



Students' Motivation in Learning English through Hybrid Learning during Covid-19 Pandemic at Vocational High School

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Abstract

This study investigated the students' motivation in learning English through hybrid learning during the Covid-19 pandemic. The data needed in the study was numerical, high analyzed descriptively. The population of the study was 708 students at the Private Senior Vocational School Muhammadiyah 2 Makassar in the academic year of 2021/2022. The sample of the research was 10% of the population, namely 70 students derived randomly. The data were collected through a questionnaire, compiled by using the Likert scale system. The data were analyzed in frequency, percentage, and mean score. The results showed that the student's motivation in learning English through the implementation of hybrid learning during the Covid-19 pandemic at SMK Muhammadiyah 2 Makassar was classified as a high category.

Keywords: *Students' Motivation in Learning English. Hybrid Learning, Covid-19 Pandemic*

Introduction

Throughout the world, there is not any single educational activity that does not carry out teaching and learning activities. It can even be said that teaching and learning activities are the most important activities of all types and forms of education. One thing that cannot be denied is that educational activities have goals, and educational goals can only be achieved if there are teaching and learning activities. Therefore, under any circumstances, the educational program must continue to run, and thus teaching and learning activities must not stop.

During the Covid-19 pandemic nowadays, all school institutions, from the lowest to the highest levels throughout Indonesia, are being forced to implement a distance learning system. This system is certainly much different from the previous system, namely the face-to-face learning system. In a distance learning system,

teachers and students do not meet face to face to give and receive instructions for teaching and learning activities. At a distance, teachers present learning materials for students to study remotely as well. In contrast, in the face-to-face learning system, the teacher presents the learning material directly in front of the students in the class.

Teachers, students, parents, the wider community, and the government certainly want teaching and learning activities to achieve satisfactory results. However, the maximum result of a teaching and learning activity is not easy to achieve. The result of a teaching and learning activity is influenced by various factors. Therefore, the implementation of a teaching and learning system considers the factors that can affect learning outcomes. Then, there is a need, especially for teachers, to see the effectiveness of the implementation of the distance learning system which is considered a new learning system during the Covid-19 pandemic.

The success of a teaching and learning process is influenced by several factors, one of which is learning motivation. According to Alderfer in Hamdhu (2011), learning motivation is the tendency of students to carry out all learning activities that are driven by the desire to achieve the best achievement or learning outcomes. In short, learning motivation is something that arouses passion, enthusiasm, and determination to learn. Students who have high learning motivation will get high learning achievement, and vice versa. Therefore, for the teaching and learning process to be successful, namely, to lead students to get satisfactory achievements, students need to have high learning motivation, even during the Covid-19 pandemic.

Students' learning motivation can be intrinsic and can be extrinsic. Intrinsic learning motivation comes from within the students themselves. However, intrinsic learning motivation may be weak or even lost due to other external factors. For example, a student who has intrinsic learning motivation in the form of goals to be achieved in learning can be lazy to study because of unsupportive learning conditions, or because of learning methods that do not accommodate his learning style, or because of other things that make the learning atmosphere not conducive.

Because of the importance of learning motivation for the success of a teaching and learning process, one of the teacher's roles is to try to encourage student learning motivation. Teachers have a strategic role in growing students' motivation to learn, by using a variety of interesting learning activities. That is, interesting learning activities created by teachers can encourage students to be more active in learning activities, which in turn can more easily understand the learning material. In such circumstances, the teaching and learning process can achieve success, namely the achievement of maximum learning outcomes. In other words, teachers need to apply various teaching methods in presenting learning materials, namely methods that can increase students' learning motivation.

The researcher argues that all teachers have tried to apply various teaching methods that are considered attractive to students, especially in normal life (life before the Covid-19 pandemic). However, the teacher's efforts to create various learning activities that can encourage students to learn optimally are strongly influenced by the current learning situation and conditions. Because of the situation, teachers can create a conducive learning situation, and also because of the situation, teachers are forced to only use one teaching method, as in the current situation nowadays. In the Covid-19 pandemic situation nowadays, the teaching and learning system has changed from a face-to-face system to a distance learning system.

One extrinsic learning motivation is the learning method. Students' learning motivation can be influenced by the learning methods used by teachers in teaching and learning activities. Teaching and learning methods that accord with students' learning styles will encourage students to learn more diligently. On the contrary, teaching and learning methods that do not accommodate students' learning styles will make students not active in learning. Student learning motivation is also influenced by the teaching and learning media, learning environment conditions, and others.

During the Covid-19 pandemic, the implementation of various teaching and learning methods, the use of various teaching and learning media, and the creation of a conducive learning environment are difficult to realize. The change in the learning system from face-to-face to distance learning, which is considered a new learning system, is assumed to have an impact on students' learning motivation. In other words, whether students' learning motivation increases or decreases during the implementation of distance learning during the Covid-19 pandemic is an issue that needs to be investigated.

