**Using Blended Learning to Increase Students’ English Learning Motivation**

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**Abstract.** Investigating students’ English learning motivation in blended learning at Cendana senior high school Pekanbaru was the objective of this research. Descriptive quantitative was a method used by the researchers. The population was 113 students in third grade which were in four classes. From this number, the researchers took 30 students as the sample and used a purposive sampling technique. In collecting data, the researchers used questionnaires. According to the findings of this research, the level of students’ English learning motivation in blended learning was 73,2% which means the students were at a high level of motivation.

Keywords: *English Learning Motivation, Blended Learning*

**Introduction**

Motivation means a person’s readiness to put up a particular aplenty to an effort to accomplish specific goals in a given situation. In learning English, motivation will influence students’ English performance and achievement (Yulfi and Aalayina, 2021). According to Fachraini (2017), someone's success or failure in learning English depends on their motivation. This is in line with Suryasa et al (2017) that students with adequate motivation will become efficient language learners with ultimate language proficiency. Students will get more understanding in learning English if they have motivation meanwhile the purpose of learning is tough to be achieved if students have no motivation.

Motivation is important for the students, because it is a part of education that must be known by the teacher. For those students who have no motivation in learning, they will not be possible to implement the learning activities well. According to Purnama et al (2019) when the teachers know students’ motivation, they will know the students’ interest. And also the teachers can find the best way and suitable environment in teaching and learning process. Therefore, students will be effective and active in learning.

 Associated with learning model, some researches have proven that blended learning can increase students’ motivation to learn. Blended learning combines face-to-face or offline meeting with online meeting in teaching learning process. Fauziah (2020) has mentioned that, blended learning method had made the students active in class better than in conventional class. By using blended learning, the activities in class will be various. According to Sulistiani and Sukirno (2016), the implementation of blended learning can improve students’ motivation and increase their achievement. Therefore, blended learning can be a good choice for the teachers in teaching learning process especially in teaching learning English in this era.

In the preliminary research, the researchers got the facts that when learning English in blended learning the problem faced by students were firstly, the students were difficult to understand the material because they need to adapt with blended learning method which different with previous learning method. Secondly, During learning English by using blended learning, students who join in online meeting have lack of interest. And the last, the students cannot do their assignment seriously when using blended learning. The researchers observed when learning English in blended learning the enthusiasm of the students when joining in offline meeting and online meeting was different. Some of students joining in online meeting were not active in learning process. It was proved that when the teacher asked the students to turn on their camera, they had no responses, but when joining in offline meeting they were more active in English learning activities. Therefore, it showed that the motivation of the students to learn English in blended learning was low.

Ideally, when the teachers implemented the blended learning, students will be motivated in learning process. However, this research was only limited to investigate how students’ English learning motivation, especially when blended learning applied in learning process. In this regard, most of previous studies focus on analysis students’ motivation in learning English (e.g. Harahap, 2012, Mukhtar, 2017, Fachraini, 2017, Yulfi, 2021, and Siregar, 2020) using blended learning to improving students’ motivation in English teaching learning process (e.g Sari, 2018) the implementation of blended learning to improve students’ learning motivation and achievement (e.g Sulistiani, 2016) analysis students’ motivation in studying English during Covid-19 pandemic (e.g Subakthiasih, 2020), and effect of blended learning on students’ motivation (e.g Paramita, 2021).

Based on some of previous studies mentioned above, it can be assumed that most of previous studies aimed to only to find out how students’ motivation in learning English. Only a few studies analyzed how students’ motivation in learning English when blended learning applied in teaching learning process.

**Material and Method**

This research was conducted at the third-grade students of Cendana senior high school Pekanbaru. This research was descriptive quantitative research. According to Cohen et al (2007), descriptive research is used to describe and interpret about the real situations or the present existing condition. In addition, Cresswell (2012) described that quantitative approach construes analysis of an idea by establishing narrow assumptions and use data gathering to support or controvert the assumptions. The researchers chose this method because it is the most appropriate method for this research. This was based on the consideration that the objective of this research was to investigate the students’ English learning motivation in blended learning.

