

**THE IMPLEMENTATION OF BLENDED LEARNING IN ENGLISH
TEACHING LEARNING PROCESS AT TENTH GRADE OF SMA ISLAM
SUDIRMAN AMBARAWA KAB. SEMARANG ACADEMIC YEAR 2021/2022**

THESIS

Submitted as A Partial Requirements for The Degree *Sarjana*



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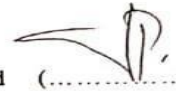
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DEDICATION

I would like to dedicate this thesis to:

1. My Parents (Mr. M Imam P. and Mrs. Nunuk S.) who always support me in every aspect.
2. My Sister (Annisa Firdausia) which reminds me to always be enthusiastic and don't give up easily.
3. My Best Friends who want to respond to my randomness and strange behavior.
4. My Almamater UIN Raden Mas Said Surakarta.

MOTTO

“Everything is going to be okey in the end. If it’s not okey, it’s not the end”

-Mew Suppasit Jongcheveevat-

*“Don’t get stuck with the word close, because it happens over a period of time.
That doesn’t meant it will last forever”*

-Tay Tawan Vihokratana-

*“Memang setiap moment itu berharga, tapi ketika menyalah gunakan kata
moment untuk menunda bahkan tergesa itu bukanlah pilihan yang benar”*

-Az Zahra Jannah-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Implementation of Blended Learning in English Teaching Learning Process at Tenth Grade of SMA Islam Sudirman Ambarawa KAB. Semarang Academic Year 2021/2022" its real masterpiece.

The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

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Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, Master of the Day of Judgment, God Almighty, for blessings and mercies so the researcher was able to finish this thesis entitled “The Implementation of Blended Learning in English Teaching Learning Process at Tenth Grade of SMA Islam Sudirman Ambawara KAB. Semarang in Academic Year of 2021/2022”.

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10. Student in the tenth grade of X IPS 2 SMA Islam Sudirman Ambarawa KAB. Semarang.

The researcher realizes that this is still far from being perfect. The researcher hopes that thesis is useful for the researcher particular and the reader in general.

Sukoharjo, 25 October 2022

The Researcher

Az Zahra Jannah

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ABSTRACT

Az Zahra Jannah. 2022. The Implementation of Blended Learning in English Teaching Learning Process at Tenth Grade of SMA Islam Sudirman Ambarawa Kab. Semarang Academic Year 2021/2022. Thesis. English Education Department, Cultures and Languages Faculty.

This research is about the implementation of blended learning in English teaching learning process at the tenth grade of SMA Islam Sudirman Ambarawa Kab. Semarang academic year 2021/2022. The objective of this research are: (1) To know the implementation of blended learning in teaching learning process at tenth grade of SMA Islam Sudirman Ambarawa Kab, Semarang academic year 2021/2022 and (2) To find out how student motivation in learning English using blended learning in tenth grade of SMA Islam Sudirman AMbarawa academic year 2021/2022.

In this research, researcher used the descriptive qualitative method. The techniques for collecting the data were observation, documentation, questionnaire and interview. The observations were conducted by observing the teaching and learning process in class and e-learning (E-Lisda). Questions were distributed to students at X IPS 2 SMA Islam Sudirman Ambarawa Kab. Semarang. The questionnaires consist of 20 statements regarding student learning English using blended learning and student motivation to learn English. The interview was done to know the implementation of blended learning and to know how student motivation in learning English using blended learning

In this study, the researcher found that in the implementation blended learning in teaching learning process in X IPS 2 SMA Islam Sudirman Ambarawa Kab. Semarang was one lesson plan was divided in to two meetings. In the first meeting, the teacher use online media such as E-Learning and YouTube to teach. Meanwhile, at the second meeting, it was about re-discussion of the material given at the first meeting which continued to use online media (YouTube). The result of the students' motivation concluded that they liked and quite motivated when blended learning activities were carried out face to face. According to them, face to face learning is more interesting because they can meet friends, although it's undeniable that they also like online learning.

Keyword: *Blended Learning, English Teaching Learning, Student Motivation*

CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to discuss the background of the study, identification of the problem, limitation of the study, statements of the study, objective of the study, benefit of the study, and definition of keyterms.

