of learning media. It is impossible to do research for all of those learning media. So, this research only focuses on the Google Classroom as a part of online learning, implemented in English Language Education, Islamic University of Indonesia.

2.2.3. Motivation in Using Learning Media

Many factors can influence students' motivation to learn English by using learning media. The first factor that can influence motivation of students is instructional design, because instructional design refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities, information resources, and evaluation (Smith & Ragan, 1999). Because of that, Wlodkowski (1981) said that more motivational research focus on the identification of effective techniques for upgrading instructional design, enhancing classroom management, and addressing the need of various students populations (cited in Small, 1997). When instructional design is very good, instruction is technical excellence under the command of artistic expression, no matter how many fixed rules, precise definitions, and logical strategies established in learning, the process remains embedded in a human context that is open ended, subjective, unique, and constantly changing (Wlodkowski, 2008).

The next factor influenced student's motivation is the use of media itself. Selecting a medium that motivates learners is an important consideration (Rodgers & Withrow-Thorton, 2005). One of the things that learning media can affect to student's motivation is the features of learning media. El-Seoud et al. (2014) found that the use of interactive features of e-learning increases the motivation of the undergraduate students for the learning process. It indicates that, the features of learning media can is one of the factors influence students' motivation.

The next factor is the facilities. Hamjah et al (2011) found that factors influenced students' motivation are students' personality, lecturers' career awareness, choice of peers, students' spiritual connection with Allah, family's encouragement, students' finances and learning facilities at the university. In addition, using technological facilities in the learning process can also influence students' motivation. According to the research result, Esmayili (2017) found that using technological facilities which are available in institutes increase motivation (included enthusiasm and relish) and self-confidence which is lead to increase group cooperation in institutes. Therefore, the facilities can influence students' motivation to learn English by using blended learning.

The last factor that can influence students' motivation to learn English by using Google Classroom is classroom environments. The classroom environment that the educator provides has a significant impact on students' motivation (Korb, 2012). The research finding, Ariani (2017) reinforces the previous research that the motivation is not only influenced by personal characteristics but also by environmental characteristic especially learning environment. Therefore, classroom environments can influence students' motivation to learn, including learning English by using blended learning.

In conclusion, in the use of Google Classroom, teachers must consider many things or factors that can influence students' motivation, such as instructional design, teaching methods or media, facilities, and also classroom environments. Based on explanation above, it can be seen that these things or factors have significant causes on affecting students' motivation to learn.

However, this research will focus on the aspects of instructional materials for mapping the students' motivation by using Google Classroom.

2.3. Motivation

In the field of Education, especially language learning, motivation is believed an important matter in the learning process because motivation can influence the language learning success. Motivation can be said as a whole of energy activator in the students' selves that leads learning activity that guarantee learning performance and give direction in learning activity, so the desired objective by the learning subject can be reached (Sardiman, 1994). According to Radosavlevikj (2015) states that motivation is considered a very significant factor in language learning success. Lim (2004) stated that motivation has been identified as a critical factor affecting learning. More than that, Schunk states that motivation can influence what we learn, how we learn, and when we choose to learn (cited in Hartnett, St. George, & Dron, 2011). Therefore, it is clear that motivation in the language learning is an important matter in influencing the success of language learning.

2.3.1. The Definitions of Motivation

Motivation is important because it has a big power. According to Bolduc (2000) the power of motivation is like an awesome machine that can be used to create or destroy. To be motivated, people have *to be moved* to do something (Ryan & Deci, 2000). Meanwhile, Maehr and Meyer defined motivation as a

theoretical construct that used to explain the initiation, direction, intensity, persistence, and behavior quality, especially goal-directed behavior (cited in Brophy, 2004). Motivation can also mean an effort that can make people moved to do something in order to reach the aims or to get satisfaction by their own efforts. According to Jex and Britt (2008), motivation is like gravitation which cannot be seen visually or felt it, but only the effects can be seen as the result of it. In a daily life, motivation has a strategic role, including in teaching-learning process.

