

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

(A Thesis)

By
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2016**

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

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**By:
AHMAD SYAFI'I**

A Thesis

Submitted in a partial fulfillment of
The requirements for S-2 Degree



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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BANDAR LAMPUNG
2016**

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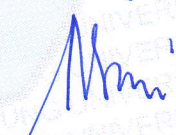
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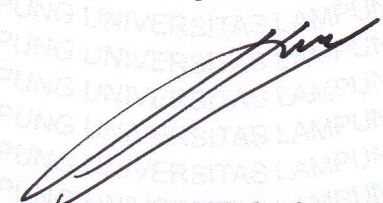


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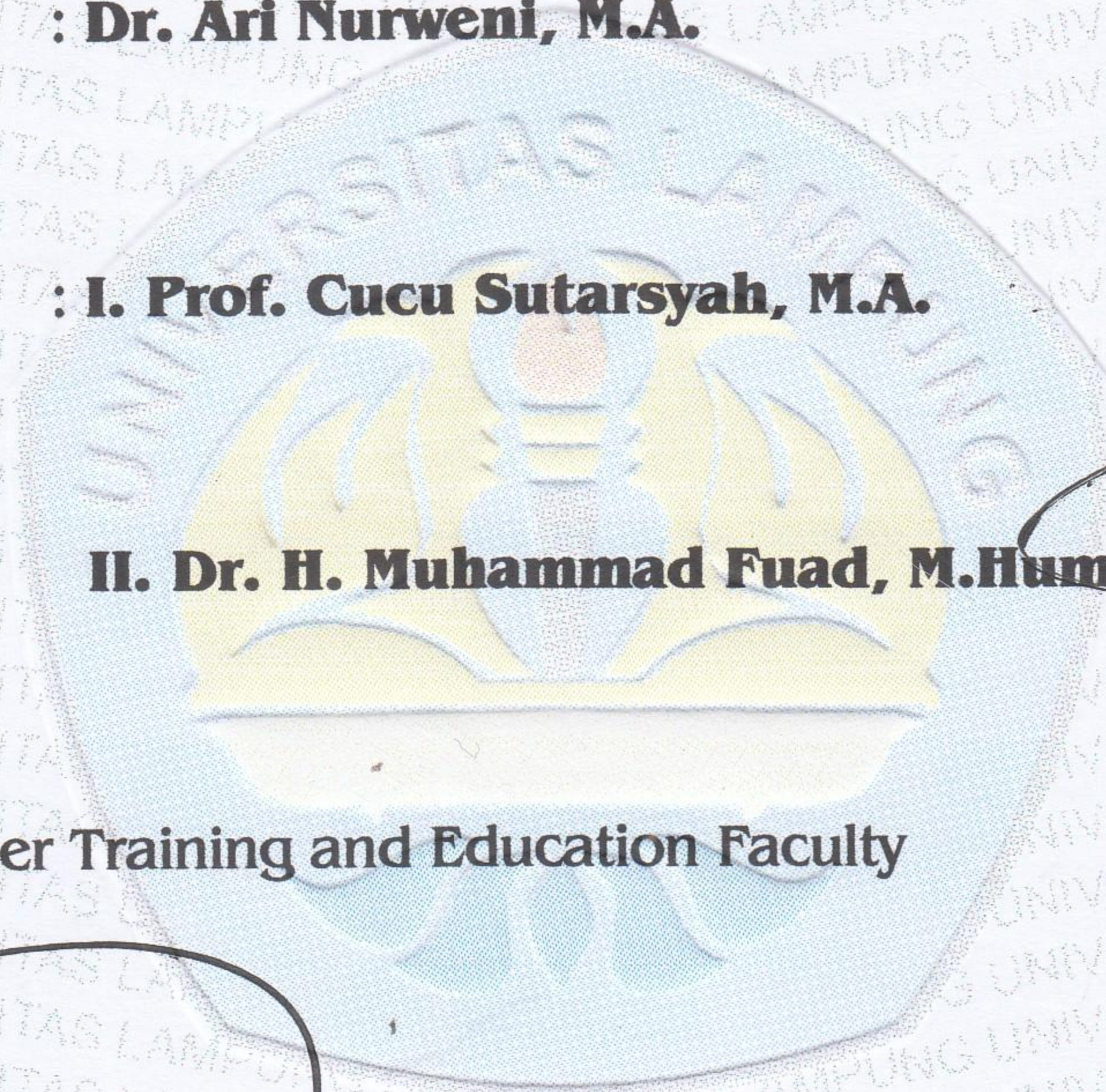
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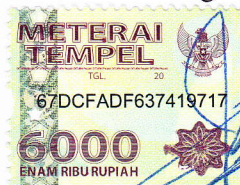
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CURRICULUM VITAE

The writer is Ahmad Syafi'i. He was born in Jakarta, on June 1st, 1977. He is the youngest child of his family. His father is Halil who works as an entrepreneur and his mother is Siti Maisyaroh who is a housewife. He has two brothers. The eldest brother's name is Salman Farisi and the elder brother is Ahmad Sofwaturrohman.

He went to a formal education institution for the first time at Madrasah Ibtidaiyah Al-Khairiyah in South Jakarta in 1984. On the third grade, he went to SDN 1 Durian Payung Bandar Lampung in 1986 for his parents' move to Lampung, and finished in 1990. Next, he moved again to Jakarta and went to SMPN 104 Mampang Prapatan South Jakarta and finished in 1993. After that, he continued at SMEAN 4 Jakarta and graduated in 1996. Then, he continued his study at the English Education Study Program of Language and Arts Education Department, the Faculty of Teacher Training and Education of Lampung University, and finished in 2001. Luckily, he got PPA scholarship for 6 semesters, from the second to seventh semester. During graduation, he was nominated as the third best student of university level.

From October to December 2000, he was appointed to represent Lampung province to join Youth Exchange Program, that is, "SSEAYP" (Ship for South East Asian Youth Program), where he had visited Singapore, Malaysia, Myanmar, Thailand, Vietnam, the Philippines and Japan. From 2002 up to now, he has been working as an English teacher in SMKN 3 Metro. In 2010-2013, he was selected by the ministry of national education and foreign affairs to be an English teacher of Sekolah Indonesia Luar Negeri (SILN) in Jeddah, Saudi Arabia. In 2014, he was nominated as the best vocational teacher by the ministry of education and culture. At the same time, he continued his study at Master in English Language Teaching Study Program of Lampung University.

MOTTO

"Indeed, my prayer, my devotion, my living and my dying
are for Allah, Lord of the world."

(Al-Qur'an, 6: 162)

"Verily, with hardship, there is relief."

(Al-Qur'an, 94: 6)

DEDICATION

Bismillaahirrahmaannirrahiim. By offering my praise and gratitude to Allah SWT for the blessing given to me to the whole of my life, this piece of work is sincerely dedicated to:

1. My love of my life, abah Halil, nyik Siti Maisyaroh, the late Buya Tarmizi, dan the late Ibu Nurasia.
2. My beloved wife: Emisari.
3. My beloved children: Luthfiah, Khoirunnisa, and Muhammad Ali Mustofa.
4. My beloved brothers: Salman Farisi and Ahmad Sofwaturrohman.
5. My beloved thesis advisors and examiners: Prof. Dr. Patuan Raja, M.Pd., Dr. Ari Nurweni, M.A, Prof. Cucu Sutarsyah, M.A., and Dr. H. Muhammad Fuad, M.Hum.
6. My headmaster: Sundryati, S.Pd., M.Pd.
7. My MPBI 2014 friends.
8. My great almamater, University of Lampung.

ACKNOWLEDGEMENTS

Alhamdulillah, praise is always to the Almighty Allah SWT for the gracious mercy and tremendous blessing that always guides the writer along his life. He believes that by the blessing and the grace of Allah SWT, he is able to accomplish this thesis, entitled “Blended Learning to Enhance Students’ Motivation and English Achievement at SMKN 3 Metro” as one of the requirement to finish his master degree at English Language Teaching Study Program, Teacher Training and Education Faculty, Lampung University.

He would like to express his sincere and great appreciation to all people and institutions in which without the support, motivation, and assistant, this thesis would never be successfully compiled. His acknowledgement and gratitude are specially given to the first thesis advisor, Prof. Dr. Patuan Raja, M.Pd., and also Dr. Ari Nurweni, M.A., as the second thesis advisor who have given their time, ideas, questions, advices, even motivations to the writer to finish this final work and for obtaining the title of Master of English Education (M.Pd.). His thankfulness is also dedicated to Prof. Cucu Sutarsyah, M.A. as the first examiner and Dr. H. Muhammad Fuad, M.Hum. as the second examiner, and Dr. Flora, M.Pd. as the head of master degree at English Language Teaching Study Program for patiently giving much time, supports, inputs, helps, and corrections to improve this thesis better.

