BLENDED LEARNING: IMPROVING STUDENT'S MOTIVATION IN ENGLISH TEACHING LEARNING PROCESS

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ABSTRACT

This research aims at revealing: the blended learning; the advantages of blended learning in the 21st century; the application of blended learning in the classroom. It is kinds of qualitative research which are aimed at revealing the blended learning for students' motivation in studying the English language. There is still lack of research about the blended learning in students' motivation; therefore, this research is significant to be conducted. The finding of the research can be described as follows: First, blended learning is learning the model that combine the positive sides of traditional mode such as face to face model with improved technology use to keep, improve, and engage the student's motivation and involvement the new star of teaching and learning process. Second, blended learning improves the learning access to materials and learning activities, and it can support and enhance the role of teachers, the experiences of the students and the social environment. Third, there are four main steps in applying blended learning, i.e. planning, designing and developing the blended learning elements, implementing, reviewing and evaluating the design.

Key Words: *Blended Learning, Student's Motivation, Interaction, English Language Teaching.*

1. Introduction

English language learning is significant for students. It is not familiar now. Every school will learn the English language to make their students understand about foreign language and to equip them. To prepare students leisurely to learn the English language is difficult. The teacher must develop their motivation in learning the English language. Many students fell difficult when studying in the classroom. Most students think that the English language is challenging because they must know the meaning of some words, and they can not speak fluently. According to McPheat (2010: 8) argues that motivation is the description of a person of a person's motive to action. It means that the teacher must give the technique or approach to make students increase their motivation.

Developing the student's motivation in Senior or Junior High School is difficult, moreover in English language learning. Teachers must give the excellent way/technique so that the students can be comfortable to study the English language in the classroom. Most teachers teach English language using textbooks; then they will explain orally. Sometimes, teaching by face to face in the school make students will forget fastly. Besides, the teacher will fell challenging to know the quality each student of English language when in the classroom. In learning the English language, the students must be able to understand some skills such as writing, speaking, listening, reading, grammar, pronunciation, and so on. In writing and grammar students usually find the difficulties to understand and it needs caring from the teacher to make students understand in studying the English language. Studying the English language is not only in the classroom but also in the house or other places. Sometimes, students do not have long time study at the school, so that it makes the students challenging to understand the subject material at school. Because of it, the teachers must give the effectiveness teaching in the classroom for students. It is how to manner increasing the student's motivation in studying the English language. To make the English learning can be useful in the classroom, teachers can use the Blended Learning.

According to Tomlinson and Whittaker (2013: 12) blended learning is the term most commonly used to refer to any combination of face-to-face teaching with computer technology (online and offline activities/materials). It means that teaching the English language can be useful for students by using blended learning. In blended learning, it is about how to manner class can be active in learning objectives. It blends the traditional teaching classroom with modern teaching classroom. Blended learning is students' need in this 21st century because because in this technique combine the study and collaborative online. Many students use new technology such mobile phone so that they will be easy to get some information. Besides, the students embedded the technology device in their lifeworlds such in the school, they consider it as cultural resources. By using mobile phone, they can get many applications to help them in studying the English language. Blended learning will help the teacher knows the students quality in learning the English language. Besides, using blended learning, it will help the students easy to determine under challenging skills such as academic wiring, critical reading, communicative for each student and teacher, and so on. Moreover, the blended learning not only can use in one subject material but also in several learning settings.

The teacher also must be able to build interaction between students and other students in the classroom, and between students and teacher to make active learning English at the school. At the school, the teacher can build students' interaction with face to face discussion, and they can use online devices such ac discussion forms, virtual conferencing, virtual world and so on. Building interaction between students and others students, and between students and teacher is significant because it can increase their communication and practical study in the classroom. Consequently, the study was designed to answer the following research questions:

1) What is blended learning?
2) What is the advantages of blended learning in the 21st century?
3) How to apply blended learning in the classroom?

2. Method

It kinds of qualitative research which is aimed at revealing the blended learning for students' motivation in studying English language. Within qualitative research, the researcher explained with the implementation of theories in finding and discussion. The supporting sources are taken from the books, journal, and many others related to the topic.