In teaching learning process, motivation is used to explain the extent to which students can engage in learning activities. According to Brophy (2004), the concept of student motivation is utilized to disclose the degree to which students put consideration and exertion in various pursuits, which could possibly be the ones wanted by their teachers. Student motivation is established in students' subjective encounters, particularly those associated with their eagerness to participate in learning exercises and their purposes behind doing so. Motivation is identified with a standout amongst the most fundamental parts of the human personality, and most teachers and researchers would concur that it has an imperative part in deciding achievement or disappointment in any learning the circumstance (Dörnyei, 2001).

Motivation can be said as an enthusiasm power inside of students. According to Sardiman (2014) motivation as whole spirit power of students occurred learning activity that ensures the continuation and gives direction on learning activity so that the purposes of learning can be achieved. This also

accordance to McDonald who said that motivation is an energy change within the person characterized by affective arousal and anticipatory goal reactions (cited in Rusyan, Kusdinar, & Rifin, 1989). Therefore, it can be said that motivation of students refers to enthusiasm power or desire to reach a certain thing, like the desire to reach the achievement.

In addition, there are four useful concepts as the basic human characteristics that can stimulate and sustain the motivation of students in the learning process; they are attention, relevance, confidence, and satisfaction. Attention refers to the capturing the interest of students; stimulating the curiosity to learn. Relevance refers to meeting the personal needs or goals of the students to affect a positive attitude. Confidence refers to the students believe or feel that they will succeed and control their success. The last, satisfaction refers to the reinforcement of accomplishment with rewards (internal and external) (Keller, 1987).

In conclusion, current psychology, Keller, make a simple definition of motivation, which refers to the choices students make as to what experiences or goals they will approach or avoid, and the degree to which they will be skilled at it (cited in Crookes & Schmidt, 1991. p. 481). Students can be said to be motivated to learn, especially learning English when fulfilled with four concepts of the basic human characteristics; attention, relevance, confidence, and satisfaction.

2.3.2. Types of Motivation in Learning

There are two types of motivations, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation is an internal motivation to do something for its own sake (an end in itself) (Santrock, 2011). Similarly, Sansone and Harackiewicz (2000) said that intrinsic motivation is involved at whatever point students act for the satisfaction in the behavior itself. Other than that, intrinsic motivation is accomplishing something because it is naturally interesting or enjoyable (Ryan & Deci, 2000). In other words, intrinsic motivation refers to the students' engagement in the learning activity because they find it is interesting, enjoyable, or fun.

Extrinsic motivation refers to accomplishing a remark something different (a means to reach the goals) (Moreno, 2010; Santrock, 2011). This also accordance to Ryan and Deci (2000) state that extrinsic motivation refers to the students' performance in doing activity in order to accomplish some separable goals, such as students complete their home works in order to get a reward, and also students study hard as a preparation for a test in order to get a good grade or high scores. In other words, extrinsically motivated behavior is student performance for the sake of receiving rewards or to avoid punishments.

Intrinsic and extrinsic motivations are generally thought of being exclusive of each other. In other words, students are viewed as being either intrinsically or extrinsically motivated to learn (Moreno, 2010). In addition, student can be extrinsically motivated in one class but intrinsically motivated in

another teacher's class, where the subject could be either interesting to the student, or evoking his or her curiosity, creativity and fantasy.

2.3.3. Measuring students' motivation

There are many ways or instruments designed to measure students' motivation. The first measurement for students' motivation is Academic Self Concept Scale (ASCS) that was developed by Reynolds (1980, 1988). Academic Self Concept Scale (ASCS) measures an academic facet of general self-concept in college students (Reynold, 1980, 1988). This scale has 40 questions survey using a Likert type scale. Motivation on certain task or activity is often determined by the self-concept held by individual. A research formed by Choi (2005) returned that academic self-concept is a significant predictor of academic grades in college students. Then, research formed by Liu (2010) found that there is a highly positive relationship between academic self-concept and foreign-language learning motivation. Therefore, the self-concept and self-efficacy an individual hold impacts to their motivation and performance.

The second measurement for students' motivation is Students Adaptation to College Questionnaire (SACQ) developed by Baker and Siryk (1989) is a 67-item questionnaire designed to measure the effectiveness of students' adjustment to college. There are four subscales is this questionnaire: academic adjustment, social adjustment, personal-emotional adjustment, and attachment. The academic adjustment consists of motivation, application, performance, and academic environment. The social adjustment consists of general, other people, nostalgia,

and social environment. The personal-emotional adjustment consists of psychological, and physical. The attachment consists of general, and this college.

