INTEGRATING AUTHENTIC MATERIALS AND BLENDED LEARNING IN TEACHING PROCEDURAL TEXT

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Abstract

Penelitian ini bertujuan untuk mencari tahu perbedaan dari motivasi belajar siswa sebelum dan sesudah penerapan dari materi-materi yang autentik dan pembelajaran campuran. Desain dari penelitian ini adalah penelitian kuantitatif. Subjek dari penelitian adalah 50 siswa kelas delapan dari SMP IT Smart Insani, tahun ajaran 2018/2019, Lampung Tengah. Hasilnya menunjukkan bahwa ada perbedaan motivasi belajar siswa dan nilai menulis mereka setelah diajar menggunakan materi yang autentik berdasarkan pembelajaran campuran. Peningkatan yang paling signifikan dalam motivasi adalah motivasi intrinsic. Sedangkan, penggunaan bahasa adalah peningkatan aspek menulis yang paling signifikan (rentan nilai= 8,4). Hasil dari analisis korelasi juga menunjukkan korelasi dari motivasi belajar siswa dan nilai menulis mereka dari two tail significance menunjukkan p>0.05 (p= 0.470) yang diklasifikasikan sebagai korelasi sedang. Sejak pengintegrasian materi authentic dan pembelajaran campuran terutama berguna dan mereka dapat membantu siswa-siswa untuk menjadi pembelajar yang berhasil, guru direkomendasikan untuk mendalaminya dan mengajar siswa-siswa mereka menggunakan media online yang sejalan dengan zaman moderen ini.

This research was aimed to find out the difference of students learning motivation before and after the implementation of authentic materials and blended learning. The design of this study was quantitative research. The subject of the research is 50 eighth grade students of SMP IT Smart Insani in the academic year 2018/2019, Lampung Tengah. The result showed that there were difference of student learning motivation and their writing achievement after being taught by using authentic material based on blended learning. The most significant increase in motivation is intrinsic motivation. Meanwhile, Language use is the most significant increase writing aspect (range score= 8,4). The result of Correlation analysis also showed that the correlation of students' learning motivation and their writing achievement from the two tail significance showed p>0.05 (p= 0.470) which classified as medium correlation. Since the integrated authentic material and blended learning are principally worthy and they could help students to be successful learners, the teacher are recommended to explore them and teach their students by using online media which is in line with this modern era.

Keywords: *authentic materials, blended learning, learning motivation*

INTRODUCTION

Generally, there are four basic language skills in English, i.e., listening, speaking, reading, and writing. Writing is the most difficult skill for students in every educational level. Nowadays, the teach English only focuses on reading comprehension and grammatical structure. Writing skill has not got serious attention. Another problem occurred is that teachers use modified material in teaching learning process. Its utilization has been considered having some weaknesses. That contains inauthentic language, distort content, not reflect student's needs, deskill teacher or reduced the teachers' role and costly (Crawford, 2002).

On the other hand, the use of authentic materials is a flipside to solve the problem above. Moreover, its application in EFL has long been acknowledged to be advantageous tolerances as it provides real-life experience in the language classroom (Tran-Thanh, 2018). Authentic materials are considered as alternative materials that serve benefit for students from the exposure to real life language practice. It makes the students highly motivated in giving a sense of achievement and encourages them for further writing. Then, the role of the teacher is to prepare the language learner and to give awareness as well as necessary skills to understand how the language is actually used. Authentic materials are designed for real life communication which can show the local culture.

In addition, there are some types of texts that can be taught by using authentic materials for developing students' writing achievement in school. Procedural text is one of them. It is very crucial to learn more about procedural text both its generic structure and its language features. The text usually includes one or more photographs, illustrations, or diagrams to help readers visualize, or see, how to do the steps (Scraper, 2012). Procedural text brings the students into real life setting such as how to make traditional food or to play traditional games. But in the reality, many students feel that writing is a hard work to do because they do not have any attention to the material given, neither know such a convenient way that can help them in writing process. In line with the case, the researcher brings out the idea of the blended learning approach. It brings two teaching approaches together correcting their problems.

