

Boosting Students' Motivation in Speaking through Blended Learning

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The rapid growth of internet and technology affects the teaching and learning strategy applied in a classroom activity. Nowadays, students are getting more and more interested in the implementation of internet and technology in a teaching and learning process. Due to the fact that the use of on-line learning through the internet increases students' interest, this study was conducted to find out the effect of blended learning on students' motivation in speaking. As it is believed that speaking is such a complex skill to be mastered by students, this study is aimed at investigating how students' motivation turned out to be after one semester taught using blended learning. This is a descriptive quantitative study in which the sample consisted of 34 students of the fourth semester in English Education Study Program STKIP Muhammadiyah Kotabumi. A questionnaire was administered to the research sample in order to collect the data of students' motivation. Referring to the data analysis, it was found that most of the students' motivation belongs to high motivation level (52,94%), while 32,36% of the students' motivation belong to medium level of motivation, and the rest (14,71%) of the students showing low motivation in speaking. The research findings reveal the fact that the use of blended learning is effective to boost students' motivation in speaking class. Therefore, it is hopefully that the lecturers teaching in this class able to apply the similar strategy in which involving the classroom teaching with internet and technology in order to trigger students' awareness to learn better.

Keywords: Motivation, Internet, Technology, Blended Learning

Pesatnya perkembangan teknologi berimplikasi pada beragam variasi strategi pembelajaran (metode dan model) yang dapat diimplementasikan dalam proses pembelajaran. Saat ini, penggunaan internet dan teknologi dalam pembelajaran semakin menarik minat mahasiswa untuk mengikuti proses pembelajaran tersebut dan dinilai efektif untuk meningkatkan minat atau ketertarikan mahasiswa terhadap suatu pembelajaran. Oleh karenanya, penelitian ini dilakukan untuk menyelidiki efek dari implementasi strategi blended learning terhadap motivasi belajar mahasiswa di kelas speaking khususnya. Sebagaimana diketahui bahwa keterampilan speaking merupakan keterampilan yang kompleks dalam pembelajaran Bahasa Inggris sebagai bahasa asing, maka penelitian ini bertujuan untuk menyelidiki bagaimana motivasi belajar mahasiswa setelah satu semester diajar menggunakan strategi blended learning. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan hanya satu variabel yang akan diinvestigasi yakni motivasi belajar mahasiswa. Sampel penelitian ini adalah mahasiswa semester empat pada Program Studi Pendidikan bahasa Inggris STKIP Muhammadiyah Kotabumi yang berjumlah 34 orang. Teknik pengumpulan data dilakukan dengan menyebarkan angket motivasi belajar kepada sampel penelitian. Berdasarkan hasil dari analisis data, ditemukan bahwa 52,94% mahasiswa memiliki motivasi belajar yang tinggi pada kelas speaking, sementara 32,36% lainnya dengan motivasi sedang, dan sisanya 14,71% memiliki motivasi belajar yang rendah. Sehingga, dapat disimpulkan bahwa implementasi strategi blended learning dalam kelas speaking efektif untuk meningkatkan motivasi belajar mahasiswa.

INTRODUCTION

A teaching and learning activity is a multifactoral process in which the success is measured from at least two sides; the process, and the result of a teaching and learning activity (Sudjana in Jihad and Haris, 2008:20). Several indicators showing the succes from its process are for example as formulated in the following questions: (1) is the teaching planned and prepared first by teacher by involving students sistematicaly?; (2) Is the students' learning activity motivated by teacher, so that teacher run the learning activity with great patience, sincerity, and willing in order to acquire a knowledge, ability and also attitude mastery level which is expected?; (3) Do teachers use multimedia?; (4) Do students have an opportunity to controll and evaluate their learning achivement by themselves?; (5) Is the learning process able to involve all students in the classroom?; (6) Is the teaching and learning process exciting enough and able to stimulate students to study?; and (7) Does the classroom have a complete learning facilities?. Meanwhile, the indicators for the succes of a teching and learning activity seeing from the result are: (1) Does the learning achivement which is acquired by students from a learning activity appear into the change of their behavior overall?; (2) Is the learning achivement which is acquired by students able to be applied by them in their real life?; (3) Does the learning achivement which have been acquired by students stay long in their mind and influence their beahavior enough?; (4) Are teachers sure that the changes shown by students are really the cause of teaching process done by them?. It is then concludd that there will be many factors contributing to the success of a teaching and learning process.