The third measurement for students' motivation is the Academic Motivation Scale (AMS) developed by Vallerand, Pelletier, Blais, Briere, Senécal, and Vallières (1992). This questionnaire is a 28-item question on a 7-point Likert type scale designed to measure the strength of motivation and to classify motivation as being intrinsic or extrinsic in nature and also identify amotivation, which is absence of motivation.

The fourth measurement that can be used to measure students' motivation is by using Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich, Smith, Garcia, & McKeachie (1993). This questionnaire is a 81-item question designed to measure both motivation and learning strategies. According to Pintrich, Smith, Garcia, & McKeachie (1993), there are thirty-one questions for motivation in six subscales: goal orientation, extrinsic goal orientation, control beliefs about learning, task value, self-efficacy, and test anxiety, and there are fifty questions for cognitive strategy questions in nine subscales: rehearsal, elaboration, organization, critical thinking, metacognitive self-regulation, time and study environment, effort regulation, peer learning, and help seeking.

The fifth measurement that can be used to measure students' motivation is Maslach Burnout Inventory developed by Maslach & Jackson (1986). This scale has been well used and a modified version for college students has also been developed called the Maslach Burnout Inventory-Student Survey (MBI-SS)

(Schaufeli, Martinez, pinto, Salanova, & Bakker, 2002). Maslach Burnout Inventory-Student Survey is a 15 question survey developed to determine levels of exhaustion, cynicism, and diminished efficacy (Schaufeli, Martinez, pinto, Salanova, & Bakker, 2002).

The next measurement that can be used to measure students' motivation is Downing Self-Assessment Questionnaire by Downing (2011). This scale is a 64 questions on 10 Likert scale designed to identify behaviors and beliefs that support the success. This scale is divided into eight subscales: accepting responsibility, discovering self-motivation, mastering self-management, interdependence, gaining self-awareness, adopting lifelong learning, developing emotional intelligence, and believing in myself.

The last measurement that can be used to measure students' motivation is by using the Instructional Materials Motivation Survey (IMMS) designed by Keller (2010) to be in correspondence with the theoretical foundation represented by the motivational concepts and theories comprising the ARCS model. The Instructional Materials Motivation Survey (IMMS) is a 36-item scale on four subscales: attention, relevance, confidence and satisfaction. The IMMS is designed to measure reactions to self-directed instructional materials.

Based on the ways or instruments designed to measure students' motivation above, it can be seen some ways or instruments for measuring students' motivation. However, this research uses the Instructional Materials Motivation Survey (IMMS) by Keller (2010) because Instructional Materials Motivation Survey (IMMS) is designed to measure students' motivation in terms

of instructional materials, which is in accordance to the discussion in this research. The discussion covers Google Classroom as one of media technology in learning, where one of the functions of Google Classroom in Islamic University of Indonesia is to upload materials. Compare to other measurements such as Academic Motivation Scale (AMS) or Academic Self Concept Scale (ASCS), those questioners only analyze motivation based on academic focus instead of the material. So then, Instructional Material Motivation Survey (IMMS) is the best suited to this research.

2.4. Review of Relevant Studies

Gonen and Akbarov (2016) in their paper with the tittle "Measuring the Effect of Blended Learning on Language Learners' Motivation with ARCS Model" used the Instructional Materials Motivation Survey (IMMS) questionnaire to measure the students' motivation towards Schoology platform. In their research, they concluded that *Instructional Materials Motivation Survey* that using the Blended Learning Strategy with Second Language Learners motivated them a lot. Applying Keller's ARCS strategies to Blended Learning instructional materials helped us to find out the level of motivation among Second Language Learners. However, they also found that blended learning turning out to be a valuable program, when it used as a motivator in ESL classes. There were also several challenges both for the instructors of English and the learners, such as building up the content, management of the Schoology system, Internet access, and the instructors' role.