3. Finding and Discussion

Recent years, most teachers were trying to develop their class interaction quality through various ways and methods. Some of them change their teaching methods, do some class action research or apply recent technology in their classes. The use of technology in the classroom is becoming popular because it is in line with the demand of the society that recent graduates should able to cope with technology. Technology at the school has some important roles. First, they are used to be alternative teaching media. Technology is also used to develop the student-centered learning. Technology provides access to students to learn by them self. The students may set the teaching based on their learning speed. Technology also offers collaborative learning because the learning process is based on working out together with third parties.

The models of blended learning, place our students at the center of the learning process. Along with the face to face model, the online learning will improve the students' motivation during the learning process. This effectiveness is because the blended learning model offers various and interesting learning activities using the web and other technology platforms. In environment, the blended learning is not adapted to individual style; a one-size-fits-all teaching approach can use do that. Blended learning model may be defined in various ways. The first definition is according to Saliba et al (2013: 4). They stated that blended learning is a systematic and strategic approach which combines face to face modes and online learning interaction in various disciplines. The definition is based on Watson et al (2015: 5). They defined blended learning as a kind of hybrid learning that combines best sides of both traditional teaching mode and online mode to reach more personalized teaching and learning process. The third definition is according to Bath & Bourke (2010: 1). They stated that blended learning is integrating ICT technology effectively into teaching and learning process to engage the student's interaction and motivation that probably tricky in common teaching and learning environment or face to face mode.

Based on the three definition above, it can be concluded that blended learning is learning the model that combines the positive sides of traditional mode such as face to face model with improved technology use to keep, improve and engage the student's motivation and involvement during the teaching and learning process. Then, using online technology can increase the engagement and motivation of sudents. It can change the pedagogy be more effective into course design. The blended learning model is becoming the new star of teaching practice for some advantages (Saliba et al, 2013: 30). First is that blended learning improves the learning access to materials and learning activities. Consequently, it promotes the active learning of our students. Blended learning also provides better learning experiences for the students. By having better learning experiences, the students will have better outcomes. Blended learning also gives use beneficial impacts to the teacher and staffs; because they will have new skills in teaching management and practice.

Other advantages of blended learning model are discussed by Bath & Bourke (2010: 21). They stated that blended learning support and enhance the role of teachers, the experiences of the students and the social environment. The technology used in blended learning may broaden spaces available for learning, engage and motivate the students through interactivity and collaborations and support the provision of information and resources to students and schools. Based on the above discussion offered above, the writer may conclude that blended learning is not only combining two teaching mode but it is about how to improve the quality of teaching and learning process, to help the students to achieve their learning objectives and learning experiences.

There are some steps that we should consider to apply blended learning model, According to Bath & Bourke (2010: 7), there are four primary considerations: planning, designing and developing the blended learning elements, implementing, reviewing and evaluating the design. Then, the writers shall discuss the above steps in the following paragraphs.

The first is the planning of our blended learning model. Here, as the teacher we need to plan the content, learning resources, learning activities and assessment. These elements are the critical tools of the successful blended learning process. The teacher also needs to consider our class situation and learning objectives that they are going to reach. Then the teacher also needs to find our course context. Course context here can be the course level and other considerations of our schools and institutions.

The next concern is the teacher have to know who are our students are. It is always important to see whether our blended learning audiences are in the first, second or third level of school. They also need to know the numbers of our class whether it is a big or small class. Other important aspects are the experiences and motivation of our students. The teacher needs to find out whether they are already familiar with the technology that they are going to apply in our blended learning. The teacher also needs to provide sometimes to give our students be familiar with our blended learning platforms.