His appreciation is also given to Suindriyati, S.Pd., M.Pd. as the principal of SMKN 3 Metro for providing the chance to pursue his further study and to conduct this research as well as full supports for the use of blended learning. Next, his thankfulness is addressed to Ms. Warniasih, S.Pd, as the second rater for her help and cooperation given to the writer during his research and also for the other teachers of SMKN 3 Metro who were very helpful. Then, he also thanks to the eleventh grade students of TKJ in 2015/2016 academic year for being helpful, nice and cooperative during this research.

Next, his great love and gratitude is addressed to his beloved parents: Halil and Siti Maisyaroh. It is truly undoubted that loves, cares, timeless prayers during days and nights, and everything are only for their children. His special love and thanks are also given to Emisari for her love, support, and motivation which are always given to the writer since the first time they met. Another gratitude is given to his beloved children: Luthfiah, Khoirunnisa, and Muhammad Ali Mustofa; and also his brothers: Salman Farisi and Ahmad Sofwaturrohman.

Last but not least, the writer would like to thank to all MPBI 2014 friends for sharing, growing together and for having precious time. It is wished that all his friends and he will have golden opportunities to pursue to the doctoral study.

Hopefully, this thesis gives positive contribution to the English education development. The writer is completely aware that this thesis is still far from being perfect. Therefore, constructive input and suggestion are expected to compose a better one in the future.

Bandar Lampung, June 8th, 2016
The writer

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I. INTRODUCTION

This chapter describes the background of the problem which includes the reasons for conducting the research on blended learning to enhance the vocational students' motivation and achievement. This chapter also describes the formulation of the problem, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1. Background of the Problem

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 optimal conditions 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). To reach the classroom teaching successful, learning activities should be supported by effective learning environments. 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) stated 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 (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. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. However, these studies should have elaborated the ways of teaching which made the students unmotivated and unwilling to study English, meanwhile they actually know that English as a foreign language that becomes essential for both their education and career and there are in fact many firms consider English skills as important recruiting criteria.

Wen and Johnson (1997, cited by Setiyadi, 2012: 90) stated that motivation, with other second language learner variables, has a direct effect on English proficiency. As Stockwell (2013, cited by Ushioda, 2013: 1) pointed out in his comprehensive discussion of motivation and technology in language learning, it is helpful to draw a conceptual distinction between two kinds of motivation that may shape why language learners engage with a particular technology: (a) an inherent interest in the technology, which then leads to discovering its benefits for language learning and to strengthening language learning motivation; (b) a strong motivation for language learning, prompting

interest in a particular technology that can support and enhance this process. In other words, students might have different points of departure when they come to using a technology for language learning purposes.

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.

Herein, any reference to blended learning assumes the continued use of face-to-face teaching as a basic building block of the learning experience, enriched and enhanced by the integration of the internet and other teaching and learning technologies into studies undertaken both in and out of the classroom. This integration should happen with the mediation and support of the teacher and, as with any materials used, should reflect and work toward the learning aims and needs of all learners (Marsh, 2012: 3).

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 (Dzakiria et al, 2006: 11-18; Checova and Matthew, 2013: 71-78; and Sucaromana, 2013: 141-147). 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.

In addition, there have been also some studies about the use of blended learning in improving the students' motivation and achievement (Djiwandono, 2013: 210-220; Malinina, 2013: 244-249; Ocak, 2013: 1058-1070; and Isiguzel, 2014: 108-121). Their research findings revealed that most of the students were more motivated and encouraged to study English. In fact, the experimental group of students in blended learning environments has more academic success and higher motivation compared to the control group attending in the traditional learning environment. Accordingly, the blended learning environment enriched with face to face and online activities provides students a variety of discussion and cooperation opportunities in their self-paced learning experiences. With the right adjustment of the content and form of teacher's guidance, blended learning might

be one of many alternatives to be seriously considered in future learning experiences.

Nevertheless, these researches have not yet discussed the motivation and English achievement within the application of blended learning in the vocational high school, as it is probably regarded that language learners would be more motivated in studying English. SMKN 3 Metro as one of the state vocational high schools in Metro municipality has a potential in computer technology for the students' practices. In fact, their learning motivation toward English subject is still low, and it affects their English achievement. Thus, it is ascertained that the more motivation of learning English they have, the better their English achievement will be, and vice versa. Hence, the motivation surely becomes a great potential for their education and career in the future so that teachers of vocational schools would be aware and filled in the ways to guide the students' better success of English study.

In relation to the empirical findings above, the present study was conducted to find out whether blended learning enhances the vocational students' motivation and achievement of studying English.

1.2. Formulation of the Problem

Based on background of the problem mentioned previously, the problems of this study are formulated as follows:

1. Is there a significant difference of the vocational students' motivation of studying English before and after the blended learning?
2. Is there a significant difference of their English achievement before and after the blended learning?
3. Is there a correlation in the increase of their motivation and English achievement after blended learning?

1.3. Objectives of the Research

In relation to the statement of the problem above, the objectives of this research are determined as follows:

1. To find out whether there is a significant difference of the vocational students' motivation of studying English before and after the blended learning.
2. To find out whether there is a significant difference of their English achievement before and after the blended learning.
3. To find out whether there is a correlation in the increase of their motivation and English achievement after blended learning.

1.4. Uses of the Research

The findings of this research are hopefully beneficial for as follows:

1. Theoretically, this research is expected to show whether the result is relevant or not to the previous theories that there is a significant difference of the vocational students' motivation of studying English 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. Moreover, this research is also to be used as a reference for the next researcher who will concentrate on the similar scope of the research.

2. Practically, this research hopefully can be the consideration to provide a methodologically well-founded approach of preparing English teachers, language researchers, and other practitioners for teaching English in a blended learning environment.

1.5. Scope of the Research

This study focused on the blended learning of the second basic competency of Sekolah Menengah Kejuruan (SMK) or vocational high school curriculum in the second grade of the first semester, i.e. writing simple messages both in a direct interaction and through communication tools. This competency was chosen in consideration that based on the researcher's evaluation; most of the students for the previous academic year had problems in writing simple messages conveyed in telephone conversation and the use of reported sentences. The samples of this research were an eleventh grade class of students in SMKN 3 Metro in the academic year of 2015/2016, majoring computer and network engineering. The class was assigned as the experimental group.

In addition, the model of blended learning used in this research was the rotation model. In this form of blended learning, students rotate between different stations on a fixed schedule – either working online or spending face-to-face time

with the teacher. Rios (2014: 2) says this type is good at a starting point when working in blended learning for the first time or when working with English Language Learners. In addition, this study used schoology.com (a social networking platform for education, founded in late 2007 by Jeremy Friedman, Ryan Hwang, Tim Trinidad, and Bill Kindler) as the portal website where the English lessons were placed.

In terms of the motivation types, this study covers instrumental and integrative motivation to determine the factors which enhance the students' achievement.

1.6. Definition of Terms

Definition of terms aims at avoiding misunderstanding about the terms in the research. The definitions of term are follows:

Blended Learning

The term of blended learning is most commonly defined as a combination of online and face-to-face instruction. According to Bonk and Graham (2004: 5), it is a learning system which combines face to face instruction with computer mediated instruction. In addition, Krasnova (2013: 433) defines it as a method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single whole. The working definitions above reflect the idea that blended learning is the combination of instruction from two models of teaching and learning: traditional face-to-face learning systems and

distributed online learning systems which emphasize on the central role of computer-based technologies.

Enhance

It is to intensify, to increase, or to improve the quality, value, or extent of something. In this study, it refers to the condition to improve or to increase the quality, amount, or state of students' motivation and their English achievement.

Motivation

The term of motivation in a second language learning context is seen according to Gardner (1985: 10) as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in the language learning activity. There are two types of motivation for understanding the different motivations that language learners typically have, namely:

- Instrumental motivation: the desire to learn a language because it would fulfill certain objectives or goals, such as getting a job, passing an examination, or others.
- Integrative motivation: the desire to learn a language in order to communicate with people from another culture that speak that language; the desire is also there to identify closely with the target language group.