The population of this research was all the third-grade students of Cendana senior high school Pekanbaru. The total number of population was 113 students which consist of 4 classes. In this case, the researchers took only one class as the sample by using purposive sampling technique.

In collecting the data, the researchers used a set of questionnaires based on some indicators of students’ English learning motivation in blended learning based on Brophy and Good (as cited in Asio et al., 2017) and Hamzah B. Uno (2004, p.23) as follow; students actively involved in the English learning activities, students urge to find out things related to the lessons, students’ encouragement and learning needs, students’ urge to get good grades, students feel activity in learning process is interesting, and students’ learning environment is conducive.

The researchers used Google Form to collect the data and shared to the students in Whatsapp group. The questionnaire is a commonly used and helpful instrument for gathering survey data, offering structural, often numerical data, being able to be administered without the researcher's present, and being very simple to evaluate (Wilson and McLean, 1994 cited in har et al.,2000, p. 245). Besides Creswell (2012, p. 175 & 382), a questionnaire is a form used in a survey design that participant in a study complete and return to the researcher, and he also stated that the instruments are available in the form of question and statement, and the collecting data, which consisted of a set of statements and the answers of the questioners, was available in the form of checklist, and that the instruments are available in the form of question and statement. The participant will select the answers to the questions and provide basic personal or demographic data.

**Results and Discussion**

**Results**

In collecting data of the students’ English learning motivation in blended learning, the researchers used questionnaire in google form.

It can be seen in the following table.

**Table 1.** Students actively involved in the English learning activities

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondent's answer** | **F** | **S** | **%** | **Mean** | **Category** |
| 1 | Strongly Agree | 8 | 40 | 26,67 | 3,83 | High |
| Agree | 13 | 52 | 43,33 |
| Neither Agree or Disagree | 5 | 15 | 16,67 |
| Disagree | 4 | 8 | 13,33 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 115 | 100,00 |   |   |
| 2 | Strongly Agree | 7 | 35 | 23,33 | 3,87 | High |
| Agree | 12 | 48 | 40 |
| Neither Agree or Disagree | 11 | 33 | 36,67 |
| Disagree | 0 | 0 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 116 | 100,0 |   |   |
| 3 | Strongly Agree | 5 | 25 | 16,67 | 3,53 | High |
| Agree | 6 | 24 | 20 |
| Neither Agree or Disagree | 19 | 57 | 63,33 |
| Disagree | 0 | 0 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 106 | 100 |   |   |
| Total Score | **11,23** | High |

**Table 2.** Students’ urge to find out things related to the lessons

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondent's answer** | **F** | **S** | **%** | **Mean** | **Category** |
| 4 | Strongly Agree | 8 | 40 | 26,67 | 3,77 | High |
| Agree | 10 | 40 | 33,33 |
| Neither Agree or Disagree | 9 | 27 | 30 |
| Disagree | 3 | 6 | 10 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 113 | 100,00 |   |   |
| 5 | Strongly Agree | 16 | 80 | 53,33 | 4,4 | Very high |
| Agree | 10 | 40 | 33,33 |
| Neither Agree or Disagree | 4 | 12 | 13,33 |
| Disagree | 0 | 0 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 132 | 100,00 |   |   |
| 6 | Strongly Agree | 7 | 35 | 23,33 | 3,9 | High |
| Agree | 13 | 52 | 43,33 |
| Neither Agree or Disagree | 10 | 30 | 33,33 |
| Disagree | 0 | 0 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 117 | 100,00 |   |   |
| Total Score | **12,07** | High |