One of the factors which is very potential to determine the success of a teaching and learning activity is that the teacher which has particular role to help the students achieve success. As stated by Roderig and Engel's in Alderman (2004:273) that teacher has particular roles in building the students' perception and motivation. It is stated that at least there are three essential roles of the teacher in building students' perception and motivation: First, teacher helps students to have right expectation in a learning process. In this case, teacher has a role to guide the students in order to have positive target in a learning process. Second, teacher might be helpful to support the students feel capable in their task or to achieve success. Here is the teacher's role to build positive self-efficacy within the students. Last, the main role of a teacher is that a teacher can provide a series of meaningfull and well-structured classroom activities to make sure that the students achieve the maximum result in the teaching and learning process. In addition to the teacher, several factors within the students themselves also play great role to affect their success. The internal factors within the students like motivation, interest, self-efficacy, self-esteem, and other affective facets of the students are several crucial factors beside their cognitive ability in determining their success. Moreover, beside the factors coming from teacher and the students themselves, the learning environment around the students also become influential factor contributing on their success in a learning process. Daryanto (2010:3) points out one of the indicator of an optimal learning achievement is obtained from an optimal learning activity which can be acquired when the teacher is able to organize both information

and environment which is the place for studying, the method, media, assessment system, and other facilities needed to ease the students to succeed. Hence, it is known that an ability to organize a certain method used in a teaching and learning activity becomes a crucial aspect which will determine students' success in a teaching and learning process.

In this modern era of technology, day by day there are getting more and more newest methods offered in which the focus is on increasing the quality of teaching and learning process as well as to improve the students' achievement. Nowadays, in an era of internet and technology, various types of learning methods and models are provided to ease the students achieve their success. One of them is the strategy implementing the combination of conventional and modern approach in which it is based internet and technology—called blended learning. Saliba, Rankie, and Cortez (2013:4) defines blended learning as a strategy and systematic approach which combines face-to-face (classroom context) and on-line interactions. In line with Saliba, Rankie, and Cortez, there are three important points containing in the definition of blended learning: the combination of instructional modalities, instructional methods, and on-line and face-to-face learning (Graham, Allen, and Ure in Yapici and Akbayin, 2012:229).

In this era of technology, blended learning becomes a good alternative teaching strategy for the teachers for several reasons. First, it increases students' flexibility in a learning process. Students can easily get the learning material, submit their task, even make any discussion through the implementation of the on-line concept of the blended learning. In addition to increase the students' flexibility, the implementation of blended learning is also able to increase the students' participation or involvement in the learning process. Students will be more active in joining the learning activities. Beside that, the implementation of blended learning provides more experience which make students up-to-date to the development of technology (Saliba, Rankie, and Cortez, 2013:5). The implementation of blended learning is also assumed to bring several beneficial advantages due to several researchers: it creates the flexibility and comfort in the learning environment, it increases the level, permanence, and interest in learning, and it creates a good-quality interaction in a learning process (Garnham and Kaleta, 2002; Young, 2002; Collins, 2003 in Yapici and Akbayin, 2012:229). Additionally, although on-line learning system is quite popular and interesting for the students, the face-to-face (classroom interaction) is still needed and be an essential part of a learning process which will build students' emotional intelligence affecting on the students' personality. As it is stated by Love and Fry in Bawaneh (2011:62) that if the on-line learning system is totally or fully used without any face-to-face interaction (classroom interaction), there will be lack interesting for the students and there will be certain potential benefits that will be loss. In this case, the researcher assumes that one of those potential benefits could be the students' social interaction with others. As it is known that social interaction contributes to one's personality development in which it can't be replaced by an on-line interaction. Referring to the theories, it is assumed that the implementation of blended learning which provides both on-line and face to face interaction is a smart choice to be implemented in this era of technology because it is able to increase students' interest, enthusiasm, and motivation in a teaching and learning process.