Achievement

Romney (2003: 3) states that achievement is usually defined in terms of a particular type of learning outcome, specifically performance on tests and grades achieved in courses taken. It is important to remember that achievement indicates performance at a given time in the learning process. At the classroom level, achievement is dependent upon student performance on classroom activities, homework, formative and summative tests. A letter grade, number, or percentage is normally used to represent the achievement attained by the student.

II. FRAME OF THEORIES

This chapter describes the concepts which are related to the research, such as concept of learning, blended learning, procedures of teaching using blended learning, advantages and disadvantages of blended learning, motivation, motivation in learning English, measurement of motivation in learning English, blended learning and motivation, achievement, blended learning and achievement, as well as motivation and achievement. This chapter also describes theoretical assumption and hypotheses.

2.1. Learning

Learning theories become the main foundation in a web based learning design. They give a powerful anvil towards a study of how an individual learns. These foundations become the important points to set a design of implementing blended learning.

2.1.1. Behaviorism

It was Watson (1913: 158-177) who introduced the term behaviorism and served as the most vocal advocate for the behaviorist perspective in the early part of the twentieth century. In his major writings, he adamantly called for the introduction of scientific objectivity and experimentation into the study of psychological phenomena. In addition, Skinner (1957: 1-8) believed that the best

way to understand behavior is to look at the causes of an action and its consequences. Furthermore, behaviorism assumes that learning involves the acquisition of abilities that are not innate. It depends on experience, including feedback from the environment (Slavin, 2006: 159). A person is considered to have learned if he or she can show changes in behavior, such as from not knowing to knowing. According to this theory, the importance of learning is the form of stimulus inputs and outputs in the form of the response. In short, behaviorism equates learning with changes in either the form or frequency of observable performance. Learning is accomplished when a proper response is demonstrated following the presentation of a specific environmental stimulus.

In relation to blended learning, it is assumed that people learn a language based on behaviorist reinforcement. In blended learning, it provides a lot of listen/repeat exercises, transformation drills, and positive reinforcement. In other words, by giving them some positive reinforcement both in face to face and online class (blended), they use the same bits of language again, and soon these bits become habits.

2.1.2. Cognitivism

This theory was emerged as a response to Behaviorism. Wallace (2007, cited by Atkinson, 2011: 3) defined cognitivism as simply “the information processing view of human cognition”. It is more concerned with the learning process rather than the result of learning itself. Learning does not just involve the relationship between stimulus and response, more than that learning involves

thinking very complex. Learning is a change in perception and understanding. Changes in perception and understanding are not always in the form of changes in behavior that can be observed.

Bruner (1990: 1-32) proposed an information processing theory in the study of humans. He considered a man as a processor, a thinker and creator of information. Bruner considered that learning involves three cognitive processes, namely new information acquisition, knowledge transformation, and test of relevance and accuracy of knowledge. Views on learning that he described as the instrumental conceptualization were based on two principles, namely people knowledge of nature based on models of the fact and the adapted models to the purposes for it.

Referring to the explanation above, blended learning also puts on emphasis on how learning is a process of interaction which includes memory, information processing, emotional, and psychological aspects. In short, the blended learning occurrence including the stimulus received settings and customized the cognitive structure that has been owned and formed in the mind of a person based on understanding and previous experiences.

2.1.3. Constructivism

According to Pritchard and Woollard (2010: 19), the term of constructivism (stimulus–response theory) refers to an approach to understanding how learning takes place were centred. Within the realm of learning theory, it

draws a picture of knowledge and understanding being slowly constructed. The basic framework of constructivism is that students create their own learning; that is, we can't teach students to learn - they have to learn for themselves. Using this framework, teachers take on the role of facilitator, and each student learns what he or she needs to.

In addition, Boethel and Dimock (2000, cited by McLeod, 2002: 40) outline that constructivist-learning theory emphasizes six assumptions of constructivism: (1) learning is an adaptive activity, (2) learning is situated in the context where it occurs, (3) knowledge is constructed by the learner, (4) experience and prior understanding play a role in learning, (5) there is resistance to change, (6) social interaction plays a role in learning.

In short, we can say that learners in blended learning should be the central of emphasis in the learning process. They would be the ones who actively develop their own knowledge, rather than teachers or others. They would also be responsible for their learning outcomes.

2.1.4. Connectivism

According to Siemens (2004: 1-8), connectivism is a learning theory, in which knowledge exists outside of the learner, and the learner makes connections between information to build knowledge. The connections that learners make help them create their own learning network. Through this connected web, learners will be able to stay up-to-date with content as it changes. It is important for the

learners to be able to identify credible resources. Siemens (2004: 5) outlines the major ideas of connectivism as:

- a. Learning and knowledge rests in diversity of opinions.
- b. Learning is the process of connecting specialized nodes or information sources.
- c. Learning may reside in non-human appliances.
- d. Capacity to know more is more critical than what is currently known.
- e. Nurturing and maintaining connections is needed to facilitate learning.
- f. The ability to identify connections between concepts is important.
- g. Maintaining current and accurate knowledge is the purpose in connectivist activities.
- h. Decision-making is a learning process as information can change and what is viewed as correct one day may be incorrect the next.

In the digital age, learners can set up Rich Site Summary (RSS) feeds; follow organizations on social networks on education, link to certain sites, search videos, and much more. With all of these resources available, learners can build a learning network that is constantly growing and can receive the most up-to-date information on any topic. In short, since learning is networked and connected to a variety of sources, information can be obtained easily and instantly. RSS Feeds and other Web 2.0 tools allow for the learner to retrieve the most recent updates to any topic.

Hence, the theory elaborated above therefore has a potential to be incorporated in blended learning since the materials and the interaction between

the teacher and the students are connected each other and the internet becomes the media for this connectivity.

2.2. Blended Learning

Appearance of the information technologies in teaching foreign languages led to appearance of a relatively new method, called blended learning. The term is most commonly defined as a combination of online and face-to-face instruction. Based on the definition by Bonk and Graham (2005, cited by Krasnova, 2013: 432), three components of blended learning can be singled out:

1. Face-to-face learning that represents a traditional format when instructors and students meet during classes;
2. Self-study learning that assumes different types of activities, such as search on the internet, web quests, and others performed by students unassisted;
3. Online collaborative learning - an online cooperative work of students and instructors in forms of webinars, wikis, skype conferences, etc.

According to Watson (2008: 4), blended learning means many things to many people, even to relatively a small online learning community. It is referred to as both blended and hybrid learning, with little or no difference in the meaning of the terms among most educators. In general terms, blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of

learners. Blended learning, combining the best elements of online and face-to-face education, is likely to emerge as the predominant teaching model of the future.

Application of blended learning does not just happen. In a development that will be carried out with the use of the web as a medium of teaching and learning as a learning resource, there must be consideration of the characteristics of the learning objectives to be achieved, relevant learning activities as well as choose and determine which activities are relevant to the conventional and activities which are relevant to online learning. This is confirmed by Troha cited by Lee (2007: 17) that many blended learning initiatives failed because of poor planning (i.e. instructional design). Instructional design is an important key for successful programs. A blended solution will work when all the instructional components are considered holistically.

The above statement explained that the initiative that appears on blended learning can fail because of bad planning. By learning the proper way to design the English courses through blended learning, it will become a very important key to the success of the program. Integrated learning solutions will work well when all the learning components are considered holistically. For the needs of this research, blended learning can be defined as a method of teaching that combines the most effective face-to-face teaching techniques and online interactive collaboration, both constituting a system that functions in constant correlation and forms a single environment. The system will work effectively only if its

components are balanced and methodically adequate to program educational objectives.

2.3. Procedures of Teaching Using Blended Learning

Marsh (2013: 19) offers a template for designing blended learning. There are four steps to start designing the blended pathway, they are as follows:

1. Learning outcomes; we identify the learning outcomes for our classroom lesson.
2. Focus on communication in class; we identify the activities for student to do in class.
 - a. Students are prepared online to actively participate in personalized pair and group-work activities in class.
 - b. Student-to-student interaction is maximized in the classroom.
3. Prepare for class online; we identify the activities for students to do online before class.
 - a. New vocabulary can be introduced and practiced before class.
 - b. Students can be prepared for real life native speaker interaction.
 - c. Students can develop listening and reading skills in their own time and at their own pace.
4. Review, extend, and consolidate online; we identify the activities for student to do after class.
 - a. Students can review and consolidate language in their own time and at their own pace.