The impact of distance learning on students' interest in learning and student motivation during the Covid-19 pandemic has been reported by several previous researchers. Yunitasari (2020) has made an investigation on the effect of online learning on student learning interest during the Covid-19 pandemic and found that online learning during the Covid-19 pandemic greatly affected student learning interest, where students felt bored because they did not meet directly with their friends and their teachers. Cahyani, et al. al (2020) has made an investigation on the learning motivation of high school students during the Covid-19 pandemic and concluded that students' learning motivation decreased during online learning. Winata (2001) has made an investigation on students' learning concentration and students' learning motivation through online learning during the Covid-19 pandemic and found that students' concentration was in a low category, and students' learning motivation was in the medium category.

In practice, distance education is carried out in two kinds of approaches, namely full online learning and hybrid learning. Asmuni (2020) defines online learning as a learning system without face-to-face meetings between teachers and

students, instead, it uses the internet. Online learning is a learning process carried out by using multimedia technology, virtual classes, videos, online text animations, email, voice messages, telephone conferences, and online video streaming (Kuntarto, 2017:101). Hybrid learning, on the other hand, is a learning process characterized by the combination of face-to-face learning and online learning. In hybrid learning, students are required to take online learning, and occasionally attend face-to-face learning.

Proponents of hybrid learning state it as an effective and efficient way to expand learning content that supports the delivery and analysis of in-depth knowledge (Young, 2002) and increases student satisfaction (Wu & Hiltz, 2004). The benefits of hybrid learning are increasingly being realized since increased learning show that mixed formats are becoming viable, even exemplary, teaching modes. Rivera, et al. al (2002), who surveyed students' satisfaction among three learning modes (face-to-face, fully online, and hybrid), found that students' satisfaction was highest with the hybrid learning model and that test scores were the same for all three methods. Young (2002), who researched hybrid and fully online learning in several universities, concluded that among the three teaching models (face-to-face, fully online, and hybrid) the hybrid model had the most substantive benefits for teaching and learning outcomes.

The writer argues that a good learning model can stimulate the students to study harder. Therefore, the power of hybrid learning models in postering the students' motivation to learn needs to be investigated, especially the use of hybrid learning models during the Covid-19 pandemic.

The objective of the study was to describe the students' motivation in learning English through hybrid learning during the Covid-19 pandemic. In terms of teaching models, the study focused on the implementation of the enriched virtual model of hybrid. In terms of learning motivation, the study focused on seven indicators of learning motivation put forward by Sardiman (2014), namely: the students' diligence in the learning process; the students' persistence in facing difficulties; the students' learning independence; the students' interest; the students' feeling on routine tasks; the students' tenacity in defending opinions; and the students' enjoyment in solving problems.

Method

The research was a descriptive quantitative study, which aimed to give a descriptive of the student's motivation in learning English through hybrid learning during the Covid-19 pandemic. In the study, the researcher did not manipulate the variables but directly collected data as they were. The data needed in the study were numerical data, which were analyzed descriptively.

The population of the research was the students of SMK Muhammadiyah 2 Makassar in the academic year of 2021/2022. The total population was 708 students. Since the population was too large, the research took only 10% of the population as samples, by using the cluster random sampling technique.

This study used one kind of instrument, namely a questionnaire, which was used to get data about the students' motivation in learning English through the use hybrid learning model. The questionnaire consisted of twenty statements. They were favorable statements, which were arranged by using the Likert scale system. Each statement offered five choices of response or answer, namely: always, often, sometimes, rarely, and never. Due to the Covid-19 pandemic, in which the researcher could not meet the samples, the data were collected through Google Form.

The study used descriptive statistical analysis. The results of the questionnaire were analyzed in frequency as well as percentage, and in the average scores, to determine the category of the students' motivation. To carry out this analysis, a modified Likert scale system was used, by giving a score to each response or answer offered in the questionnaire. Since there were 5 alternatives, the scores ranged from 1 to 5 (1-5).

