CHAPTER I

INTRODUCTION

This chapter provides the background of the study, problems identification, scope of the study, the research questions, and the present study's aim. The explanation as follow:

1.1 Research Background

Teaching English as a foreign language is a big responsibility for an English teacher. As we know language learning and language acquisition are totally different, the existence of English here as a foreign language proves the reality that the student needs to learn in school, they need a curriculum, specific strategy, and another kind of test for maintaining their ability through the language. When the student needs classroom activities to accept a language it means they are learning a language, different from their mother language which they mastered by acquiring in relative environments like playground and family.

The different types of learners when a teacher teaches the English language also give a big effect to the goals of the language learning activity. Teaching English for young learners is totally different from the other type of learners. Young learners have their own learning style which is usually by playing and having fun

with their friends. They like to learn by observing the world outside and practicing the activity around their environment. According to Irawati & Syafei (2016), teaching English for young learners needs a special effort because young learners have many differences with the other young learners, for instance different needs, interests, abilities and enthusiasm in learning a language. Young learners often find other difficulty such as how to stay alert in class and pay attention from the beginning until the end of the class. Another problem will follow later as the students are the age where they are actively more into learning by playing games, not the 'desk' study.

In most cases, young learners only can focus on learning in just ten minutes, and the rest of it they will spend it playing, talking to the other friends, losing focus and the material would not be important anymore to them (Irawati & Syafei, 2016). Young learners need a strong motivation in learning, they need lots of feedback, attention, oral work, competition, games or other stand-up activities (Thomson, 2011). Motivation is their foundation when it comes to language learning. In Indonesia, the existence of English as a foreign language often drives the student to be too lazy to learn the language. The laziness happens because they are lack of motivation, we could see it when the student chooses to move their focus to other things when it comes to English class. Therefore, to gain the student's motivation, the teacher needs to use effective strategy in teaching the students, in which the case now is for young learners. Children need encouragement from the teacher and also family to read a book because it will empower their ability in oral communication as well as learn about the world (Durga; & Rao, 2017). It is referring to the fact that

teachers have a responsibility to find the best strategy to teach English as a foreign language to young learners.

In order to find the best strategy for engaging the students' motivation in learning, the teacher needs to find out the needs and their preference in language learning. A teacher of EFL students has the opportunity to recognize the needs of their students, so that they can apply a variety of strategies and also techniques to enrich their instruction in the classroom (Thomson, 2011). A teacher needs to consider the characteristics of young learners, whereas they need time to play, and study also, that is why the teacher needs to find the best strategy where they will learn without demanding their time to play with their friends. Irawati & Syafei (2016) further states on their research that young learners really love the thing that they got from their teacher as a reward. They love to do something and get rewarded after, it gives them a strong motivation to reach their goals in language learning. According to Baranek (1996), when a teacher could bring a well-purposed extrinsic motivation and rewards, it could help the student to build their intrinsic motivation to learn and help the student to decrease the negative effect through their learning output in relation with their learning disabilities. A successful learning environment does not always come from the student but the existence of the teacher there is really important as the facilitator and could encourage the student's motivation in learning the English language.

The most current situation in the world also gives an effect to the succesfull learning environment. The spread of Covid-19 through the world as a pandemic made education also during its critical situation where all of the activities are done online. Based on the Surat Edaran Mendikbud No. 4 Tahun 2020 which explain

about "Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran *CoronaVirus Disease* (COVID-19)" or a rules about education system in pandemic bring all the activity to be done at home using the online platform. These new situations bring a new phase also for the teacher and the student. Teachers need to find the best online teaching approach especially for young learners that have special qualifications in learning. In addition, the teaching approach should cover the characteristics of the student and blend the online platform.

One of the most used strategies used in online learning is blended learning strategy. Blended learning strategy is a learning strategy where the teacher combines face-to-face learning with computer-mediated learning (Porter et al., 2014). Furthermore, Allen & Seaman (2010), states that blended learning is a strategy where the substantial part of the content is transferred online, mostly in the meaning of online discussion and supported by several chances of face-to-face meeting. Idris (2018), stated that the blended learning strategy was started a long time ago along with the information technology systems development. Porter et al (2014), mentioned in his research that blended learning strategy focuses more on the physical level of the learning process rather than pedagogical or even psychological effect of the learning process. The use of blended learning strategy in combination with reward system implementation in teaching for young learners could become a strong strategy in learning English online that will strengthen the students' motivation in learning.