The research above was conducted for college students in outside of Indonesia, and they used mixed method in their research. The other way, this research will be conducted for English Education Department, Islamic University of Indonesia – Indonesia, and uses survey method in order to identify students' motivation to learn English by using blended learning. So, the research above is relevant to this study, but different context and different method.

Kurt and Keçik (2017) in their paper research entitled "The Effects of ARCS Motivational Model on Student Motivation to Learn English" they used ARCS motivational model strategies which were inserted to the instructional design via detailed lesson plans where were applied throughout ten weeks. The aim of their research is to find out the effects of ARSC model Course Interest Survey (CIS) and Instructional Materials Motivation Survey (IMMS) were administered at the beginning and end of the study. In their research, they found the four categories of ARCS motivational model exert impacts on students' motivational level. The strategies that belong to these four categories are proved to be essential elements in the process of teaching and learning English. Students' initial concerns related to learning English were minimized using ARCS strategies.

The research above was conducted for in English preparatory school students at a state university, in Turkey by using a mixed method. The research above is related to this research, but different context and different research method. The research method above used mixed method, and used two types of questionnaire, which are using Course Interest Survey (CIS) and Instructional

Materials Motivation Survey (IMMS). The other way, this research paper uses a single research instrument, which is only using Instructional Materials Motivation Survey (IMMS). The context of the research above was conducted in Turkey, while this paper will be in Indonesia context.

Alajab and Hussain (2015) in their research paper with the tittle "The Impact of a Blended Learning Course on Khartoum University Students' Achievement and Motivation to Learn Scientific English" Instructional Materials Motivation Survey (IMMS) instrument to measure Learners' motivation toward course learning materials in Khartoum University, Sudan. The result of their research that there was statistically significant differences between the experimental group motivations towards learning English for Science scale and the proposed average level of motivation (m=3) due to the use of the blended learning strategy. They conclude that the proposed blended learning strategy used in teaching English for Science University required course (Eng 102) was positively affect Khartoum University health & therapeutics first year students' achievement and motivation towards learning and studying Scientific English.

The research above was conducted for the first year science students' in Khartoum University, in Sudan by using an experimental method. The research above is related to this research, but different context and different research method. The research method of that research is an experimental method, while this uses survey method. The context of that research is at Scientific English in Khartoum University, Sudan. The other way, the context of this is at English Education Department, Islamic University of Indonesia, Indonesia.

In conclusion, the three research papers above are relevant to this paper. However, there are several differences compare to this research. The first one is different context. All the previous researches are taken place from foreign universities. Second, they use different methods, such as mixed methods and an experimental research method. The other hand, this research takes place in a university in Indonesia, and uses a quantitative research. This research uses a single research instrument, which is using Instructional Materials Motivation Survey (IMMS) by Keller (2010).