- b. Students can be motivated and interest can be stimulated through real life online interaction.
- c. Students can develop writing skills in their own time and at their own pace.

Obviously, those steps above are the procedures of blended learning in general. The teacher and the students are free to develop the steps as long as the learning outcomes are successfully achieved.

2.4. Advantages and Disadvantages of Using Blended Learning

In general, according to Thorne (2003: 132), there are a number of advantages of using blended learning in its various forms:

- 1. learning can be more targeted, focused, delivered bite-size, just-in-time;
- 2. learners can interact with the tutor;
- 3. learners can interact with their peers;
- 4. learning materials are readily accessible;

There are very few disadvantages, but there are aspects to be aware of when introducing blended learning:

- 1. identify the support networks, both technical helplines and coaching support;
- 2. encourage learners to announce when they are engaged in online learning so that they are not interrupted;
- 3. encourage learners to recognize how they learn best, and that they should create a learning environment that works for them, at work or at home;

According to Marsh (2012: 4-5), the following strengths of blended language learning have been identified as follows:

1. It provides a more individualized learning experience.
2. It provides more personalized learning support.
3. It supports and encourages independent and collaborative learning.
4. It increases student engagement in learning.
5. It accommodates a variety of learning styles.
6. It provides a place to practice the target language beyond the classroom.
7. It provides a less stressful practice environment for the target language.
8. It provides flexible study, anytime or anywhere, to meet learners' needs.
9. It helps students develop valuable and necessary twenty-first century learning skills.

In relation to EFL, Tomlinson and Claire (2013: 62) suggested that all blended learning courses should aim to provide opportunities for students to make discoveries for themselves about how features of English are used to achieve their intended outcomes and to seek ongoing feedback from peers and teachers on their communicative performance. They should also provide opportunities for teachers to monitor the progress of their students in ways which enable them to provide constructive criticism and responsive teaching when it is most needed.

Versatility and flexibility as the key points are one of the advantages of blended learning in ELT (Tomlinson and Claire, 2013: 62). Here are the other advantages of using blended learning based on some researches' recommendation:

1. The blended learning environment enriched with face to face and online activities offers students a wide variety of discussion, exploring and cooperation opportunities in their learning experiences (Isiguzel, 2014: 117).
2. It is an effective mean to increase motivation for studying English as a second language (Malinina, 2013: 249).
3. It enhances the students' vocabulary learning (Djiwandono, 2013: 217).
4. It can lead to exciting opportunities where lecturers and students interact and discuss scholarly ideas in an asynchronous or synchronous chat or video-conference (Dzakiria, et al, 2006: 12)
5. It allows students to review lectures online if they should ever be absent (Sucaromana, 2013: 146).

However, the use of blended learning in EFL also contribute the drawbacks that should be taken into account, they are as follows:

1. There are unresponsive questions or comments. Some of the learners are concerned at not getting an immediate response to their questions or problems (Kocoglu, Z, et al., 2011: 1130 and Dzakiria, et al, 2006: 14).
2. Some students may be lack of peer interaction, lack of personal and face to face conversation (Kocoglu, Z, et al., 2011: 1130).
3. Internet connection is massively used in blended learning. In order to stay connected to the course, both of the teacher and students need internet connection. It is not a big problem if blended learning is applied in a

school which has stable internet connection or in a downtown which is under coverage of an adequate internet network. (Nugroho, 2013: 2).

4. Learners are sometimes unsure of what lecturers mean to say when interpreting their lectures and materials. The degree of uncertainty in this process can cause learners to lose self-control, courage and the power to make decisions. They make mistakes, and continued errors may demotivate them from learning successfully (Dzakiria, et al, 2006: 15).
5. This type of learning requires more time from the teacher in designing the course and monitoring discussion boards (Piskurich, 2006 cited by Aidh, 2010: 19-20).

Having got the strengths and the drawbacks of blended learning in mind, we obviously consider that blended learning will be beneficial when it is well-planned and organized.

2.5. Motivation

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr and Meyer, 1997, cited by Brophy, 2004: 3-4). Motives are hypothetical constructs used to explain why people are doing what they are doing. Motives are distinguished from related constructs such as goals (the immediate objectives of particular sequences of behavior) and strategies (the methods used to achieve goals and thus to satisfy motives). For example, a person responds to hunger (motive) by going to a restaurant (strategy) to get food (goal).

Ellis (1997: 75) states that motivation is one of the factors that influence the students' ability in learning language. It involves the attitudes and the affective states that influence the degree of effort that learners make to learn an L2. We can figure that success in task is due to simply to fact that someone is motivated. If the students are strongly motivated, the process of learning will be more active and effect their achievement.

Motivation is considered by many to be one of determining factors in developing a second or foreign language. Motivation determines the extent of active and personal involvement. Besides, Gardner (1985: 10-11) explains that motivation differs from orientation because the students may demonstrate a particular orientation but not be highly motivated to achieve that goal. Motivation, in this case is a positive power, which stems from desire to attain the goal reflected in the orientation, for instance, learning English seriously in order to get a better job in the future. In relation with the previous statement, the students need motivation in order to attain the goal of language learning and motivation can come from themselves or from their environment.

2.6. Motivation in Learning English

Since the learning process needs motivation, the students also need the motivation in learning language especially in learning English. Oxford and Shearin (1994: 12) state that motivation is extremely important for second language learning and it is crucial to understand what our students' motivation are. Understanding their motivation is important in order to know why they learn

a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in their English study for the necessity of their future works or studies.

Language learning motivation is an essential factor to learn a second or foreign language. Motivation also varies in its types based on different theories. In this study, motivation is categorized into two types: integrative and instrumental motivation (Gardner, 1985: 11). The concept of each type of motivation is explained as follows:

- a. Integrative motivation; in the context of language learning, it refers to the learners' willingness of studying a language to become part of a community (integrate). People who immigrate to new countries are some examples of people who may want to identify with the community around them. An important aspect of this form of language learning is using language for social interaction. Integrative motivation is an integrating oneself within a culture to become a part of it. The learners who are willing to communicate with the native speakers of the target language would likely to have a stronger desire to learn the language, and learners of this kind achieve better success in their language learning. Some learners have a personal affinity for the people who speak a particular language.

Learners who are integratively motivated want to learn the language because they want to get to know the people who speak that

language (Gardner, 1985: 11). They are also interested in the culture associated with that language. Integratively motivated learners may have significant others such as a boyfriend or girlfriend or family members who speak the language, and heritage language learners typically have a particularly strong integrative motivation for language learning. Some indicators of this type of motivation refer to the action of an individual to gain pleasure and satisfaction. Students who are motivated integratively can be self-encouraged to overcome obstacles in their English study. They can be persistently and consistently motivated to participate in English learning activities as they can also be motivated to be a master in English in order to gain satisfaction. In short, integrative motivation comes from the learners' inner feeling and thought.

- b. Instrumental motivation; it is defined as the learners' desire to learn a language for the purpose of obtaining some concrete goals such as passing the exam, getting a job, graduation, or the ability to read academic materials. According to Ellis (1997: 75), learners may make efforts to learn an L2 for some functional reasons - to pass an examination, to get a better job, or to get a place at university. In some learning contexts, an instrumental motivation seems to be the major force determining success in L2 learning. For example, in setting where learners are motivated to learn an L2 because it opens up educational and economic opportunities for them.

Furthermore, learners with an instrumental motivation want to learn a language because of a practical reason such as getting a good score or getting into college. Many college language learners have a clear instrumental motivation for language learning: They want to fulfill a college language requirement. It is a motivation induced by rewards or punishment dependent upon success or failure in the task. From the explanation above, it can be concluded that instrumental motivation does not really concern to the real goal of someone to achieve something in learning because it is influenced by other people surrounding him/her. In other words, it comes from many things or some people outside the learners' feeling and thought.

Lasagabaster (2011: 3) states that motivation is a psychological construct. It is regarded as one of the determinant factors in successful foreign language learning. Therefore, it regularly comes to the fore when trying to explain individual differences among language learners. In fact, one of the main objectives of many foreign language teachers in classrooms the world over is to increase student motivation, so that pupils may acquire a good command of English.

In relation to the motivation of learning English, the study done Zlata (2007: 9) on vocational schools in the Czech, confirms that most of students were not very highly motivated for studying English as a foreign language because they often claimed that they will not need it at their future work. In fact, when they get

back is that English is very important for their better jobs. But, this study actually should have elaborated deeper why vocational students were unwilling to study English as a foreign language that became essential for both their education and career whereas there are in fact many firms consider English skills as important recruiting criteria.