A. Background of Study

Learning is a process in which there is a positive interaction between teachers and students in their efforts to achieve learning objectives. The success of achieving learning objectives is very dependent on the effectiveness of the learning process taking place. In connection with the achievement of learning objectives, fostering student learning motivation becomes a very important task for teachers. Learning will take place effectively if students have motivation in learning. In this era, learning English is very important for students. Each school will teach its students to learn English or a foreign language to equip them. Because English has become a compulsory taught from elementary school to college. Which can be interpreted that English has the highest position foreign language learning. In order to prepare students to relax in learning English, the teacher must develop students' motivation to learn English.

In the learning process (Sharif, 2012) to generate student motivation, teachers must also have the ability to organize interesting learning, use information technology for the benefit of learning and facilitate students'

potential, teachers can combine various learning resources, use appropriate methods and mastery of the material which is absolutely necessary. According to Aunurrahman in Hima (2017, p.38) explained that the use of the right learning model can encourage the growth of students' enjoyment of the lesson, grow and increase student motivation in learning, doing assignments, and make it easier for students to capture and understand the material received the form of motivation in learning activities can be in the form of praise, teacher words that encourage students to be more active in learning or prizes to be given. With this motivation, students can know and remember what will be the goal and so that students are more enthusiastic in learning and avoid being lazy.

According to Mc. Donald (Arifin & Abduh, 2021) motivation is a change in a energy in a person's self which is characterized by the emerge of feeling and reaction to achieve the goals. Motivation can be stimulate by external factor, but motivation appears and grows within a person. Wina sanjaya in Emda (2017, p.175) states that the motivating learning process is one of the most important dynamic aspects. It often happens that students who lack achievement are not due to their lack of ability, but because of the lack of motivation to learn so that they do not exert all their abilities in learning. Learning motivation is an impulse that exists in a person to do something to achieve a goal.

In the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students effectively develop

their potential to have religious spiritual strength, self-control, personality, intelligence, morals. Noble character, as well as the skills needed by himself, the community, the nation and the state. With this, the learning that considered affective in learning is blended learning. Where blended learning includes two approaches in learning at once. To develop innovation as well as transformation in an interesting learning and be able to take advantage of existing technology, one of the technology-based learning methods, namely information and communication technology (ITC) is blended learning Hima,(2017. p.36). Graham in Husamah (2014, p. 30)has the opinion that, blended learning is an approach that integrates face to face teaching and instructional activities in a pedagogic environment. While the Throne in Husamah (2014, p. 32) states that blended learning is a combination of: multimedia technology, CD ROM Video Streaming, virtual classes, voice-mail, e-mail and teleconference, online text animation and video streaming. Blended learning is the most appropriate solution for the learning process that is suitable not only for the learning needs but also for the learner's learning style.

At the beginning of 2020 precisely at the beginning of April, almost all corners of the world experienced the Covid-19 outbreak which, with the pandemic, had an unfavourable impact and seemed bad in various fields, one of which was in the field of education. As a result, many countries in the world choose to temporarily stop face-to-face learning during the pandemic and enforce the Large-Scale Social Restrictions (PSBB) which are also set in Indonesia. The

issuance of government regulation for the holding of the PSBB has made the learning system completely changed, which was originally carried out face to face learning into an online system by utilizing e-learning and learning media to support the running of the learning process. With this, SMA Islam Sudirman Ambarawa Kab. Semarang has innovation in organizing that are directly in accordance with the rules issued by the government. Quote from (Muhammad Arifin, 2021) the decisions issued by the government are the joint decision of the minister of education and culture, the minister of religion, the minister of health and the minister of home affairs of the Republic of Indonesia number 01/kb/2020 number 516 of 2020 number 03.01/menkes/363/2020 number 440-882 year 2020 decided that educational units that are in the yellow, orange and red zones are prohibited from carrying out face-to-face learning processes in education units and continuing Learning From Home (LFH) activities (Kebudayaan, 2020).

