

BLENDLED LEARNING TO ENHANCE STUDENTS' MOTIVATION IN VOCATIONAL SCHOOL

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Abstract

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan yang signifikan dari motivasi siswa kejuruan sebelum dan sesudah aplikasi *blended learning*. Penelitian ini merupakan kajian kuantitatif yang menggunakan *one group pre-test post-test design*. Sampel penelitian ini terdiri 26 siswa kejuruan yang dipilih secara *purposive*. Instrumen yang digunakan adalah kuesioner motivasi. *Paired-sample t-test* digunakan untuk menganalisis perbedaan yang signifikan dari motivasi siswa kejuruan. Hasil analisis menunjukkan bahwa terdapat perbedaan yang signifikan dari motivasi siswa sebelum dan sesudah *blended learning*, dengan nilai *t-ratio* 6.468 yang berarti lebih tinggi dibandingkan dengan *t-table* 2.056. Berdasarkan temuan tersebut, dapat dijelaskan bahwa *blended learning* masih merupakan salah satu cara yang direkomendasi untuk meningkatkan motivasi siswa kejuruan karena memberikan banyak kesempatan untuk bisa mengeksplorasi kebutuhan dan potensi mereka, demikian juga fleksibilitas waktu dan tempat yang membuat siswa bisa mengunjungi kembali materi belajarnya dengan mudah dan nyaman.

This research was aimed to find out whether there is a significant difference of the vocational students' motivation before and after blended learning. This research was carried out using a quantitative study with one group pre-test post-test design. The subject number of 26 vocational students was taken purposively. The instrument used was the motivation questionnaire. This study used paired-sample t-test to answer the significant differences of students' motivation. The result of the analyses indicated that there was a significant difference of students' motivation before and after blended learning, within t-ratio 6.468 which means that it was higher than t-table 2.056. Based on the findings, it is perceived that blended learning is still one of the advocated ways to enhance the vocational students' motivation since it provides a lot of opportunities to explore their needs and potentials, as well as place and time flexibility for learning which enables the students to revisit the language easily and comfortably.

Keywords: blended learning, enhance, motivation

INTRODUCTION

Learning a foreign language presents different challenges for different people in different contexts. The reasons for learning a foreign language are as diverse as the ways different individuals approach the task of learning. A range of methods and approaches are often used to introduce new language, and a variety of classroom management techniques are employed to maximize practice opportunities. In short, there is no single way to learn a language, just as there is no single way to teach it. But, are there any optimal condition for effective language learning? What conditions are required in an effective learning environment?

What makes the classroom instruction successful was characterized by the involvement of learners in the learning activities which are designed by the instructor, the increase of learners' learning motivation, and achievement of learning objectives (Suarcaya, 2011: 1). Needless to say, this reality is really expected by every teacher because those aspects have become the target of great success in their classroom interaction. He further explained that one common learning model used by English as a Foreign Language (EFL) instructors is face-to-face classroom instruction. Learners come to classroom and all activities are carried out in the room. The possible instructional activities conducted are group work, lectures, and discussion. Nevertheless, all those activities require direct responses from class members. Some learners prefer giving indirect responses to the topic being discussed. As a result, such learners would be mistakenly

identified by their instructor as passive and less capable in working on tasks given in the class.

Marsh (2012: 1) states that the majority of foreign language teaching still takes place in the classroom, and as language teachers, we know from experience that achieving the optimal conditions as just presented poses a significant challenge in most foreign language teaching situations where students have limited opportunities to actively engage in using the target language. Such cases are only a few of many weaknesses in merely implementing face-to-face learning model in EFL classes. In other words, face-to-face learning model cannot accommodate learners' individual characteristics. While the fact shows that a class is always heterogeneous in terms of learners' characteristics.

Another problem that might cause the students' achievement is their lack of motivation. Based on some studies (See e.g. Zlata, 2007: 9; Juhana, 2012: 100; and Gunawan, 2013: 12) revealed that most of students were not motivated for studying English as a foreign language because they often claimed that they would not need it at their future work. In fact, when they get back is that English is very important for their better jobs. They found that psychological factors such as fear of making mistake, shyness, anxiety, lack of confidence and lack of motivation hinder students from speaking in English class.