Researches findings of motivation in Indonesia (Juhana, 2012: 100-106 and Gunawan, 2013: 12) showed that the impact of low motivation caused the students reluctant, shy, and less confidence. 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. Those factors, like fear of making mistakes, were commonly caused by their fear of being laughed at by their friends. Surprisingly, 6% students of Juhana's subjects mentioned that the cause of their lack of motivation is caused by the teacher's ways of teaching. However, these studies should have elaborated the ways of teaching which made the students unmotivated and unwilling to study English.

From all the statements above, it is assumed that motivation has a positive impulse toward the language learning in order to attain the goal of English learning. It is clear that motivation plays an important part in order to make the students get the best achievement. Hence, the researcher wants to enhance the vocational students' motivation in their English study by the use of blended learning. Therefore the researcher will use the intrinsic and extrinsic motivation as the indicators of the questionnaire.

2.7. Measurement of Motivation in Learning English

Motivation is a psychological construction. It must be measured through a certain indicators. In other words, it must be classified, organized, and put into measurable symbols in order to make sense. In addition to the learning motivation, (Syamsuddin, 2007: 40) states that it can be identified by having these following indicators, they are: (1) learning duration, that is how long someone is able to use the time to do an activity (2) activity frequency, that is how often an activity is done in a period (3) persistency, that is the continuity at the purpose of the activity (4) perseverance, that is the ability in facing hindrance and difficulty (5) devotion, that is sacrifice to achieve the aim (6) aspiration level, that is the target that will be achieved with the activity that will be done (7) qualification level, that is achievement which is achieved from the activity, and (8) attitude, that is the target of learning activity.

Those eight indicators are used in the questionnaire items of this research. The motivation toward English is measured by administering Likert measurement technique (Likert scale) range one to four. This technique places psychological aspects in terms of motivation questionnaires. A set of questionnaire consisted of 30 items of close-ended questions will be used to measure students' motivation. This instrument is suitable to measure psycholinguistic aspects in terms of motivation in learning English as a foreign language.

2.8. Blended Learning and Motivation

Ocak's research (2013: 1058-1070) confirmed that motivation tactics work in blended learning environments. It was aimed at determining whether the use of systematically designed motivation tactics produced statistically significant increases in the motivation levels of treatment groups and whether these tactics produced a statistically significant improvement in academic performance. The participants were ninety first-year college students who were trained for 3 weeks. The data analysis was conducted using a quantitative study approach and involved a motivational survey and an academic achievement test. The findings suggest the feasibility of improving overall learner motivation and academic achievement through external conditions such as motivational tactics. However, these conditions should have shown the preferable interactions of motivating and gaining better achievement so that students would be actively involved in a blended learning environment.

As considered that blended learning may enhance the students' motivation and self-governed learning, Cechova and Matthew (2013: 71) described the implementation of e-learning strategies to move e-learning beyond learning management systems and engage students in the active use of e-technologies. The samples taken were based on data of questionnaires and interviews collected during the bachelor study program at the Faculty of Economics and Management, University of Defense.

The study done by Cechova and Matthew (2013: 76) found that from three groups; the first, using a classical approach to language learning without Information Communication and Technology (ICT); the second, using a language learning approach that includes ICT (materials from the Internet); the third, using a language learning approach that includes ICT (materials from the Internet) and complimented by web-based videoconferencing technologies, revealed that the third group had significantly better test results, in comparison with the two other groups including those who just used ICT without the online sessions. The test results were based on the entrance level of English using the American Language Course Placement Test and the STANAG 6001 test, a standardized NATO (North Atlantic Treaty Organization) language testing tool for military English learners, in order to compare all language skills (listening, speaking, reading and writing). However, this study was focused on the tertiary level of education, whereas the blended learning in vocational high schools have not been studied yet.

In line with Cechova and Matthew, the research done by Malinina (2013: 244-259) was also aimed at finding out whether blended Learning can be an effective mean to increase motivation for studying English as a second language. It involved 42 participants from the Presidential Program for Senior Level Managers of the Russian Federation in the National Research University Higher School of Economics in Nizhny Novgorod. Questionnaire and interviews was used to collect data in this research. The results of this study showed that students were more motivated and encouraged to study English. Nevertheless, the majority of learners wanted to study English with the teacher, but they expect to be

approached individually. Based on the received answers of the questionnaire about their expectations of the content and the aim of the English Language course, the majority of the respondents would like to improve their communication skills and want the training to be relevant to their job-related activities. This study however did not reach in how the individual approach was done by the researcher so that their motivation to learn English would be successfully increased.

2.9. Achievement

Achievement is something which becomes the students' target and goal that can be reached at a good level at the end of learning. Achievement in second language learning means the reached target that can be achieved by the learners. Gardner (1985: 12) states, "Achievement in a second language traditionally has been viewed in terms of knowledge about the structure of the language such as vocabulary, grammar, pronunciation, or in terms of proficiency in the four basic skills, speaking, understanding, reading and writing". Therefore, it can be concluded that achievement in writing simple messages means students have capability to understand about such telephone conversations to get the messages conveyed.

Achievement is influenced by students' attitude and motivation toward learning. If a student has positive attitude toward his/her learning, it will affect him/her to have positive thought that he/she will pass the learning with good result. Meanwhile, motivation also influences achievement. If a student has a

strong motivation to learn, he/she will has high effort to achieve what becomes his/her goal. According to Edmondson (1999: 143), “If you have a positive attitude towards a target culture, towards the language you want to learn, towards the teacher who is teaching you, towards the marvelous place where you have the privilege of studying, and so on, then all these positive attitudes will have a positive effect on your desire and willingness to invest time and effort in learning, and this will in turn affect learning achievement. So they are part of motivation.”

Furthermore, Edmondson (1999: 140) states that achievement is influenced by external factors which are; causes, pressures, rewards, and internal factors which are; goals, aspirations, and dedication. It means environment and people surround a student will affect the students’ achievement as well as the goal and effort of the student himself/herself. There is another factor which will influence achievement in language learning including achievement in language aspects such as grammar, which is intelligence in connection with attitude. Edmondson (1999: 160) states, “I have explicitly dealt with aptitude and motivation, and referred to intelligence in connection with aptitude, suggesting that this factor plays a role in some cultures in getting good marks in the foreign language classroom, independently of its relevance for achievement”.

It can be concluded that there are some factors that influence students’ achievement including achievement in writing simple messages as one of the language skills in English which are external factors and internal factors.

2.10. Blended Learning and English Achievement

In line with the use of blended learning in English lessons, Dzakiria et al (2006: 11-18) discussed that that learning support can predictably affect blended learning positively if planned well, but negatively whenever attention has not been paid to the conditions under which learning best occurs. In this case, it might be assumed from this research's finding that blended learning might not possibly enhance the students' success when teachers fail preparing the learning support for their students to study. The use of blended learning could promote a stimulating relationship between teacher and 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 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. Therefore, effective communication is important to the blended learning mode but it is communication in new forms which must be learnt by both students and teachers.

Djiwandono (2013: 210-220) investigated the effectiveness of a blended learning technique in a vocabulary class and identified the learners' opinions about the technique. The finding of his study might be a signal that students were prepared to take on blended learning in their language lessons. With the right adjustment of the content and form of teacher's guidance, blended learning can be one of many alternatives to be seriously considered in future learning experiences. This study, nevertheless, was failed to discover to what extent that blended

learning improved the students' achievement and why blended learning made them eager to learn.

Isiguzel (2014: 108-121) asserted the importance of empowering blended learning environments to increase the academic achievement. In relation to blended learning and motivation, the purpose of the study was to determine the effects on motivation and success within the application of blended learning environments in the foreign language class. The population of the study was constituted by third grade students of the tourism and hotel management programs of Turkish universities in fall semester of the 2012-2013 academic years, consisting of 62 students that 35 students belong to the experimental group and the other 27 persons belong to the control group. A chi-square analysis was made as the gender distribution was required to indicate similar characteristics before the application of the work group.

The results revealed that the experimental group of students attending the German classes in blended learning environments has more academic success and higher motivation compared to the control group attending German language classes in the traditional learning environment. Accordingly, the blended learning environment enriched with face to face and online activities provides students a variety of discussion and cooperation opportunities in their self-paced learning experiences. Unfortunately, the study did not elaborate the types of self-paced learning experiences which were offered here since the responsive condition in

which the students get from teacher's communication towards their self-paced learning is considered important for the progress of their study.