The scores of the students' responses were classified into five ranges of scores with their corresponding categories: very high, high, moderate, low, and very low. The interval of the score ranges was determined by subtracting the highest score with the lowest score and then dividing by five. In this way, the interval value was 0.80, that's, 5-1 divided by 5. Each category was analyzed in frequency and percentage to determine the frequency as well as the percentage of students that shared in each category of motivation, as shown in the following table:

Table 1 Categories of Learning Motivation

No	Range of Scores	Categories
1	4.21- 5,00	Very High
2	3,41 - 4,20	High
3	2,61 - 3,40	Moderate
4	1,81 - 2,60	Low
5	1,00 - 1,80	Very Low

(Sugiyono, 2015)

Result

The scores of the students in the seven indicators of motivation distributed into four categories, namely very high, high, moderate, and low categories, as shown in the following table:

Table 2. The frequencies and percentages of the samples for each category of Motivation

No	Range of Scores	F	P	Categories of Motivation
1	4.21-5.00	13	18	Very High
2	3.41-4.20	34	49	High
3	2.61-3.40	21	30	Moderate
4	1.81-2.60	2	3	Low
5	1.00 -1.80	0	0	Very Low
Total		70	100	

Notations:

F = Frequency

P = Percentage

Table 2 shows that 47 students (67%) of the samples had learning motivation above moderate, and 23 students (33%) of the samples had moderate and low learning motivation. This proved that most of the students had high motivation.

The average score of the students' responses on each indicator of learning motivation distributed into two categories only, namely high and moderate categories, as shown in the following table:

Table 3. The Average Scores of the Students' Responses

No	Indicators	GS	NS	M	Cat.
1	Students' Diligence	252.50	70	3.61	High
2	Students' Persistence	256.75	70	3.67	High
3	Students' Interest	272.50	70	3.89	High
4	Students' Learning Independence	246	70	3.51	High
5	Students' Feeling	263	70	3.76	High
6	Students' Tenacity	237	70	3.39	Moderate
7	Students' Enjoyment	261	70	3.73	High
Average		255.54	70	3.65	High

Notations:

GS = Gained Scores

NS = Number of Samples

M = Mean

Cat. = Categories

Table 3 shows that the average scores of the students' responses in each indicator of learning motivations in learning English through hybrid learning consisted of two categories only, namely high category and moderate category. The high category included six indicators, namely students' diligence; students' persistence; students' interest; students' learning independence; students' feelings; and students' enjoyment. Meanwhile, the moderate category is the students' tenacity.

Discussion

The students' diligence in the learning process

The students' diligence in learning English through hybrid learning model was measured through their responses in eight statements, which included: the diligence to ask questions, the diligence in looking for additional explanations on the internet, the diligence in giving opinions in English discussions, the diligence in answering questions from the teacher, the diligence in listening to the teacher's explanations, the diligence in making notes of English materials, the diligence in reading English texts, and the diligence in completing English tasks.

The finding showed that the average score of the students was 3.61, which was classified as a high category. Sardiman (2014) that the student's learning motivation is characterized by their diligence in the learning process. Students with learning motivation will be diligent to do the given tasks; they will learn

continuously and will hardly stop learning before finishing their tasks. So, viewed from their diligence in the learning process, it is inferred that the students had high motivation in learning English through the use of hybrid learning model during the Covid-19 pandemic, viewed from their diligence in the learning process.

The students' persistence in facing English difficulties

There were four statements given to seventy samples to get data about the students' persistence in facing difficulties in learning English through the implementation of a hybrid learning model. The four statements covered the students' punctuality in completing English tasks, the students' attempts to complete difficult English tasks, the students' attempts to repeat English tasks until they are declared correct, and the student's passion for learning English.

According to Sardiman (2014), one characteristic of students with learning motivation is their persistence in facing difficulties. Students with learning motivation are not quickly satisfied with the achievements that have been achieved. They tend to complete their tasks punctually; they tend to complete difficult tasks; they tend to repeat their tasks until they are declared correct, and they have a passion for learning.

The finding showed that the average score of the students' responses reached 3.67, which was classified as a high category. Therefore, it is inferred that the students had high motivation in learning English through the use of the hybrid learning model during the Covid-19 pandemic, viewed from their persistence in dealing with difficulties in learning English.

The students' interest in solving problems

There were two statements given to seventy samples to get data about the students' interest in solving problems in learning English through the use of a hybrid learning model. The two statements covered the students' desire to learn English, and the students' feelings in learning English.

One characteristic of learning motivation is the students' interest in solving their learning problems (Sardiman, 2014). Students with learning motivation are interested in overcoming the learning problems they are facing.

The finding showed that the average score of the students' responses reached 3.89, which was classified as a high category. Therefore, it is inferred that the students had high motivation in learning English using the hybrid learning model during the Covid-19 pandemic, viewed from their interest in solving problems.

The students' learning independence

There were two statements given to seventy samples to get data about the students' independence in learning English using a hybrid learning model. The two statements covered the students' commitment to complete English assignments on their own, and the student's commitment to learning English independently.

According to Sardiman (2014), the students who have learning motivation

prefer to learn independently. They often committed to completing their tasks on their own. Based on the finding above, in which the students got the average score as high as 3.51, which was classified as a high score, it is undoubtedly to say that the students had high motivation in learning English through hybrid learning model during the Covid-19 pandemic, viewed from the aspects of their learning independence.