With the current situation that has entered the New Normal era, there is a little leeway for schools that allow for face-to-face learning but still with a strict process. Reporting from the official website of the Ministry of Education and Culture, the government made adjustments to the decision with four ministers related to the decision to implement learning in zones other than red and orange, namely the yellow and green zones to be able to carry out face-to-face learning with the implementation of strict health protocols. With the regulations that have been issued, at SMA Islam Sudirman Ambarawa, especially in class X, learning will begin using the blended learning method in this even semester. Of course this

is a challenge to make the learning process more motivating for students in learning and see how enthusiastic students are in learning using the blended learning method. For teachers, this may be a challenge to make blended learning an interesting process for their learning.

In this case, the researcher has carried out pre-research activities for teaching and learning English in Class X Social Studies at SMA Islam Sudirman Ambarawa Kab. Semarang. The process of learning English that is carried out is learning with communicative language teaching in which foreign language teaching emphasizes the concept of interaction in the process and learning objectives. But in reality, it turns out to be less attractive for students to learn English. The researcher found that when learning activities took place, students tended to be less active, tended to answer questions if appointed by the teacher, paid less attention when the teacher delivered material, students were less active in asking questions, and student don't focus when the teacher delivery material. Held the implementation of this blended learning,

There are several studies related to this research. The previous study was conducted by Yusron Rizqi Saputro (2021), Pornpimon Saeheng (2017), Lukman Arif Rachman, Sudiyono (2021). These previous studies have the same topic as this research, namely blended learning in student motivation. In general, this research has something in common with this research, namely the topic of discussion. In addition, there are differences between the research and this research, namely in the focus of the research taken and the approach taken. This

study focuses on implementing and motivating students to learn English in class X IPS 2 SMA Islam Sudirman Ambawara Kab. Semarang. The approach taken is slightly different, because there are several studies that use quantitative methods, while in this study using qualitative methods.

From some of the explanations above, the writer is interested in discussing the thesis entitled "The Implementation of Blended Learning in Student Learning Process at Tenth Grade of SMA Islam Sudirman Ambarawa Kab. Semarang Academic Year 2021/2022".

B. Identification of Study

Based on the background of the problem above, the researcher found several problems as followed:

1. In learning activities, there are still many students who do not focus on the learning process.
2. Students less active students in class.
3. Students tend to answer questions if appointed by the teacher.
4. Student don't focus when the teacher delivery material.

C. Limitation of Study

The limitation of this research is to explain teacher implementation in blended learning and student motivation in learn English using blended learning at Tenth Grade of SMA Islam Sudirman Ambarwa Kab. Semarang. The theory used in this study Graham theory regarding the implementation of blended lerning

in English teaching process and Mc Donald theory regarding the student motivation in learning English using blended learning.

D. Problem Statement

Based on the background of the study, the researcher formulates some statements of the problems are follows:

1. How is the implementation of blended learning in tenth grade of SMA Islam Sudirman Ambarawa Kab. Semarang?
2. How is student motivation using blended learning in English lessons at tenth grade of SMA Islam Sudirman Ambarawa Kab. Semarang?

E. Objectives of the Study

The objectives of the study in this research is student at tenth grade, especially in Social Studies Department.

The object of the research is to determine:

1. To capture the implementation of the blended learning at English teaching learning process at X IPS 2 SMA Islam Sudirman Ambarawa Kab. Semarang academic year 2021/2022.
2. To find out how the students' motivation toward the implementation of blended learning at English teaching learning process at X IPS 2 SMA Islam Sudirman Ambarawa Kab. Semarang academic year 2021/2022.

F. Benefits of Study

The research is expected to bring benefits:

1. Theoretical benefit

This research is expected to be able to contribute and benefit as well as a reference for learning English using blended learning.

2. Practical Benefit

The results of this study are expected to be used as information material and improvement in teaching and learning activities, especially in teaching English.

a. For the researcher

The result of this research can be used as one of the ways to develop the researcher knowledge about the implementation of blended learning in English teaching.

b. For the teacher

The teacher can use the research result as references and information to develop blended learning in teaching English Learning.

G. Definition of Key Terms

1. Blended Learning

Blended learning is a combination of face-to-face learning and online learning in a learning environment that can involve students actively and allow students to get feedback.

2. Student Motivation

Motivation itself can be interpreted as an effort that can cause a certain person or group to be moved to do something because they want to achieve the desired goal. The form of motivation in learning activities can be in the form of praise, teacher words that encourage students to be more active in learning or prizes to be given. With this motivation, students can know and remember what will be the goal and so that students are more enthusiastic in learning and avoid being lazy.