On the application of blended learning approach in TEFL, Srichai (2014: 1-4) investigated whether blended learning approach can enhance the learners' academic achievement in English subject. The research participants consisted of 65 learners in six small size primary schools and six non English teachers in the schools under school network area 6, Parkpanang District, Nakhon Sri Thammarat Province. A mix-method approach combining with both quantitative and qualitative data description was utilized in the research analysis and findings. The research findings showed that the application of blended learning approach is affective for teaching and learning process in English subject at small size primary schools and it can reduce the educational problems and increase the learners' academic achievement and support the teachers' opportunities of teaching and learning English. Moreover, the learners and teachers were satisfied with this approach.

Regarding to the ideas above, Sucaromana's research (2013: 141-147) was aimed at comparing the results of blended learning with face-to-face learning among university students studying English as a foreign language. The participants were separated by gender, and the following variables, intrinsic motivation for learning English, attitudes towards English as a subject, and satisfaction with the learning climate, which was either a blended learning environment or a face-to-face learning environment, were analyzed. The

participants of this research are bachelor's degree students enrolled in English courses. The two class samples were drawn at random. The first class was the control group, and the other was the experimental group. The experimental group was taught using blended learning, and the control group was taught using face-to-face learning.

The results showed that students who were taught using blended learning had significantly higher levels of intrinsic motivation for learning English and a better attitude towards English as a subject, as well as greater satisfaction with the learning climate than the students who were taught using face-to-face learning. However, these all studies above have not yet discovered whether and how blended learning could improve the students' motivation and achievement in studying English in terms of personal treatment and particular interaction between teacher and students and among the students to solve their learning problems. Moreover, the focus of Sucramona's research is merely limited towards the intrinsic motivation within the application of blended learning, as it is probably regarded that language learners would be intrinsically or extrinsically motivated in studying English (Wang, 2008: 633-646). Thus, it is ascertained that the most influencing motivation really becomes a great potential for their education and career in the future so that English teachers would be aware towards which type of motivation that students have in order to achieve their goal of studying English as a foreign language.

2.11. Motivation and Achievement

As we all know, motivation is one of the most important factors that influences students' English achievements or performance. It has a close relationship with students' success or failure in English teaching in the Senior Middle School. This fact was supported by Khodadady and Mozghan (2013: 1-8) who investigated whether or not motivation correlates towards English language achievement. Their findings showed that their study used 493 female learners who studied English as a foreign language (EFL) in three branches of a semiprivate language institute in Mashhad, Iran as the the samples. Their finding revealed that high and low achievers' written achievement correlate significantly with the motivations underlying English language learning, that is, $r = 0.95$ within the significant value 0.05. The result showed that as the EFL learners achieve more in their written English, their motivation increases in general. They also indicate that low achievers become less motivated as they achieve less in their written English. They confirmed that the written achievement scores of high and low achievers correlate significantly not only with the motivations underlying English language learning but also respectively with extrinsic and intrinsic latent variables in opposite directions.

In addition, Kim (2013: 21-47) examined how motivation and L2 speaking achievement of the students taking a college English speaking course were interrelated, representing on-offline blended learning. The data consisted of 88 Korean college students' questionnaire responses, final scores in an on-offline blended speaking course, and qualitative interviews with 6 students. She found

that the students' motivation was correlated significantly with the achievement in speaking. It was corroborated that the roles of the ICT incorporated context in the learning process as motivational subscales affecting achievement through their interplay with the contextual factors.

The idea above was also supported by Istianti (2013: 49) who examined the correlation between students' motivation in learning speaking and their speaking achievement. There were 30 students at the second grade of SMA Darussalam Ciputat who became the samples of her study. By analyzing both variables by Pearson's product moment formula, it was found that the correlation value (r) was 0.555, which indicated there was positive correlation between students' motivation in learning speaking and students' speaking achievement. Her study revealed that students with higher motivation will get better speaking ability than the lower one. In other words, the more motivated students are, the better speaking ability can be achieved.

Referring to the ideas above, it can be concluded that there is a correlation between the students' motivation and their English learning achievement. Several studies on blended learning (Ocak, 2013: 1058-1070; Checova and Matthew, 2013: 71-78; Malinina, 2013: 244-249; Djiwandono, 2013: 210-220; Sucaromana, 2013: 141-147; and Isiguzel, 2014: 108-121) which have been elaborated above, have successfully improved either students' motivation or English achievement. In short, within the application of blended learning in English class, the more motivated learners will gain better achievement.

2.12. Theoretical Assumption

Under blended learning circumstance, the students are encouraged to recognize how they learn best, and that they should create a learning environment that works for them at school or at home. Moreover, it supports and encourages independent and collaborative learning, accommodates a variety of learning styles, provides flexible study (anytime or anywhere) to meet learners' needs, and provides a less stressful practice environment for the target language. Hence, blended learning is surely regarded as a means of an effective mean to increase motivation for studying English as a second language.

By the increase of motivation, students will also improve their English achievement since it provides a place to practice the target language beyond the classroom. With the available provided materials and recommended links of lessons for further self-study, they have a lot of tutorials and exercises to improve their understanding towards the lessons they are learning. Blended learning also gives students chances to discuss the lessons personally either to their instructor or to their friends in forum or discussion. Moreover, it allows the students to review lectures online if they could not catch the lessons during face to face learning or they could not attend class because of any reasons. Thus, by the use of blended learning, the progress of their understanding and practices towards the lessons they learn hopefully also increases their English achievement.

When the students are more motivated to learn English, it is believed that it influences their English achievement. The more motivation the learners have, the

better their English achievement will be. Thus, the relationship in the increase of students' motivation and their English achievement is urgent to be discussed and emphasized; therefore, this study also focused on investigating about the correlation students' motivation and their English achievement by the use of blended learning. Therefore, the result of this research is believed to be beneficial for the future works on how to enhance the students' motivation and English achievement, particularly for the researcher himself and for all English teachers, researchers, and practitioners in general.

2.13. Hypotheses

Based on the theoretical views and assumption above, the hypotheses of this research are formulated as follows:

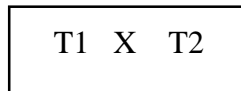
1. There is a significant difference of the vocational students' motivation of studying English before and after the blended learning.
2. There is a significant difference of their English achievement before and after the blended learning.
3. There is a correlation in the increase of their motivation and English achievement after blended learning.

III. METHOD

This chapter describes the design of the study, variables, population and sample, procedures of the study, technique for collecting the data, instrument, data analysis, and hypothesis testing.

3.1. Design

This research is a quantitative study which employs one group pre-test-post-test design. There was one class as the sample of this research which was chosen purposively. The research design is as follows:



Remarks:

T1 : Pre-test measurement of the dependent variables

X : Treatment by blended learning

T2 : Post-test measurement of the dependent variables

The sample of this research as the experimental class was given the treatment of teaching basic competency of writing simple messages through blended learning. The pre-test was administrated before the treatment of teaching basic competency of writing simple messages through blended learning was

implemented, to see the students' motivation and their achievement in the basic competency of writing simple messages. Then, the treatment of teaching basic competency of writing simple messages through blended learning was implemented. The post-test was administrated afterward, to analyze the improvement of the vocational students' motivation and English achievement of basic competency of writing simple messages through blended learning.

3.2. Variables

The variables used in this study were discussed based on the three research questions. They are as follows:

1. Research Question 1

The vocational students' motivation was the independent variable. It was measured in order to find out the significant difference of their motivation of studying English before and after the blended learning.

2. Research Question 2

The students' English achievement was the independent variable in this study. It refers to the test scores and progress obtained by the students on the ability to write simple messages and to compose reported sentences accurately before and after the blended learning.

3. Research Question 3

To see the whether there was a correlation in the increase of their motivation and English achievement after blended learning, the vocational students' motivation was the independent variable and their English achievement was the dependent variable.

3.3. Population and Sample

The population of this research was from vocational school students. Here are the description of the population and sample of this research:

1. Population

A population is the large group of people we wish to learn about (Borg and Gall, 2003: 167). The population of this study is the vocational students in SMKN 3 Metro in the academic year of 2015/2016.

2. Sample of the Study

The smaller group we actually study is called sample (Borg and Gall, 2003: 167). An eleventh grade class of experimental group in SMKN 3 Metro in the academic year of 2015/2016, majoring computer and network engineering that consists of 26 students was the sample of this research. The consideration of choosing the sample was that this study needs computers and internet facilities, and fortunately most of these students in this major have their own computer and internet connection is facilitated for their study when they are at school.