The students' feelings on routine tasks

There was only one statement given to seventy samples to get data about the students' feelings towards routine tasks in learning English through the use of a hybrid learning model. The statement was whether the students got bored in learning English through the hybrid learning model.

The students' motivation can be indicated by their boredom in learning especially in doing tasks (Sardiman, 2014). Students with no or low learning motivation will get the boredom in learning; and vice versa, students with high learning motivation will never get the boredom in learning even if they were given routine tasks. The findings showed that the average score of the students' responses reached 3.76, which was classified as a high category. This means that the students were often not bored with routine tasks, given in the learning process. Therefore, it is inferred that the students had high motivation in learning English through hybrid learning during the Covid-19 pandemic, viewed from the aspects of their feelings on routine tasks.

Students' tenacity in defending their opinions

There was only one statement given to seventy samples to get data about the students' tenacity in defending their opinions in English discussion in learning English using a hybrid learning model. The statement was whether the students tenaciously defended their own opinions in English discussion in learning English through a hybrid learning model.

According to Sardiman (2014), the learning motivation is indicated by the students' tenacity in defending their own opinions. The finding showed that the average score of the students' responses was 3.39, which was classified as a moderate category. So, it is inferred that the students had moderate motivation in learning English through the hybrid learning model during the Covid-19 pandemic, viewed from their tenacity in defending their opinions in English discussions.

Students' enjoyment in solving problems

There were two statements given to seventy samples to get data about the students' enjoyment in solving problems in learning English using a hybrid learning model. The statements covered students' efforts to complete English tasks by studying several sources, and students' enjoyment to complete difficult English tasks.

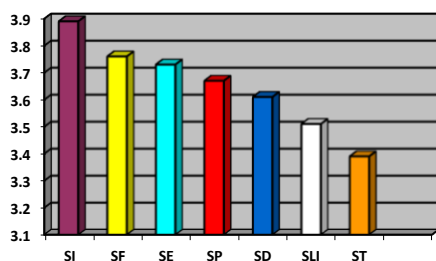
Sardiman (2014) says that one characteristic of learning motivation is the students' enjoyment in solving problems. Students with high motivation will feel enjoyable when finding and solving problems, by studying several sources, as well

as enjoyment in completing difficult tasks.

The finding showed that the average score of the students' responses reached 3.73, which was classified as a high category. So, it is inferred the students had high motivation in learning English through the hybrid learning model, viewed from their enjoyment in solving problems in learning English.

Among seven indicators of learning motivation presented in the table above, six of them proved that the students had high motivation in learning English through the implementation of the hybrid learning model during the Covid-19 pandemic, while the other indicator proved that the students had moderate motivation. Hierarchically from the highest average score to the lowest one, the seven indicators are (1) the students' interest, with the average score of 3.89; (2) the students' feeling on routine tasks, with the average score of 3.76; (3) the students' enjoyment in solving problems, with the average score of 3.73; (4) the students' persistence in facing learning difficulties, with the average score of 3.67; (5) the students' diligence in the learning process, with the average score of 3.61; (6) the students' learning independence, with the average score of 3.51; and (7) the students' tenacity in defending their opinions in English discussions.

Overall, however, the average score of the whole indicators was 3.65, which was classified as a high category. The hierarchical order of the seven indicators of learning motivation in Learning English through Hybrid Learning is shown in the following chart:



Notations:

- SI = Students' Interest in Solving Problems
- SF = Students' Feelings toward routine tasks
- SE = Students' Enjoyment in finding and solving problems
- SP = Students' Persistence in Facing Difficulties
- SD = Students' Diligence in the Learning Process
- SLI = Students' Learning Independence
- ST = Students' Tenacity in defending opinions

According to Uno (2011: 23), learning motivations can be influenced by six factors, one of which is the interesting activities in learning. This means that the students' learning motivation can go up or down due to the learning activities they experience. If the learning activities are not interesting for them, their learning motivation will decrease. On the other hand, if the learning activities are of interest to them, their learning motivation will increase. So, based on the findings of this research, it is inferred that the teaching and learning activities in learning English through the hybrid learning model are so interesting for the students that they have high motivation.

In terms of frequencies as well as percentages, it was found that most of the students (67%) of the samples had high learning motivation, while 33% of the samples shared moderate motivation (30%), and low motivation (3%). So, the number of samples who had high motivation was twice as many as those who had moderate and low motivation. In addition, in terms of average score, it was found that the students had high motivation, indicated by their average score (3.65), which was classified as a high category.

Conclusion

Based on the findings having been discussed above, it is concluded that the student's motivation in learning English through the implementation of hybrid learning during the Covid-19 pandemic at SMK Muhammadiyah 2 Makassar was classified as a high category.

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