3. English Teaching Learning.

The activity and industry of teaching English to non- native speakers. According to Oxford and Shearin in (Sulistiyo, 2016), a foreign language in this context is a language learn only during formal education.

CHAPTER II

LITERATURE REVIEW

This chapter presents the review of the some theories about blended learning and student motivation.

A. Theoretical Review

1. Blended Learning

a. Definition of Blended Learning

Blended learning is a term that comes from English which consists of two syllables, namely blended and learning. In short, blended has the meaning of a mixture or combination, while learning can be interpreted as learning. Basically, blended learning is a combination of the advantages of face-to-face and virtual learning, or in other words blended learning is a combination of face-to-face learning in class and online learning to increase active independent learning by students and reduce the amount of face-to-face time in the classroom. According to Husamah (2014) blended learning is a combination of learning between various ways of delivering teaching models and various technological media (Nasution, Jalinus, & Syahril, 2019, p.30). Therefore, students are expected to be more active learners and can understand the material. In addition, Driscool & Carliner (2005) also define blended learning integrates – or blends learning programs in a different format to achieve a common goal (Istiningsih &

Hasbullah, 2015, p. 51). So it can be interpreted that blended learning is a learning method that combines two or more strategies and methods in ongoing learning to achieve the objectives of the learning process. Blended learning is one of the educational issues in technological developments in this era of globalization. Many institutions or practitioners develop and provide understanding in their language and in accordance with the typology of blended learning practice itself. One of them is the opinion of Rusman (2013) that “According to him, blended learning is a combination of the characteristics of traditional learning and electronic learning or blended learning, by combining such as web-based learning, video streaming, synchronous and asynchronous audio communication with face-to-face learning.(Nasution et al., 2019, p.31).

From the theory mentioned above, many definitions use common terms, namely by using the word combine. From these definitions it can be seen as follows (Graham, Allen, and Ure, 2001, p.217):

- 1) Combining instructional modality (or delivery media);
- 2) Combining instructional methods; and
- 3) Combining online and face to face instruction.

The three definitions according to Graham (2005, p.78) above, can be said to more accurately reflect the history of blending blended learning systems. According to Graham (2005, p.82) blended learning has two types of learning environment, namely face-to-face learning (traditional

face to face learning environment) which is still used in rural areas or schools that still do not use technology in learning; and a distributed learning environment that begins to evolve along with new technologies that allow for expansion to channel communication and interaction (Muthoharoh, 2017, p.363). It can also be said that blended learning is implemented to improve the distance teaching and learning process. Thore (2003) describes blended learning as a learning model that integrates technological tools and online learning innovations with interaction and participation in traditional learning (Akhmadi, 2021, p. 79).

b. Implementation of Blended Learning

According to Dick, Carey, and Carey (2001) in (Suhartono, 2017) stated that there are several models that can be used as a medium for developing blended learning, one of which is the ADDIE models (analysis, design, development, implementation and evaluation). Which implementation consist of seven phases, among which are:

1. *Analysis Phase*, the teacher carried out analysis activities by identifying the characteristic and needs of students, both the learning environment and checking available resources. The analysis is also used to determine the characteristics of students of students in using computers, school condition and available learning media and learning about the curriculum to determine the material be taught.

2. *Design phase*, after doing the analysis, then the teacher plans how the material will be delivered, where the learning process take place, what approach is used in teaching, what structure of the material will be presented, how it will be implemented, and what final results are expected from students.
3. *Drafting and development phase*, in this phase the teacher prepares all the media that has been designed before.
4. *Trial phase*, all plans that have been prepared need to be taste. It is intended that learning by using blended learning can be known for its feasibility.
5. *Implementation phase*, in this phase the teacher carries out teaching activities using blended learning in class using online or offline devices that have been prepared beforehand.
6. *Evaluation phase*, this phase contains to collect all the information that exists during the learning process, including obstacles during learning and the test result.
7. *Feedback phase*, in this case feedback is an activity to provide feedback on learning outcomes, both the test result, performance, products, project and authentic test.

c. Elements of Blended Learning

Learning using the blended learning approach has long been used, especially at the time of the invention of the computer. Learning which

was originally a face-to-face learning and direct teacher-student interaction, after the printing press, educators used print media. This also applies when audio-visual media are discovered, learning resources combine between teachers, print media, and audio-visuals. Blended learning that emerged after the development of technology, facilitates students with various learning resources that can be accessed both online and offline. Learning is done by combining face-to-face, print technology, audio-visual, audio technology, computers, and e-learning technology.