Fortunately, with the help of learning technology, the problems above might be solved. The learning technology, especially the combination of computer and

internet, is a powerful learning tool to facilitate learning. Flexibility is one of the advantages of using internet for learning (Collis and Moonen, 2001: 25-26). In addition, Khan (2007: 5) asserts that both human and technological resources are critical to support flexibility in learning. The advancement of information and communication technologies is a blessing for flexible learning. For example, as the Internet is fast emerging, the website has become an increasingly powerful, global, interactive, and dynamic medium for sharing information.

One of the ways to use technologies particularly internet in language study is through blended learning. There have been several studies done to figure out the effectiveness of the use of blended learning in English study particularly at the universities or tertiary levels (Checova and Matthew, 2013: 71-78; Ocak, 2013: 1058-1070; and Malinina, 2013: 244-249)). They found that the use of blended learning could promote a stimulating relationship between the teacher and the students, and it consequently enhances the attempts at building a better learning support to facilitate learning. In order to support the learners in a blended learning environment, it is imperative that the teacher should have not only learning skills to facilitate learning, but also skills and experience to facilitate the learning process through designing and building support that encourages blended learning. However, these studies were only focused on the tertiary level of education, whereas the blended learning in vocational high schools have not been studied yet.

Overall, studies above were done to figure out the blended learning effectiveness for enhancing students' motivation. Nevertheless, all those studies were only focused in universities or tertiary levels. They have not yet discovered it with face to face learning supported by local website and online learning, particularly in the vocational high school. Therefore, this research was done to fill in that blank space. It was conducted in order to find out whether there is a significant difference of the vocational students' motivation before and after the blended learning.

METHOD

To achieve the goals, this research was carried out using a quantitative study with one group pre-test post-test design. The subject number of 26 vocational students was taken purposively. The instrument used in this study was the motivation questionnaire. This study used paired-sample t-test to answer whether there was a significant difference of students' motivation before and after blended learning. The blended learning in this study used face-to-face learning supported by the local website ([http:// 192.168.202.23/moodle/](http://192.168.202.23/moodle/)) where the lessons were placed and the virtual classroom or online learning in the website of www.schoolology.com.

This local website ([http:// 192.168.202.23/moodle/](http://192.168.202.23/moodle/)) was used to anticipate when the internet connection was unstable to access. Since some lessons require files with large size, such as tutorials, videos and audios, the students therefore were facilitated by this site in order to help them accessing the lessons. However, this site could only be accessed in school area. It could not be accessed when the

students were out of school or at home. In addition, the students who have notebooks were required to access the lessons of writing simple messages and the exercises from that site. The teacher gave some explanation in relation to the lessons and exercises. Afterwards, students studied the lessons individually and in group, then discussed the lessons with the teacher and their friends

RESULT AND DISCUSSION

RESULT

The pre and post-tests were administered in order to know the students' motivation. Here is the result of the students' motivation before and after the blended learning.

Table 1. The Mean of the Students' Motivation Pre and Post-Test

Variable	Students' Number	$\sum X$	Min. Score	Max. Score	Possible Max. Score	Mean
Motivation pre-test	26	2.225	72	100	120	86
Motivation post-test	26	2.406	70	109	120	93

The table above reveals that the minimum score of the students' motivation pre-test is 72, whereas the maximum score is 100 of 120 for the possible maximum score. The mean of the students' motivation pre-test is 86. Further, the minimum score of the students' motivation post-test is 70, whereas the maximum score is 109 of 120 for the possible maximum score. The mean of the students' motivation pre-test is 93. From the result, the increase of the mean scores in the experimental class based on the calculation is 7.4 or 8.6% on average. Thus, it indicates that

after having the treatments through blended learning, the students' motivation of studying English was enhanced.

Table 2. The Increase of Motivation Pre-Test and Post-Test on 8 Categories

The increase of motivation pre-test and post-test on 8 categories	No	Item	Σ Gain of each item	Σ Gain of each category	%	Rank
	1	1	11	51	28.2	1
		11	17			
		21	8			
		28	15			
	2	2	10	37	20.4	2
		12	9			
		17	11			
		22	7			
	3	3	4	14	7.7	5,5
		6	1			
		14	7			
		23	2			
	4	4	5	29	16.0	3
		7	16			
		18	6			
		24	2			
	5	5	2	14	7.7	5,5
		20	3			
		25	9			
	6	8	-6	-2	-1.1	8
		13	0			
		26	5			
		27	-1			
	7	9	1	12	6.6	7
		15	6			
		29	5			
	8	10	7	26	14.4	4
		16	6			
		19	3			
		30	10			

The table above exposes the increase of motivation pre-test and post-test on 8 categories. It clearly shows that the first rank was in the first category, namely the duration of learning English, which took the highest gain (51 points or 28.2%).