3.4. Procedures

In conducting this research, all the students in the experimental group was given a treatment by the use of blended learning, that is, the use of classroom learning and online learning through internet, namely schoology.com. The schoology platform was designed by Jeremy Friedman, Ryan Hwang and Tim Trinidad in 2007. According to Catapano (2014: 1), schoology.com is a social

network website that teachers and students can utilize to share information, resources, and files. It is a learning management system (LMS) designed to provide a digital medium to enhance classroom interactions and support webpage and content creation. Besides, it includes plenty of useful features like a gradebook, attendance tracking, analytics, badges, calendar, event creation, private messages, groups, and profile personalization. Moreover, it has the look and Facebook with many different functions that are necessary for the classroom. The site allows for teachers to facilitate collaboration among a class or group of students.

The research procedures of this study are explained as follows:

1. Selecting instrument of materials

The instrument materials of English achievement test were chosen by the researcher. The selecting process considers the materials that were taught to the students in level of the second year. One of the four basic competencies from the first semester of second year SMK curriculum is chosen, i.e. achievement test of writing simple messages. The selecting process for the questionnaire test was considered based on classification of students' motivation in learning English. In order the respondents understood the instrument of measuring the motivation, every item of questionnaire was translated into Indonesian. Obviously, it facilitated them to answer the questions easily.

2. Determining the sample of the research

A sample is a smaller group chosen from the population which consists of some members. The sample of this research was determined by using purposive sampling. There are ten classes of second grade of SMKN 3 Metro. However, a class of XI TKJ (Teknik Komputer dan Jaringan) was determined to be the sample of this research in consideration that this study needs computers and internet facilities.

3. Trying out the instruments

The motivation questionnaire and English achievement test were tried out to non-sample students of the eleventh grade class of the third semester in order to find out the level of difficulty, the discrimination power, the validity and reliability of the instrument that was given.

4. Analyzing the try out result

After the try-out class finished answering the motivation questionnaire and English achievement test, some analyses were done in this phase to find out the level of difficulty, the discrimination power, the validity and reliability of the instruments.

5. Administering the pre-test of the motivation questionnaire and the English achievement test to the experimental group.

6. Blended learning was employed to the experimental group

The rotation model of blended learning was applied to the experimental group. The students were explained how they were going through in a blended learning.

7. Administering the post-test of the motivation questionnaire and the English achievement test to the experimental group.
8. Analyzing the data from the instruments

The output data from the pre-test and post-test of questionnaire and scores of English achievement test were analyzed by using the Repeated Measured T-Test to find out the significant difference of the progress and contribution before and after blended learning. To find whether there is a correlation in the increase of their motivation and English achievement within the application of blended learning, the correlation analysis of SPSS program on the Spearman product moment coefficient correlation was used.

3.5. Technique for collecting the Data

In collecting the data, the techniques used were a questionnaire and an English test. To collect the data for the students' motivation, a thirty items questionnaire was distributed to the samples of this research to fill in. The items of questionnaire were constructed based on the intrinsic and the extrinsic motivation. The questionnaire was tested before and after the treatment. Furthermore, to collect the data in the students' English achievement, the sample was tested by asking them to do English test on the basic competency of writing simple messages both in a direct interaction and through communication tools. The test was given in forms of pre-test and post-test, before and after the treatment of blended learning.

3.6. Instruments

There are two instruments in this study, namely students' motivation questionnaire and English achievement test.

1. English Learning Motivation Questionnaire

A thirty items questionnaire on motivation was translated into Indonesian in order to ensure that the subjects clearly understand each item. The score was based on the *Likert Scale* which is most often used to measure attitude, opinion, and perception of respondents. The range was 4 to 1 for the positive statements while the range which was from 1 to 4 for the negative statements. The items of the questionnaire were based on the eight indicators (Syamsuddin, 2007: 40). The indicators on questionnaire items of motivation were elaborated in the table below:

Table 3.1. The specification of motivation questionnaire test

No	Category	Item Number	Total Item	Allocated Time (minutes)
1.	The duration of learning English; how long someone is able to use the time to do an activity of learning English.	1, 11, 21, 28	4	6
2.	The frequency of students' activity in learning English; how often it is done in a period.	2, 12, 17, 22	4	8
3.	The persistency of students in learning English; how functional in doing activity; how strong his/her tenacity is.	3, 6, 14, 23	4	8
4.	The perseverance of students in learning English; how to solve the difficulties and face the problems in learning English.	4, 7, 18, 24	4	6
5.	The devotion of students to get the objective of learning English; sacrifice to achieve the aim, e.g. thought, time, effort, and money.	5, 20, 25	3	8
6.	The aspiration of the students; the target that will be achieved with the activity that will be done, e.g. purpose and target.	8, 13, 26, 27	4	8
7.	The qualification level of students' ability in learning English; achievement which is achieved from the activity.	9, 15, 29	3	8
8.	The students' attitude to the purposes of learning English.	10, 16, 19, 30	4	8
Total Number			30	60

The thirty items questionnaire above asked about the vocational students' motivation in learning English. The students gave their answers as factual and real information about themselves or the information that is closed to the fact as provided in the four alternative answers.

2. English Achievement Test

An English test was used as one of the instruments to collect the data for students' English achievement. The English test was conducted before and after the treatment. The students in the experimental group were asked to do the test in the basic competency of writing simple messages both in a direct interaction and through communication tools. The test items were specified in the table below:

Table 3.2. The specification on English achievement test

No	Test Items	Question Types	Number	Total	Allocated Time (minutes)
1	Reading a written dialogue and writing simple messages based on it.	Essay	1	1	15
2	Listening to a telephone conversation and writing simple messages based on it.	Essay	2	1	15
3	Grammar test on reported speech	Multiple Choice	3-7	5	15
4	Grammar test on reported speech	Essay	8-12	5	15
Total Number				12	60

In this research, the try-out test was given to know the quality of the test as the instrument of this research. The try-out tests which consist of a thirty items questionnaire and an English test were administered to one different class of the research subjects, that is class XI MM (Multimedia). In order to prove whether the

tests have a good quality or not, level of difficulty, discriminating power, validity and reliability were analyzed.

3.6.1. Level of Difficulty

A good test item is the one which is neither too difficult nor too easy. The formula is:

$$P = \frac{R}{\sum S}$$

P : the difficulty index

R : the number of the test takers who answer correctly

S : the whole number of students who take part in a test

According to Arikunto (2008: 210), the criteria of difficulty level of a test are as follows:

- A hard item ranges from 0.00 to 0.30
- A fair item ranges from 0.31 to 0.70
- An easy item ranges from 0.71 to 1.00

For the try-out test of English achievement, the lowest score in the level of difficulty was 0.41, while the highest score was 0.69 (See Appendix 12). These figures show that the test has a fair level of difficulty.

3.6.2. Discriminating Power

Discriminating power is the capacity of a test item to discriminate a group of the upper and that of the lower.

The formula:

$$D = \frac{RU - RL}{SU + SL}$$

D : discriminating power

RU : the number of the test takers of the upper who answer correctly

RL : the half number of the test takers from the upper who take part in a test

SU : the number of the test takers of the lower who answer correctly

SL : the half number of the test takers from the lower who take part in a test

According to Arikunto (2008: 218), the criteria are as follows:

- A negative item is bad: < 0.00
- A poor item ranges from: 0.00 - 0.20
- A satisfactory item ranges from: 0.21 - 0.40
- A good item ranges from: 0.41 - 0.70
- An excellent item ranges from: 0.71 - 1.00

Based on the analysis of the try-out test of English achievement, the lowest score in the discrimination power was 0.23, while the highest was 0.55 (See Appendix 12). These figures were in range of a satisfactory item to good one which means that the test used for the instrument has a capacity to discriminate a group of the upper and the lower.

3.6.3. Validity and Reliability

1. Validity of the Motivation Questionnaire

During the process of filling out and answering the questionnaires, some explanations and technical guidance by the researcher were done to make sure that the respondents understand well what to do with the questionnaires. For the try-out test of the questionnaires, content and construct validity was used. Content validity is a good reflection of what has been taught and the knowledge which the teacher wants the students to know. Whereas construct validity means that the instruments are in line with the theory

For the content validity of this instrument, the thirty items questionnaire were about the materials of asking about the vocational students' motivation in learning English before and after blended learning. The students gave their answers as factual and real information about themselves or the information that is closed to the fact as provided in the four alternative answers.