**Table 3.** Students’ encouragement and learning needs

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondent's answer** | **F** | **S** | **%** | **Mean** | **Category** |
| 7 | Strongly Agree | 10 | 50 | 33,33 | 4,13 | Very high |
| Agree | 14 | 56 | 46,67 |
| Neither Agree or Disagree | 6 | 18 | 20 |
| Disagree | 0 | 0 | 0 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 124 | 100,00 |   |   |
| 8 | Strongly Agree | 2 | 10 | 6,67 | 3,03 | Average |
| Agree | 5 | 20 | 16,67 |
| Neither Agree or Disagree | 16 | 48 | 53,33 |
| Disagree | 6 | 12 | 20 |
| Strongly Disagree | 1 | 1 | 3,33 |
| Total | 30 | 91 | 100,00 |   |   |
| 9 | Strongly Agree | 2 | 10 | 6,67 | 2,97 | Average |
| Agree | 5 | 20 | 16,67 |
| Neither Agree or Disagree | 14 | 42 | 46,67 |
| Disagree | 8 | 16 | 26,67 |
| Strongly Disagree | 1 | 1 | 3,33 |
| Total | 30 | 89 | 100,00 |   |   |
| Total Score | **10,13** | High |

**Table 4.** Students’ urge to get good grades

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondent's answer** | **F** | **S** | **%** | **Mean** | **Category** |
| 10 | Strongly Agree | 6 | 30 | 20 | 3,53 | High |
| Agree | 9 | 36 | 30 |
| Neither Agree or Disagree | 11 | 33 | 36,67 |
| Disagree | 3 | 6 | 10 |
| Strongly Disagree | 1 | 1 | 3,33 |
| Total | 30 | 106 | 100 |   |   |
| 11 | Strongly Agree | 11 | 55 | 36,67 | 4,27 | Very high |
| Agree | 16 | 64 | 53,33 |
| Neither Agree or Disagree | 3 | 9 | 10 |
| Strongly Disagree | 0 | 0 | 0 |
| Disagree | 0 | 0 | 0 |
| Total | 30 | 128 | 100,00 |   |   |
| 12 | Strongly Agree | 7 | 35 | 23,33 | 3,57 | High |
| Agree | 12 | 42 | 40 |
| Neither Agree or Disagree | 8 | 24 | 26,67 |
| Disagree | 3 | 6 | 10 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 107 | 100 |   |   |
| Total Score | **11,37** | High |

**Table 5.** Interesting activity in learning

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondent's answer** | **F** | **S** | **%** | **Mean** | **Category** |
| 13 | Strongly Agree | 3 | 15 | 10 | 3,47 | High |
| Agree | 13 | 52 | 43,33 |
| Neither Agree or Disagree | 11 | 33 | 36,67 |
| Disagree | 1 | 2 | 3,33 |
| Strongly Disagree | 2 | 2 | 6,67 |
| Total | 30 | 104 | 100 |   |   |
| 14 | Strongly Agree | 2 | 10 | 6,67 | 3,23 | High |
| Agree | 10 | 40 | 33,33 |
| Neither Agree or Disagree | 13 | 39 | 43,33 |
| Disagree | 3 | 6 | 10 |
| Strongly Disagree | 2 | 2 | 6,67 |
| Total | 30 | 97 | 100,00 |   |   |
| 15 | Strongly Agree | 1 | 5 | 3,33 | 2,83 | Average |
| Agree | 5 | 20 | 16,67 |
| Neither Agree or Disagree | 14 | 42 | 46,67 |
| Disagree | 8 | 16 | 26,67 |
| Strongly Disagree | 2 | 2 | 6,67 |
| Total | 30 | 85 | 100,00 |   |   |
| Total Score | **9,53** | High |

**Table 6.** Conducive learning environment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Respondent's answer** | **F** | **S** | **%** | **Mean** | **Category** |
| 16 | Strongly Agree | 6 | 30 | 20 | 3,63 | High |
| Agree | 9 | 36 | 30 |
| Neither Agree or Disagree | 13 | 39 | 43,33 |
| Disagree | 2 | 4 | 6,67 |
| Strongly Disagree | 0 | 0 | 0 |
| Total | 30 | 109 | 100 |   |   |
| 17 | Strongly Agree | 9 | 45 | 30 | 4,07 | Very high |
| Agree | 15 | 60 | 50 |
| Neither Agree or Disagree | 5 | 15 | 16,67 |
| Disagree | 1 | 2 | 3,33 |
| Strongly Agree | 0 | 0 | 0 |
| Total | 30 | 122 | 100 |   |   |
| 18 | Strongly Agree | 6 | 30 | 20 | 3,67 | High |
| Agree | 11 | 44 | 36,67 |
| Neither Agree or Disagree | 11 | 33 | 36,67 |
| Disagree | 1 | 2 | 3,33 |
| Strongly Disagree | 1 | 1 | 3,33 |
| Total | 30 | 110 | 100 |   |   |
| Total Score | **11,37** | High |