Next, it was the second category, that is the frequency of students' activity in learning English, which got the second rank by 37 points or 20.4%. For the third, it was the fourth category, namely the perseverance of students in learning English, which had 29 points or 16%. Then, the fourth was the eighth category, that is the students' attitude to the purposes of learning English, which had 26 points or 14.4%. The next ranks were from the third and fifth category (namely the persistency of students in learning English and the devotion of students to get the objective of learning English), which had 14 points or 7.7%. Afterwards, the seventh rank was the seventh category, that is the qualification level of students' ability in learning English, which got 12 points or 6.6%. The sixth category (the aspiration of the students) was the last rank which had -2 points or -1.1%.

To prove whether the proposed alternative hypothesis is accepted or rejected, the repeated measures t-test was used by analyzing the data in SPSS version 17 for windows in order to see the significant difference of the students' motivation before and after blended learning.

Table 3. The Hypothesis Test of the Students' Motivation in General

Variable	Mean	Gain	t-ratio	Sig. (2-tailed)	t-table (df=26)		Conclusion
					0.05	0.01	
Pre-test	86	7	6.46	0.000	2.06	2.78	Significant
Post-test	93						

The table above shows that the mean of the students' motivation pre-test is 86 and the mean of post-test is 93 with the gain 7. We can see that t-ratio is 6.46 while the critical value for t-table (df=26) is 2.06 at the level of significance 0.05 and 2.78 for 0.01. Thus, t-ratio is bigger than t-table, that is, $2.06 < 6.468 > 2.78$. The

students' scores significantly differ from pre-test and post-test. Thus, it clearly shows that the proposed alternative hypothesis (H_i) is accepted that there is a significant difference of the vocational students' motivation of studying English before and after the blended learning. In other words, the increase of the students' motivation scores (7 or 8.6%) has a significant gain through blended learning.

DISCUSSION

Based on the research results of the students' motivation above, It is apparent from the finding for the research objective that the blended learning made a significant impact on the learners' motivation. The students' motivation scores were significantly different from the pre-test and the post-test. Thus, it evidently shows that the proposed alternative hypothesis (H_i) is accepted. The t-ratio of the motivation hypothesis test in general (6.46) which is higher than the t-table 2.06 and 2.78 ($df=26$) proves that there is statistically a significant different of the vocational students' motivation before and after the blended learning.

The increase of motivation among vocational high school students (by the average of gain 7 or 8.6% in the pre-test and the post-test), shows that blended learning in fact enhances their motivation of studying English in general. This finding supports the previous studies (Checova and Matthew, 2013: 71-78; Ocak, 2013: 1058-1070; and Malinina, 2013: 244-249), that the implementation of blended learning beyond learning management systems successfully engage students in the active use of e-technologies and enhance the students' motivation and self-

governed learning, as well as it can be an effective mean to increase motivation for studying English as a second language.

Generally, most of the learners in the experimental class were motivated. This can be seen by the gain mean of the students' motivation pre-test and post-test. There were more than 75% of the students whose motivation had been improved. In addition, having seen the gain of motivation pre and post-test, there were some students whose increases were quite outstanding, i.e. HMA (18), BIR (15), ACP and SAP (14). Based on the users' analytic through virtual classroom on www.schoology.com, they were very active in taking participation in online learning. That is one of the indicators of being enjoyed and motivated in learning English. In conformity with Marsh (2012: 4-5), blended learning increases student engagement in learning since it provides flexible study, anytime or anywhere, to meet learners' needs.

Referring to the gain of the students' score in the vocational motivation pre-test and post-test, the item number 11 and 28 got the highest gain from the respondents, that is the 14 students' motivation was enhanced in about 1 to 2 points for each. The aspect of this questionnaire item for these numbers was in one of the motivation indicators, namely the duration of learning English or how long someone is able to use the time to do an activity of learning English.