According to Suhartono (2017), blended learning is combination of face to face learning and e-learning, thus the elements in the implementation of blended learning cover both areas of learning. What is meant in the elemental elements is as follows:

- a) Face to face in class
- b) Self-study outside the classroom
- c) Utilization of application
- d) Tutorials
- e) Cooperation, and
- f) Evaluation

In this case, teacher in learning using blended learning are as facilitators and mediators in managing existing elements (Suhartono, 2017, p. 180). Learning using blended learning can also be categorized as face to face learning which includes the use of media or web ad means of

communication outside the classroom. With the teacher give explanations in self-study.

d. Blended Learning Development

The development model in blended learning. Samler (2005) states that blended learning can be applied to two learning models, namely:

1. Offline models. Learning activities are carried out face-to-face with the addition of learning media materials that have been downloaded beforehand from the internet such as videos, pictures and other information that are in accordance with the material being studied, or in other words the teacher carries out face-to-face learning with online media that has been previously downloaded.
2. Online model (hybrid learning). This model is a model that is directly connected to the internet online. This model combines face-to-face learning in class with online learning or directly connected to the internet (Suhartono, 2017, p.181).

e. Advantages of Blended Learning

Blended learning was developed because of the weaknesses that were detected in face-to-face learning and e-learning. Besides being developed through this, blended learning was also developed because of the advantages of face-to-face learning and e-learning itself. The advantages

described by Kusairi in ((Deklara Nanindya Wardani, 2018:14-15), namely:

1. Students are free to study subject matter independently by utilizing the materials available online.
2. Students can communicate with teachers or other fellow students which can be done outside the classroom.
3. Learning activities carried out by students outside of face-to-face hours can be controlled and managed properly by the teacher.
4. Teachers can ask students to read the material or take tests that are carried out before learning takes place.
5. Teachers can conduct quizzes, provide feedback and use test results effectively.
6. Students can share files with other students.

With the explanation given by Ksairi, it can be concluded that the advantages of blended learning are learning that can be carried out in the classroom and outside the classroom by utilizing technological developments to add insight into the subject matter, and communication between students can be established well when inside and outside class by forming discussion groups that utilize this technology.

According to Ronsen, David and Stewart, Carmine (2015) in stating that there are many possible benefits of blended learning (Sheren Dwi Oktaria, Buduningsih, & Eko Risdianto, 2018, p. 21), including:

1. Blended learning is more effective than just learning face-to-face or only learning online.
2. Can improve learning outcomes.
3. Can be a great way to extend study time.
4. Can enable students to acquire digital literacy or digital readiness and skills in online learning.
5. Can make tasks more interesting and flexible.
6. Can allow for easier monitoring of student progress.

2. Student Motivation

a. Definition of Student Motivation

Motivation comes from the word 'motive' which means an effort to encourage someone to do something. Motives can also be interpreted as a driving force from within to carry out certain activities to achieve goals (Laka, Burdam, & Kafiari, 2020). Motivation is a series of efforts to provide certain conditions, so that a person wants and wants to do something and if he doesn't like it, he will try to get rid of that feeling of dislike.(Emda, 2017, p. 172). Wina Sanjaya (2010) that the learning process is a very important dynamic aspect. Many things happen to students who lack achievement, not because of their lack of ability, but because of the lack of motivation to learn so that they do not try to direct all their abilities.(Emda, 2017, p. 174).