**Table 7.** Recapitulation results of questionnaire students' English learning motivation in blended learning

|  |  |  |
| --- | --- | --- |
| **Item Number** | **Options** | **Mean Score (** |
| 1 | Strongly AgreeAgreeNeither Agree or DisagreeDisagreeStrongly Disagree | 3,83 |
| 2 | 3,87 |
| 3 | 3,53 |
| 4 | 3,77 |
| 5 | 4,4 |
| 6 |  3,9 |
| 7 | 4,13 |
| 8 | 3,03 |
| 9 | 2,97 |
| 10 | 3,53 |
| 11 | 4,27 |
| 12 | 3,57 |
| 13 | 3,47 |
| 14 | 3,23 |
| 15 | 3,47 |
| 16 | 3,63 |
| 17 | 4,07 |
| 18 | 3,67 |
| Total |  66,34 |

1. Finding Mean:

1. Finding Category:

Based on the data that have been analyzed, it can be concluded that students’ English learning motivation in blended learning, included in high category with a value 73,2% because it is in the 60-80% interval.

**Discussion**

The discussion was invented to investigate the students’ English learning motivation in blended learning for the each indicators:

1. Students actively involved in the English learning activities consist of 3 items. It can be seen in the table.1 this indicator got high category it means that when learning English in blended learning, the students were active in the learning process. The results of this indicator confirmed theory by Talis et al (2018) the implementing of blended learning make students become more active and responsible for learning.
2. Students wanted to figure out things related to the lessons consist of 3 items. It can be seen in the table.2 this indicator got high score category it means that when learning English in blended learning, the students had urge to find thing related to the lesson. This indicator supported by Tong et al (2022) blended learning can increase students’ interaction with teacher, students’ academic achievement, self-study abilities and learning attitudes
3. Students’ encouragement and learning needs consist of 3 items. It can be seen in the table.3 this indicator got high score category it means in blended learning, the students encouraged to learn and had learning needs. According to Al Fiky (2011) one of the benefits of blended learning is developing independent learners and motivation to learners.
4. Students’ urge to get good grades consist of 3 items. It can be seen in the table.4 this indicator got high score category it means that learning English in blended learning, the students have urge to get good grades. The result confirmed theory from Nyoman (2021) in blended learning students have positioned themselves as active learners so that students’ attention and learning outcomes increase.
5. Interesting activities in learning consist of 3 items. It can be seen in the table.5 this indicator got high category it means that in blended learning, the students feel interesting and motivated in learning activities. The results confirmed the theory by Slameto (2015) interesting activity can help teaching learning process and make students motivated to learn.
6. Conducive learning environment consist of 3 items. It can be seen in the table.6 this indicator got high category it means that when learning English in blended learning, the students feel conducive learning environment and being active. The result confirmed the theory by Surya (2004) the positive environment is the environment that can improve learning process become more effective.

Based on the presentation of the data above, all indicators of students’ English learning motivation in blended learning got high category. It was provided the information that most of students are motivated when learning English in blended learning.

From the calculation of questionnaire students’ English motivation in blended learning, the researcher found the students have motivation when learning English in blended learning. It was express that students’ English learning motivation in blended learning at Cendana senior high school Pekanbaru have high motivation.

**Conclusion**

Based on what have been discussed and the data presented, it can be concluded that from the result of the research, students’ learning English motivation in blended learning at Cendana senior high school Pekanbaru was at the high category with a percentage of 73,2%. All of indicators got high category, first indicator, students involved in the English learning activities actively was 78,8%, second indicator, students wanted to find out things related to the lessons was 80,44%, third indicator, students’ encouragement and learning needs to learn independently was 67,56%, fourth indicator, students’ urge to get good grades was 75,8%, fifth indicator, interesting activity in learning was 63,56%, last indicator, conducive learning environment wast 75,78%.

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