For the construct validity, the items of the questionnaire were based on the eight indicators of motivation measurement theory proposed by Syamsuddin (2007: 40). All the items of the questionnaire were validated by the expert judgement (See Appendix 25). Thus, it was concluded that the items were valid and they were acceptable to be used as the instrument of this research.

2. Validity of the English Achievement Test

Validity is defined as the extent to which the instrument measures what it purposes to measure. It means that validity is related directly to the purpose of the test. The content validity of the test is a good reflection of what has been taught and the knowledge which the teacher wants the students to know. To fulfill the content validity, all the test items of the instrument were designed in order to see whether they have represented the materials that were measured or not. To get the content validity of the English achievement test, it was adapted from the students' learning materials which were in line with the school curriculum and the contents (basic competences of writing simple messages) were learnt by eleventh grade students of vocational high school.

Construct validity concerns with whether the test is actually in line with the theory of what it means to the language. It relates to whether the test is actually adequate to what is being assessed. This test has covered the language aspects: the syntactical utterances of reported speeches which comprise the structure of language how words and phrases can be formed to create grammatically correct sentences and vocabularies of computer terms in writing simple messages. Besides, it covered the integrated language skills for measuring this students' mastery. Expert judgment was used to determine whether the test was acceptable or not for the instrument of this study (See Appendix 26). As a result, all the items of this

instrument were permissible to be administered since all the items were valid.

3. Reliability of the Motivation Questionnaire

The items of the questionnaires were translated into Indonesian. To measure the reliability of questionnaire items, Cronbach's Alpha in the application of SPSS for Windows was used. A commonly accepted rule for describing internal consistency using Cronbach's Alpha (George and Mallery, 2003 cited by Joseph and Rosemary, 2003: 87) is as follows:

- $\alpha \geq 0.9$: Excellent (very high reliability)
- $0.7 \leq \alpha < 0.9$: Good (high reliability)
- $0.6 \leq \alpha < 0.7$: Acceptable (medium reliability)
- $0.5 \leq \alpha < 0.6$: Poor (low reliability)
- $\alpha < 0.5$: Unacceptable (very low reliability)

The reliability of the motivation questionnaire was 0.77 (See Appendix 11), which means that the items of the motivation questionnaire were in the classification of high reliability. Those figures clearly show that the instrument of the motivation questionnaire was admissible for the research to be used.

4. Reliability of the English Achievement Test

According to Arikunto (2008: 88), the formula is as follows:

$$r = 1 - \frac{6(d^2)}{n(n^2-1)}$$

d : the difference of rank correlation

n : the number of students

1-6 : the constant number

To measure the reliability of the english achievement test, the inter-rater reliability was used in which the result of the try-out test was scored by inter-raters; they were the researcher himself as the first rater and the other English teacher as the second rater. In this case, the critical value of Spearman was used at the significant level of $0.05 = 0.34$ ($n = >30$). Based on the calculation, it showed that r-ratio 0.99 is higher than r-table 0.34 (See Appendix 14). In relation to the criteria of reliability above, the test results of the try-out test were in the classification of a very high reliability, and they were acceptable to be used as the instrument of this research.

In addition, the reliability of inter-rater is important to ensure that raters making subjective assessments are all in tune with one another and create a degree of objectivity. Cohen's Kappa inter-rater reliability was employed in this research. From the table we can see that the Cohen's kappa (κ) is 0.85 (See Appendix 15). Cohen's kappa (κ) can range from -1 to +1. Referring to the result, the reliability of inter-rater of this study (0.85) represents a good agreement.

3.7. Data Analysis

Research question #1

- The questionnaire of the vocational students' motivation was analyzed by counting the answers of each item from the experimental group before and after blended learning.
- The results of the pre-test and post-test from the motivation questionnaire were computed in SPSS program.
- At last, they were compared by using repeated measures t-test to find out whether there is a significant difference of the vocational students' motivation of studying English before and after the blended learning.

Research question #2

- The students' English achievement test was analyzed by counting the answers of each item from the experimental group before and after blended learning.
- The results of the pre-test and post-test from their English achievement test were computed in SPSS program.
- At last, they were compared by using repeated measures t-test to find out whether there is a significant difference of their English achievement before and after the blended learning.

Research question #3

- To find out the gain of the students motivation before and after blended learning, the results of pre-test were compared to the result of post test.

- The results of English achievement pre-test were compared to the result of the post test to find out the increase of the students English achievement before and after blended learning,
- The gains of the pre-test and post-test of the students' motivation and their English achievement test of the experimental group were computed in SPSS program.
- At last, they were compared by using Spearman coefficient correlation test to find out whether or not there is a correlation in the increase of their motivation and English achievement after blended learning. According to Setiyadi (2006: 167), the interpretation of the correlation value was from 0.00-0.20 (very low), 0.20-0.40 (low), 0.40-0.60 (medium), 0.60-0.80 (high), and 0.80-0.100 (very high).

3.8. Hypothesis Testing

To check whether the vocational students' score of motivation and English achievement after blended learning was statistically enhanced, the repeated measures t-test in SPSS program was employed to prove whether the hypothesis is accepted or rejected. The hypothesis testings are described as follows:

Research Question #1

H_{i1} : If t-ratio is higher than t-table, there is a significant difference of the vocational students' motivation of studying English before and after the blended learning.

H₀1 : If t-ratio is lower than t-table, there is no a significant difference of the vocational students' motivation of studying English before and after the blended learning.

Research Question #2

H_i2 : If t-ratio is higher than t-table, there is a significant difference of their English achievement before and after the blended learning.

H₀2 : If t-ratio is lower than t-table, there is no a significant difference of their English achievement before and after the blended learning.

Research Question #3

H_i3 : If r-ratio is higher than r-table, there is a correlation in the increase of their motivation and English achievement after blended learning.

H₀3 : If r-ratio is lower than r-table, there is no a correlation in the increase of their motivation and English achievement after blended learning.

V. CONCLUSION AND SUGGESTION

Based on the research results and discussion on the three research questions, this chapter points out the conclusion and suggestion.

5.1. Conclusion

Considering all data gathered after finishing the research which had been held in the eleventh grade of SMKN 3 Metro, this study has drawn up some conclusions. They are as follows:

1. 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.

2. Blended learning provides students with a better learning environment through variety of multi-media resources which reflects on their achievement of English language. Availability of on-line and off-line resources enables the students to revisit the language at the ease and comfort of time. Moreover, it provides students with enjoyment, pleasure, and enthusiasm to affect the students' achievement positively. There were, however, two problems which hindered their progress on learning English; the first one was the lessons complexity which needs to be simplified in such more interesting and interactive digital forms; and the other one was the unstable internet connection when they need to explore the lessons at school. Overall, blended learning significantly improves their English achievement.
3. In a blended learning for EFL, a degree of motivation is not always a must to be a reliable predictor of students' achievement. The students with lower gains of motivation do not always get lower score in English achievement and the students with higher gains of motivation are guaranteed that they will get higher gains in English achievement. Therefore, it is truly a proof that the correlation between motivation and achievement is not something absolute. Some factors might influence the result of correlation towards the gains of both variables, such as the procedures how the blended learning was done, the

number of the research subjects, the research instruments, the interval ranges of both variables gains, and the computer literacy state as the subject characteristics of this study.

5.2. Suggestion

Based on the conclusion of this research, here are some following suggestions proposed by this study as the consequence by the application of blended learning to improve the vocational students' motivation and their English achievement.

1. It is advised that the teachers give 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.
2. Related to the materials provided particularly in virtual classroom of blended learning, the teachers should be creative in simplifying the lessons in e-handouts and tutorial videos, and give more feedbacks to what the students have done for their learning, so that they know their path to study further for their lessons. Moreover, school should support this type of learning, at least

by providing sufficient bandwidths of internet connection so that the students who are not equipped by internet access will still be able to follow this way of English learning, either during or after school. Clearly, when they get something easy to learn and feel fun of learning English, it is expected that their achievement will surely be better.

3. Referring to the correlation of the students' motivation and English achievement, it needs to be investigated further on the correlation of those variables within the use of blended learning in vocational secondary levels particularly on specific English skills towards non-computer vocational students as the samples. In addition, future researches with bigger number of participants from more vocational schools are needed to examine deeper on the correlation in the increases of the students' motivation and their English achievement after blended learning.

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