The second consideration is designing and developing the blended model. Here, the teacher should outline the learning objectives, the learning activities, and assessment. It means all the learning activities and assessment should fully support the learning objectives. In designing the events, the authenticity and real-world scales should be reached. The online learning is the best chance for our students to have authentic life experiences in their learning. Another critical element is the student's assessment. In designing evaluation, the teacher can have various types and methods of the evaluation of blended learning. They can be done online or onsite, depending on their specific learning objectives (Stein & Graham, 2014: 35). Onsite assessment, the teacher may have regular tests, exams or observe the students performances. On online evaluation, the students may complete some jobs, and they should submit via online. If they have some performances, the teacher can observe it via online streaming or recordings. The blended assesment provides more opportunities such as that the teacher may develop more varieties of assesment. This is mainly because as a teacher we can do the assesment via onsite and online environments. These varieties of assesment will provide more reliable scoring to our students. The blending assesment also provide as with more frequent asessment. By giving more frequent asessement via onsite and online, the low students will feel less depressed and get more comfortable environment especially via online asessment. Blending asessment provide continual and immediate feedback from the teacher. By online asessment, the teacher may give as frequent as possible to the students' performance. The last, the blending asessment give more aithentic asessment. As we know, asessment also functions as rehearsal tsks of the students before they enter the real world. The onsite asessment is probably good in accuracy but sometimes it lacks of authenticity. This problem can be solved by using the online asessment. There lot varieties of real world tasks via online asessments and these are very helpful both for the teachers and the students.

In giving feedback, the teacher needs to consider about providing immediate feedback. This input can be done via online tools in blended mode through online computerized quizzes or online discussion. One thing that should be remembered in giving feedback is that it should be given in feeling of empathy and encouragement. The next consideration is implementing the design. In performing the blended learning design, the teacher needs to consider the student's active involvement in the program. Here, the blended learning can deliver the learning activities and support the learner in studying the English language. The following table differentiates the active and passive learning for our students.

Figure 1. Active VS Passive Learning (Bath & Bourke, 2010: 25)

Based on the figure 1 above, it is clear that our students will remember what the students are learning by performing the real things. Some reasons blended learning offer active and collaborative learning. As we know, an active learning is mainly based on the constructivist and collaborative learning theory. It means that it is the students who should construct their own learning and understanding. The teacher will only provide a stimulating environment. Blended learning which mixes two mode of learning: face to face and online learning provides the teachers with various methods and strategies in her teaching. Our students have their styles and approaches in learning. They come from different background and language learning styles. These kind of differences sometimes can not be solved in the onsite class activities. On the other hand, the online activities will give more individualized activities. Using the online platforms, the teacher can select various interactive activies that encourage the students to construct their learning indivually and at the same time collaboratively. Making active learning, the teacher can use the process of collaboration by engaging in regulation such as suggesting and choosing topics, posing solutions, providing feedback and monitoring and reflecting on the group process. Besides, it can provide the student's opportunities in talking, listening, writing, reading, and other reflect on the content, ideas, issues and related with academic subject. Active learning make students more active and involve the students in learning process. Consequently, they need various ways of learning to achieve their learning goals. This situation can be solved with blended learning.

Another reason is that amount of students in the class are in significant numbers around 30 to 32. This amount will give difficulties in managing and controlling them in face to face mode. By providing blended learning activities, the students may experience and develop their competencies by themselves. As the teacher, we can provide additional activities in blended classes such as quizzes or practical exercises. Businesses that can not be provided in the traditional model. Based on Bloom's Taxonomy, another rationale for using blended learning is that our students need High Order Thinking (HOT) learning. The figure 2 below is Bloom's taxonomy that is revised to match them into the blended learning environment.
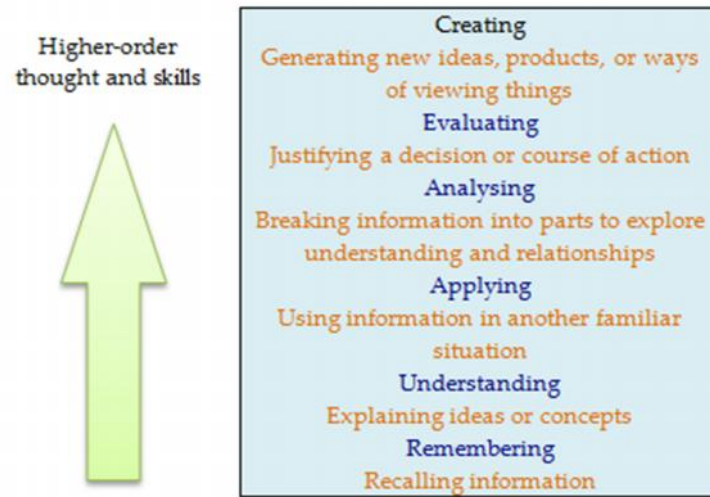
Figure 2. Bloom's Taxonomy in Blended Learning (Bath & Bourke, 2010: 26)

