ABSTRACT

BLENDED LEARNING TO ENHANCE STUDENTS'
MOTIVATION AND ENGLISH ACHIEVEMENT AT SMKN 3 METRO

By

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Several studies were done to figure out the blended learning effectiveness for enhancing students' motivation and English achievement. 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 and their English achievement before and after the blended learning, as well as to see whether there is a correlation in the increase of their motivation and English achievement after blended learning.

To achieve the goals, this research carried out a quantitative study with one group pre-test post-test design. Taken purposively, a class of eleventh grade majoring computer in SMKN 3 Metro with 26 students was the sample of this research. The instruments used were the motivation questionnaire and English achievement test. This study used paired-sample t-test to answer the significant differences of students' motivation and their English achievement, and Spearman coefficient correlation to find out whether or not there is a correlation in the increase of them after blended learning.

The result of the analyses indicated that there was a significant difference of students' motivation before and after blended learning, within t-ratio was higher than t-table, that is, $2.06 < 6.468 > 2.78$. It revealed that there was also a significant difference of students' English achievement within the t-ratio, $2.06 < 37.60 > 2.78$. However, it found that the correlation (0.23) in the increase of students' motivation and their English achievement after blended learning was categorized in low and not significant. The result of significance test is 0.25, meaning that the significance value is still lower than the r-table, that is $0.39 > 0.25 < 0.51$. Some identified factors might affect it. Overall, it is perceived that blended learning is still one of the advocated ways to enhance the vocational students' motivation and English achievement 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 at the ease and comfort of time.

Key words: blended learning, enhance, motivation, achievement