2.5. Theoretical Framework

As mention in the literature review that there are two groups of learning media; traditional media and digital environment. The traditional media consists of printed materials, display surfaces, visuals, audio, and video. The digital environment consists of computers, multimedia, distance learning, online learning. The focus of learning media used for this research is Google Classroom, where the Google Classroom is used in asynchronous online learning in English Language Education, Islamic University of Indonesia. However, the focus research for analyzing motivation is the Instructional Design (Materials). The instrument for analyze students' motivation is Attention, Relevance, Confidence, and Satisfaction (ARCS) theory by Keller (2010). Then, the results are mapping students' in using learning media.
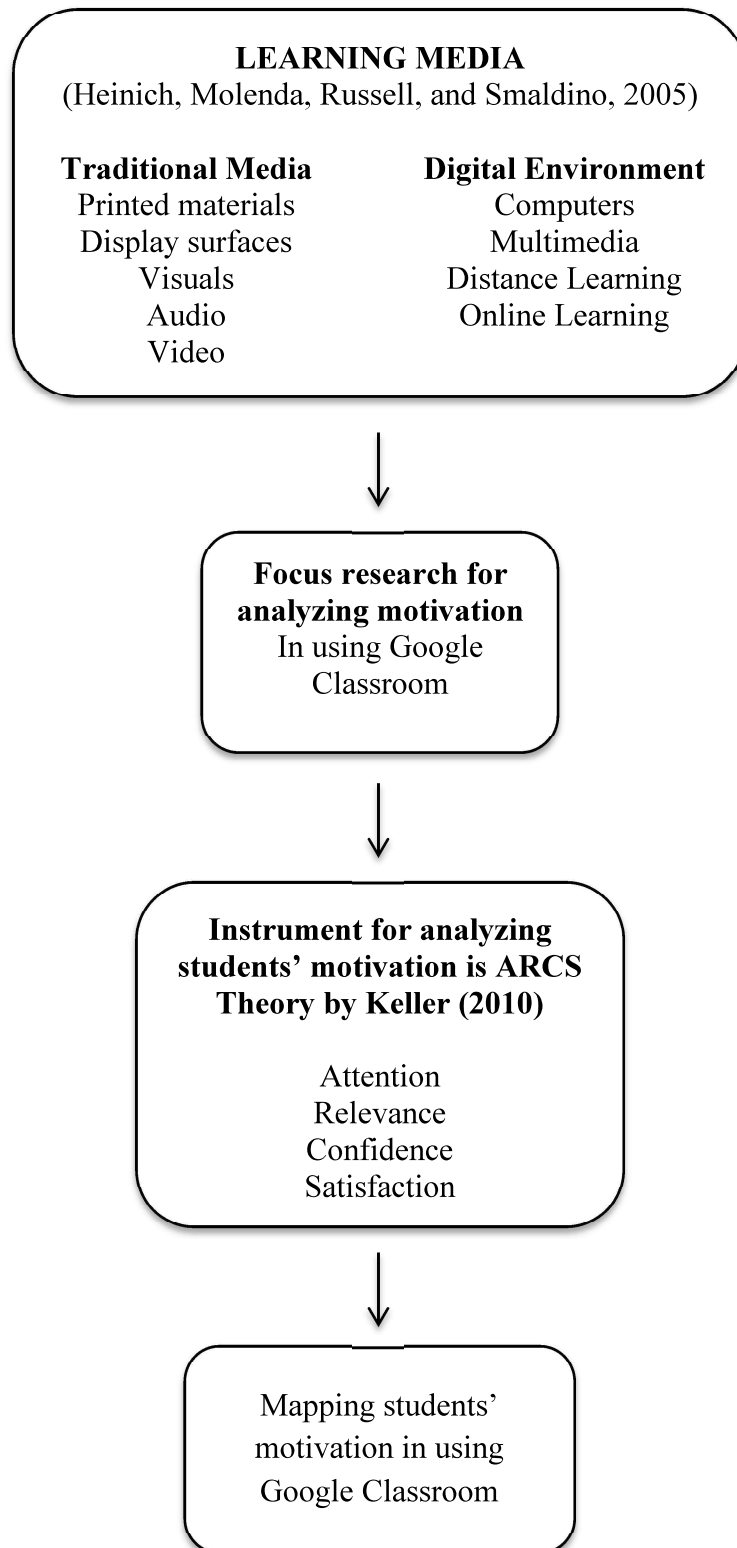
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│                 LEARNING MEDIA                   │
│     (Heinich, Molenda, Russell, and Smaldino, 2005)│
│                                                  │
│   Traditional Media        Digital Environment   │
│    Printed materials          Computers          │
│    Display surfaces           Multimedia         │
│       Visuals              Distance Learning     │
│        Audio                Online Learning      │
│        Video                                     │
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          │     Mapping students'     │
          │    motivation in using    │
          │      Google Classroom     │
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Figure 2.1. Theoretical Framework

2.6. Definition of Key Terms

In discussing this title, the researcher found several terms that need further explanation as clearly as possible to avoid misunderstanding in this research study.

Blended Learning

Blended learning is the combination between offline learning and online learning.

Google Classroom

Google classroom is a Learning Management System (LMS) used in an asynchronous online learning method at English Language Education.

Learning Media

Learning media refers to all the methods and material that can be used to support the learning process (Dugger et al., 2001, Perraton, 2000, Cheek & Walsh, 1996).

Motivation

Motivation refers to the choices made by students as to what experiences or goals they will approach or avoid. Students can be said to be motivated when fulfilled with four concepts of the basic human characteristics: attention, relevance, confidence, and satisfaction.