METHODS

This research was conducted to investigate whether or not there is any correlation of authentic material based on blended learning towards students' learning motivation and their writing achievement. The population of this research was the eighth grade of SMP IT Smart Insani of academic year 2018/2019. There were 4 classes of the eighth grade in that school. But, In this case the researcher used two classes only as experimental and control group. The number of the students of each class was about 20-25 students. The researcher used purposive sampling in this research. The researcher chose the sample based on appropriate criteria for the study. The eighth grade of SMP IT

Smart Insani were the classes that the students chosen equitably. There is no superior class or inferior class in the school. The researcher conducted the research in this school because there was never any English research, especially about authentic materials and blended learning in that school.

The researcher used two kinds of research instrument. Those are learning motivation questionnaire and writing test. The questionnaire of motivation consists of 12 items of statements with 5 choice of response in every item to measure type of learning motivations. The range of response is from "never true of me "to "always true of me" and the scores range from 1 to 5. Meanwhile, the researcher conducted writing test to find out how far teaching procedural text writing by using authentic material increased students' writing achievement and what aspects of writing skill could be increased by using authentic material. The students are asked to write procedural text by the researcher. The students were given a chance to write for about 90 minutes. Five aspects evaluated by the researcher were content, language use, form, organization, vocabulary and mechanic.

To find out the effect of the integrating authentic material towards students' learning motivation and their writing achievement, the researcher passed the following steps in analyzing the data as follows:
1. The researcher made a scoring of students' pretest, posttest and learning motivation.
2. After the researcher got the raw score of pretest, posttest and learning motivation, the researcher tabulated that result of the test and calculated the score of pretest and posttest. The researcher used paired sample T-test of SPSS to calculate it, and then found the score that indicate whether there was an improvement on students' writing achievement after the treatment by using authentic material.
3. The researcher compared students' score of pretest and posttest based on the aspect of writing to find out what the aspect of writing are improved after the treatment by using authentic material.
4. The researcher constructed the conclusion. The conclusion could be developed from the result of statistical computerization that was in SPSS and researcher observation during the teaching and learning process.

RESULT
The research was held on May 1st till May 11th, 2019. This research was basically focused on three learning motivation of students, they were: Intrinsic, extrinsic and international orientation. The pre-test and post-test were administered to find out the difference of students learning motivation before and after the implementation of authentic materials and blended learning. Before analyzing the differences of pre-test and post-test of the questionnaire, the researcher divided the learning motivation response based on those 3 motivation categories. After that, the students' responses to the questionnaire of learning motivation analyzed by using Paired Sample T-test of SPSS Program. The result shows that the highest mean score of students' learning motivation is intrinsic

motivation (0.840). Then, the researcher also found that intrinsic motivation had the most significant 2-tailed in pre-test and post-test (0.018) between other motivations. Meanwhile, the result of NGain of SPPS program showed that the increase of students learning motivation in experimental class was -10,27% and control class was 0,06 %. Based on the analysis of mean score and p > 0.05.

To answer the second research question which is in order to find out the increase of students' writing score after the implementation of authentic material and blended learning, the researcher used Paired sample T-test to compare the students' writing score in pre-test and post-test. Before that the researcher analyzed the writing score by using descriptive analysis, normality test and homogeneity test of SPSS to find out the general result of students writing which reveal its' distribution normal and homogeny. It can be seen from the result that there was a significant increase in experimental class (-13.420) after the researcher gave the authentic material which integrate with blended learning. In contrast, the increasing of writing score in control class was not significant (4.600). Meanwhile, the result of NGain of SPPS program showed that the writing score of writing test had increased 35,10% and the control class was 10,37%. Based on the analysis p < 0.05, the result of students' writing reveal that there was significant difference of students writing test (0.00) after being taught by using the integration of authentic material and blended learning.