Some ideas can be used to be applied in our blended class to reach the HOT learning. The following figure provides various activities of blended learning. Based on the table 1 above, it is stated that blended learning offers various interactive activities. Because it combines both traditional and online learning. In face to face sessions, the teacher may maximize activities and assessment about the content of learning. While in online phase, the teacher may add with improved and developed actions but they still in line with the learning contents and objectives.

Table 1. Types of Bloom's Taxonomy Activities (Bath & Bourke, 2010: 27)

Level of learning	Types of blended learning activities
Creating Designing, constructing, planning, producing, inventing	Programming, filming, animating, video/**blogging,** mixing/re-mixing, web publishing, **webcasting**, directing or producing – used to create a film, presentation, story, program, projects, media product, graphic art, vodcast, advertisement, model.
Evaluating Checking, hypothesizing, critiquing, experimenting, judging, testing	Debate or panel (using **webcasting**, web conferencing, online chat or **discussion**), investigating (online tools) and reporting (**blog**, **wiki**, presentation), persuasive speech (**webcast**, web document, mind map-presentation mode), commenting/moderating/reviewing/posting (**discussion forums**, **blogs**, **wiki**, chat room, twitter) as well as collaborating and networking.
Analysing Comparing, organizing, deconstructing, interrogating, structuring	**Surveying/polling**, using databases, relationship mind maps, online SWOT analysis, reporting (online charts, graphing, presentation or web publishing), mashing, meta-tagging.
Applying Implementing, carrying out, using, executing, editing	Simulation games or tasks, editing or developing shared documents (**wiki**, video and sound tools), interviews (e.g., making **podcast**), presentation or demonstration tasks (using web conferencing or online presentation tools), illustration (using the online graphic, creative tools).
Understanding Interpreting, summarising, paraphrasing, classifying, explaining, comparing	Building mind maps, **blog** journaling, **wiki** (simple page construction), categorizing and tagging, advanced internet (Boolean) searches, tagging with comments or annotations, **discussion forums**, show and tell (with audio, video **webcasting**).
Remembering Recognising, listing, describing, identifying, retrieving, naming, locating	Simple mind maps, flashcards, **online quizzes**, primary internet searches (fact-finding, defining), social bookmarking, Q & A **discussion forums**, chat presentations.

4. Conclusion

Building student's motivation in studying the English language is essential for teachers. Students must feel comfortable and enjoyable in the classroom. From the finding of this paper showed that the teacher could use blended learning in English learning-teaching process. Using blended learning, it can build the students' motivation in the classroom. The teacher can teach using the textbook and technology device. It means that, besides the teachers explain the material using the textbook, they can combine by using technology device such as mobile phone. Mostly students use the mobile phone (SmartPhone) in daily life. Using it, the teacher can use it in the teaching-learning process. The teacher can ask the students to use one of the applications in the smartphone such as Whatshap, Schoology, Edmodo, and so on. Using this app, the teacher can know the quality of English study of students, and the teachers can help the students to increase in English subject material.

Most students think that learning English is difficult because they must know the meaning, grammar, effective speaking, and so on. The teacher must be able to lose the paradigm for students, and they must give the teaching-learning process are accessible and useful for students. The blended learning is suitable in teaching learning process because it can improve the learning access to materials and learning activities, and it can support and enhance the role of teachers, the experiences of the students and the social environment. Besides, it can improve the students' motivation in studying the English language, because the blended learning model offers various and exciting learning activities using the web and other technology platforms.

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