The first questionnaire item which had the highest gain in the vocational students' motivation pre-test and post-test was asking about the duration of the time that

they spent for learning English during the time of helping their parents to work. This fact clearly shows that their eagerness of learning English was enhanced through blended learning although they could still help their parents at home. The second item was about the duration of their English study through internet in a week. This phenomenon obviously reveals that blended learning could make the students provide extra time for learning English out of the face-to-face classroom, within 30 to 60 minutes in general; while they spent in average around 6-8 hours in a week for studying English through internet.

On the other hand, dealing with the decrease of the students' score in the vocational motivation pre-test and post-test, the item number 13 and 27 got the worst decrease from the respondents, that is the 3 students' motivation was decreased in about 1 to 2 points for each. The aspect of this questionnaire item for these numbers was in one of the motivation indicators, namely the aspiration of the students; the target will be achieved with the activity that will be done, e.g. purpose and target.

The first questionnaire item which had the worst decrease in the vocational students' motivation pre-test and post-test was asking about the reason to study English out of school time. Two of the respondents changed the answer from improving English ability into getting a good grade, while one of them was from improving English ability into just spending free time. This fact was caused by the students' competitiveness in achieving the grade of English subject so that their

mind was changed from getting English for communication into merely pursuing the grade.

Based on the analysis, however, there were three students without gain, and even their motivation scores were decreased. They were AAN (0), BIN (-2), IDI (-2), and TSE (-3). When they were asked in private, they complained that they needed personal attention in online learning, particularly for some lessons they didn't understand well. In line with this finding, Malinina (2013: 244-249) also found that the majority of the learners wanted to study English with the teacher and expected to be approached individually, both in face-to-face meeting and virtual classroom. This fact really needs to be considered since the attention from the teacher would be also the essential point of succeeding the blended learning. This is in line with Dzakiria et al (2006: 11-18) that whenever sufficient attention has not been paid to the conditions under which learning best occurs, then learning support can predictably affect blended learning negatively. Therefore, the teacher's attention becomes essential in determining the students' motivation.

With regard to the use of internet as a part of blended learning, it is strongly supported to the existence of digital information and the move into a technological future. Having this in mind, the vocational students are expected to be more confident in actively taking parts of sophisticated ways of future learning. Obviously, they feel challenged and more motivated to learn the English lessons.

In summary, having discussed the notion of research question above, it is ascertained that blended learning is still one of the advocated ways to enhance the students' motivation. This study believes that the better results of their motivation come from the blended learning. It is very timesaving and provides convenience and flexibility of learning. It has a tremendous potential in teaching English as a foreign language as it offers an opportunity to integrate innovative and technological advances of online learning with interaction and participation of the best face to face practices. Regarding to the fact, this study asserts that motivation is truly a result of reinforcement. Enabling students to obtain achievement is the key to improving students' motivation in English learning process. By the use of blended learning, it could provide the way to ameliorate the study of English as a foreign language since it is the important work of education to enhance the vocational students' motivations and make their English achievement better

CONCLUSIONS AND SUGGESTIONS

In accordance with the results of the data analysis and the discussions of the current study, it is concluded that blended learning as one of the recommended ways of studying English in vocational high school indeed successfully enhance the students' motivation. It provides a lot of opportunities to explore their needs and potentials, as well as place and time flexibility for learning. The important note that needs to be taken into account by the use of blended learning is that the personal attention needed by learners from the teacher, or it can be called "*human touch*". An existence of a teacher's attention cannot be replaced no matter how sophisticated the technology we use for learning. Although the implementation of

blended learning beyond learning management systems successfully engage students in the active use of e-technologies and enhance the students' motivation and self-governed learning, but they still need to be personally approached in finding out their problems and obstacles throughout the blended learning. The use of blended learning actually could promote a stimulating relationship between teacher and students, and it enhances the attempts at building a better learning support to facilitate learning.

Based on the conclusion of the research above, it is suggested that teachers give more particular attention to those who need personal approach both in face-to-face meeting and virtual classroom, so that their motivation of learning English will enhance more. Since blended learning is something new to the students, the teacher should be patient in explaining how they should do during English lessons. Additionally, students should not only be called and notified about their weaknesses and mistakes of their learning or tasks, but more personal consultation about how they get through blended learning is a necessary point that should be taken into account.

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