Several previous research revealed the fact that the use of blended learning is effective to increase students' achievement. Very first of all, Yapici and Akbayin (2012) in their research investigating the effect of blended learning model on high school students' biology

achievement and on their attitudes towards the internet revealed the finding that blended learning contributes more on students' biology achievement rather than the traditional method. Another previous research by Bawaneh (2011) revealed that there is significant relationship between the implementation of blended learning and students' performance. Since it is recommended strategy to be implemented which is applicable for any subject matter, the researcher is then interested in finding out whether or not the implementation of blended learning effective to increase students' motivation in speaking class. As it is found that based on the observation and interview the students' motivation in speaking class of the fourth semester English Study Program in STKIP Muhammadiyah Kotabumi tend to be low, it is hoped that the implementation of blended learning can increase the students' motivation to learn so that their participation in the speaking class could be increased too. The research findings are hoped to reveal the description about students' motivation after one semester taught using blended learning strategy as well as others attitudes reflected by the students during the learning process. Hopefully, the research findings can be beneficial to support the existing theory as well as become essential consideration for educational practitioners in designing an interesting teaching strategy especially in English Language Teaching (ELT).

METHOD

This research applied descriptive quantitative approach in which the design of the research consists of one variable only to be observed—students' motivation. As stated by Sugiyono (2013), a descriptive quantitative study is constructed using positivism pinciple in which it is used to investigate a certain population or sample, the data collection is done using a research instrument, the data analysis is quantitative or statistics to test the research hypotheses. In this case, this descriptive quantitative research is aimed at knowing the students' motivation after taught using blended learning strategy of the fourth semester English Education Study Program in STKIP Muhammadiyah Kotabumi.

The students' motivation was observed during the learning process to see the affect of the implementation of blended learning quantitatively. Additionally, in the end of the learning semester, students' motivation was measured quantitatively using a questionnaire. The questionnaire is a closed-ended questionnaire in which the options of the answer have been provided. The questionnaire is constructed using likert scale on the bases of the conceptual definition of motivation in language learning with the specification below.

Table 1. Specification of students' motivation questionnaire

No	Aspect	Indicator	Item Number of Positive Statement	Item Number of Negative Statement
1	Choice of Task (Interest)	Individual interest on the subject	1	4
		Kinds of activity in and out of school	10	16

		that you do in your free time		
2	Effort	Physical effort that you do to succeed	5,19	7,17
		Mental effort that you do to succeed	6	11
3	Persistence	Time spent on a task	2,3,8	13,14,20
4	Achievement	The level of your understanding in speaking	15,18	9,12
Total			10	10

The research sample was the fourth semester English Study Program in STKIP Muhammadiyah Kotabumi which consisted of 35 students. The subject was chosen due to the pre-observation and interview showing their low motivation in the speaking class. Having collected the research data, it was calculated quantitatively using the scale 1-5. The scale of each item for the positive statements had a numerical value as follows:

- 1 = never
- 2 = seldom
- 3 = sometime
- 4 = often
- 5 = always

In contrast, the scale of each item for the negative statements had a numerical value as follows:

- 5 = never
- 4 = seldom
- 3 = sometime
- 2 = often
- 1 = always

The score of the students' motivation was obtained by adding all the scores obtained from each of the response given. It was then analyzed using the categorization of the data. Azwar (2014) stated that the categorizing activity will place a group of individual in different level on the basis on certain continuum. The categorization was done by using the following formula:

Table 2. Categorization norm

Norm/Scoring Criteria	Category
$X \geq (\mu + 1 \sigma)$	High
$(\mu - 1 \sigma) \leq X < (\mu + 1 \sigma)$	Medium
$X < (\mu - 1 \sigma)$	Low

Description:

X: The score of the subject

μ (theoretical mean): The theoretical mean of the maximum and minimum score

Deviation standard (σ /sd): The range of spread data

The theoretical Maximum Score: The maximum score achieved based on scale calculation

The theoretical Minimum Score: The minimum score achieved based on scale calculation

The following result of the categorization was based on the students' self-esteem questionnaire consisting of 20 items:

The theoretical Maximum Score: $5 \times 20 = 100$

The theoretical Minimum Score: $1 \times 20 = 20$

Deviation standard (σ /sd): $80/6 = 13,33$

μ (theoretical mean): $(100+20)/2 = 60$

Referring to the categorization formula, the research data in this research would be categorized on the basis of the following criteria:

Table 3. Categorization norm of the research data

Norm/Scoring Criteria	Norm/Scoring Criteria	Category
$X \geq (\mu+1 \sigma)$	$X \geq 73$	High
$(\mu-1\sigma) \leq X < (\mu+1\sigma)$	$47 \leq X < 73$	Medium
$X < (\mu-1 \sigma)$	$X < 47$	Low

FINDINGS AND DISCUSSIONS

Findings

Having collected the research data, it was then calculated firstly to find out the score of each students' motivation in the speaking class. Based on the data collected, the students' motivation is as presented in the following table.

Table 4. Students' motivation score

No	Interval Score	Frequency	Percentage
1	30—41	3	8,82
2	42—51	4	11,76
3	52—61	5	14,71
4	62—71	4	11,76
5	72—81	14	41,18
6	82—91	4	11,76
Total		34	100,00

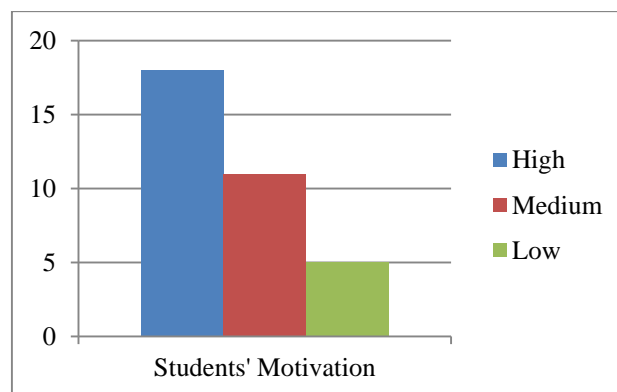
Next, the data were divided into several categories using the norm of deviation standard. The description of the students' motivation categories are as presented in the table 5.

Table 5. The categorization of students' motivation

Norm/Scoring Criteria	Norm/Scoring Criteria	Frequency	Percentage	Category
$X \geq (\mu+1 \sigma)$	$X \geq 73$	18	52,94%	High
$(\mu-1\sigma) \leq X < (\mu+1\sigma)$	$47 \leq X < 73$	11	32,35%	Medium
$X < (\mu-1 \sigma)$	$X < 47$	5	14,71%	Low

It is found that more than 50% of the students' motivation belong to high level category. This quantitative finding shows that the students' motivation in speaking class turned out to be higher after one semester taught using blended learning. The data of the students' motivation presenting in the diagram shows the following figure.

Figure 1. Students' motivation



Discussion

Referring to the data analysis, it is known that students' motivation reflects high level motivation. This quantitative finding is also supported by the researcher's observation during the learning process showing that in the face-to-face interaction the students' participation or activeness increased. Most of them were enthusiastic following the classroom discussion in which the topic or the discussion was the continuation of the discussion on the on-line interaction. Students' motivation also increased due to the number of discussions happened in Edmodo (e-learning application used by the researcher) whenever the researcher discussed certain topic. In addition to increase students' interest and motivation, it is found that the implementation of this strategy is also effective to introduce internet and technology to the students as well as stimulate the students' critical thinking through the on-line interaction of the blended learning. To sum up, it was found that the implementation of blended learning attract the students' interest in which finally increased students' motivation to engage actively

in the learning process. The research findings are relevant with several supporting theories discussed as well as the previous related researches discussed.

CONCLUSIONS

Referring to the research findings, it is concluded that the implementation of blended learning strategy was effective to boost students' motivation in speaking class. Therefore, it is suggested that the educational practitioners apply this strategy in the teaching and learning process. Students should be well-known with the use of internet and technology through the implementation of blended learning. Finally, it is suggested that further and deeper research dealing with the implementation of blended learning is conducted in order to provide broader knowledge and information in ELT.

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