The existence of reward system as one of the strongest motivations for the learning process of young learners during a blended learning strategy could become a tight foundation for the development of the student's ability in using English. In

every situation of learning and instructions, the teacher is engaged to provide good quality and also strategy in engaging the students' motivation in learning using a well-prepared and well-structured reward system. In this research, the writer prefers a reward system as the strategy that will develop the students' learning motivation in learning using blended learning strategy. North Bali Bilingual School is one of the schools that implement reward system on their blended learning strategy learning activity. Based on the preliminary interview, the English teacher was found implementing reward system to their learning process using a blended learning strategy to help the student gain their motivation in learning. The effect of the reward system in the blended learning process at North Bali Bilingual School was found helping the student to be more motivated in the learning process. Thus, this research was conducted to find out the teacher's procedure of implementing reward system in blended learning strategy and the difficulties that were found in the process related for the students at North Bali Bilingual School.

1.2 Problem Identification

From the research background, it shows that young learners have their own style in learning and related with their learning environment. Theoretically, young learners need a big motivation in learning that could be filled by teacher's attention, learning by games, learning by moving, good reinforcement, and learning media (Thomson, 1996). They need to be put in a specific condition where they still could reach their habit to play and learn at the same time, they need a strong motivation to stay alert during the classroom activity and need big attention to gather activity to put their curiosity up above the activity. Empirically, the challenges found mostly

in school are hesitant to find the best strategy to keep the young learners' attention during the class which is conducted online are indicated as complex things and the lack of teacher comprehension to the type of reward system force them to use the conventional and plain type of reinforcement. The use of a blended learning strategy where it combines face-to-face learning with online instruction helps a lot through the learning and instruction activity. Therefore, the research about the implementation of any supportive reward system in blended learning strategy is really necessary to gather and provide information to enrich the style of rewarding that could help the teacher to reach the goals of successful classroom learning process offline or online.

1.3 Research Scope

The researchers give a scope to this research on which the research is only focused on first through third grade elementary school students' teacher's experiences and also the difficulties in implementing reward systems in blended learning strategy at North Bali Bilingual School. This research restricts to the comprehension of lesson plan, learning material, rewarding activity and all of the experiences of the implementation are conducted by the classroom activities.

1.4 Research Questions

Based on the research background stated above, the research questions of this study are formulated as follows.

1) How does the teacher implement reward systems in blended learning strategy at North Bali Bilingual School?

2) What are the difficulties found by the Teacher in implementing the reward system in blended learning strategy at North Bali Bilingual School?

1.5 Research Objectives

Based on the research question above, the objectives of the study are:

1) General research objective is to analyze the teacher's implementation of reward system in a blended learning strategy for elementary school students.

2) Specific research objectives are: 1) to describe the implementation of reward system in a blended learning strategy for elementary school students, 2) to identify the difficulties found by the teacher in implementing reward system in a blended learning strategy for elementary school students.

1.6 Significances of the study

This research is expected to present a positive contribution to the term of theoretical and practical significance.

1. **Theoretical significance**

   This research is expected to give positive information in order to examine the teacher's experience in implementing reward system in blended learning strategy for elementary school students.

2. **Practical significance**

This research is also expected to give a practical contribution and information for Undiksha, North Bali Bilingual School and other researchers.

1) Universitas Pendidikan Ganesha

   The results of this study are expected to give a positive impact to the development of the reward system in Universitas Pendidikan Ganesha.

2) North Bali Bilingual School

   a. The result of this research is expected to give reinforcement or feedback through the implementation of reward system in blended learning strategy at North Bali Bilingual School

   b. The result of this research is expected to become a reflection through the reward system in North Bali Bilingual School and also help the other teachers to enrich their reward system.

   c. The result of this research is expected to guide future teachers in engaging good and fresh techniques of rewarding the student and giving more information about the school through blended learning strategy or could be also for another teaching strategy.

3) Other Researchers

   This research could be used as a source or references for other future research that is related with this research and help the other people in this field to gather much information about the similar condition.