The pre-test and post-test of writing were administered to find out the students' writing score. The researcher focused on the aspects of writing, so the researcher divided the score into 5 aspects of writing which are content, language use, organization, vocabulary and mechanic. The result revealed that the increase of content aspect was 6,84, language use 8,40, organization 4,64, vocabulary 5,84, and mechanic 1,12. So, the most increase aspect of writing after being taught by using the integration of authentic material and blended learning was language use (8,4).

The result of Correlation of SPPS analysis showed that the correlation of students' learning motivation and their writing score from the two tail significance showed p>0.05 (p= 0.470). The significant two tailed of them were 0,470 which mean that the correlation between students' learning motivation and their writing score can be classified as medium correlation.

DISCUSSION
Based on the analysis of students' learning motivation by using Paired Sample T-test of SPSS Program, the researcher found that intrinsic motivation had the most significant difference in pre-test and post-test (0.018) between other motivations. Based on the analysis p > 0.05, so the result can be concluded that there is no significant difference of student international and extrinsic motivation (0.050 and 0.903) after being taught by using authentic material based on blended learning.

The data analysis indicates that intrinsic motivation is the most frequently used by the students than international and extrinsic motivation. Intrinsic

motivation refers to be motivated and curious enough to be engaged in some activity for its self. Intrinsic motivation is the natural tendency to seek out and conquer challenges as we pursue personal interest and exercise capabilities (Deci, Vallerand, Pelletier & Ryan, 1991). The encouragements from inside appeared consciously and guided to achieve the goals that was set. This curiosity cannot be explained by drive theory. However, almost many people have curiosity in intrinsically motivating. In contrast, when we do something in order to earn a grade, avoid punishment, please the teacher, or for some other reason that has very little to do with the task itself, we experience extrinsic motivation.

After finding students' learning motivation, the researcher analyzes students' writing score before and after the treatment given. It can be seen that there was a significant increase in experimental class (13.420) after the researcher gave the authentic material which integrated with blended learning. In contrast, the increasing of writing score in control class was not significant (0.600). But, based on the analysis $p < 0.05$, so the result can be concluded that there were significant differences of students writing test (0.00) after being taught by this integration. Wu and Patel (2016) found that blended learning pedagogy can be integrated into a mixed methods research course, how these in-service teaching-students' learning outcomes can be improved, and how blended learning could benefit them in their own daily teaching practice

The result of Correlation of SPPS analysis showed that the correlation of

students' learning motivation and their writing score from the two tail significance showed $p>0.05$ (p= 0.470) which classified as medium correlation. It can be assumed that in this case, motivation is a strong power or positive power which every people had it shows from the desire or awareness to achieve the main goal such as; a student who learn English seriously in order to get a better result of his or her examination. In relation with the previous statement, students need motivation in order to achieve the main goal in learning language and it can come from themselves or from their environment.

In the light of discussion, authentic material and blended learning have significant role to make students' learn more effective in English class. This idea is same with Gardner and Lambert (1959) stated that motivation is one of important aspects of learning language. Motivation becomes an important aspect of learning which can make the students have awareness about the importance of studying or learning. Meanwhile, Yapici (2012) the research results revealed that the blended learning model contributed more to the students' biology achievement than traditional teaching methods did and that the students' attitudes towards the Internet developed statistically significant. In order to help the learners learn, teachers needed to teach as many of these preferences as possible. Teachers could use blended learning in their curriculum activities so that learners were able to follow the teaching and learning process successfully.

From the discussion above it can be concluded that many students are more

influenced by intrinsic motivation than international and extrinsic motivation. The use of blended learning brings a significant difference in students' writing score in pre-test and post-test. The use of appropriate strategies will bring satisfaction of learning outcomes for the learner as well as more probability of successful language learning. Especially in learning English, in this case learning writing.

CONCLUSION
In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher made this conclusion:

There was a statistically significant difference of students' learning motivation and their writing achievement between the pretest and the posttest with significant level 0.05. The students' writing achievement significantly improved after the implementation of authentic materials and blended learning. Furthermore, there was medium correlation between students' learning motivation and their writing achievement. This indicates that authentic materials integrate with blended learning facilitating the students to improve both the motivation and writing achievement.

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