According to Mc Donald in (Muhammad Arifin, 2021)Motivation is a change in energy in a person's self which is characterized by the emergence of

feelings and reactions to achieve goals. Motivation can be stimulated by external factors, but motivation appears and grows within a person. There are 3 things that are contained in the understanding described by Mc Donald including: (1) the change in motivation begins with change in individuals that bring about change in the neurophysiological system that exists in human. Because human energy (although motivation occurs from within the body), its appearance will involve human activity. (2) Motivation is marked by the emergence of person's sense of affection. In this case, motivation is relevant to psychological, affective and emotional problems that can determine human behaviour. (3) Motivation will be stimulated because of the purpose. So motivation in this case is actually a response to an action that is a goal (Nurrahmah & Syahrilfuddin, 2019; p.4). According to Woodworth (2015) a motive is an impulse that can make individuals carry out certain activities to achieve goals (Emda, 2017, p. 175). Thus it can be concluded from the opinions above that motivation is an internal drive that can lead to certain behaviours that are organized to achieve a certain goal. Sudjana (2016) states that to see the extent to which students' learning motivation can be seen from the indicators of learning activity from several things including, (Arifin & Abduh, 2021, p. 2341):

1. When in teaching and learning activities students participate in carrying out their duties.
2. Students are involved in solving problems in learning activities.

3. Students want to ask friends or the teacher if they do not understand the material or encounter difficulties.
4. Students want to try to find information that can be needed to solve the problems at hand.
5. Students conduct group discussions with the teacher's instructions.
6. Students are able to assess their own abilities and the results obtained.
7. Students practice solving problems or problems.
8. Students have the opportunity to use or apply what they have learned in completing the task or problem at hand.

b. Function of motivation in learning

Motivation is what students need in learning, with motivation students can be more enthusiastic in completing tasks so that they can achieve learning goals. Wina Sanjaya explained that the function of motivation can be classified into two, including:

1. Encouraging students to be active

Everyone's behaviour is caused by an internal impulse called motivation. The size of a person's enthusiasm for work is largely determined by the size of that person's motivation. The enthusiasm of students in completing the assignments given by the teacher on time and wanting to get good grades because students have high motivation to learn.

2. As director

The behaviour shown by each individual is basically directed to meet their needs to achieve predetermined goals.

c. Factors that affect learning motivation

According to Komri (2016) motivation is a psychological aspect that experiences development, which means it is affected by the physiological conditions and psychological maturity of students. The elements that influence students include:

1. Student goals and aspirations

Ideals will strengthen student motivation well, either through intrinsic or extrinsic.

2. Student ability

The will of a child needs to be accompanied by the ability and skills to achieve it.

3. Student Condition

Student conditions include physical and spiritual conditions. Which if a student who is sick will interfere with the child's learning activities.

4. Student environmental conditions.

The student environment can be in the form of the natural environment, residence, peer association and community life (Emda, 2017, p. 177).

In addition, Darsono (2000) also states several factors that can affect learning motivation, including:

1. Student aspirations/aspirations
2. Student ability
3. Environmental conditions and students
4. Dynamic elements in learning
5. The teacher's efforts in teaching students

According to Slameto (1991:57) an individual needs an encouragement or motivation, so that what he wants can be achieved. In this case there are several factors that influence learning including:

1. Individual factors

Such as maturity or growth, intelligence, training, motivation and personal factors.

2. Social factors.

Such as family factors, household conditions, teachers and their teaching methods, learning tools, and social motivation.

Another factor that can influence learning according to Slamet (1991: 91) that is :

1. Internal factors: physical factors, psychological and fatigue.
2. External factors: family, school and community factors.(Emda, 2017, p. 178)

d. Forms of Learning Motivation

Every learning course has a goal, namely to achieve success with optimal performance. To produce optimal results, teacher creativity is required in generating student learning motivation. There are things that must be considered by teachers to build student learning motivation, as described by Sardiman AM (2014, p. 92), namely:

1. Give a number

This is a symbol of the results of learning activities obtained by students.

2. Present

Rewards can be a strong learning motivation for students.

3. Competition

Competition, both individually and in groups, can be a means to increase student learning motivation. Because usually students often have to be tagged first to be more enthusiastic in achieving the best results.

4. Ego-involvement

To raise awareness in students to feel the importance of the task and accept it as a challenge so that they can work hard and be serious about completing it.

5. Give a replay

Giving tests to students to be more active in learning.

6. Knowing the results.

Knowing the results can be used as a child's learning motivation. By knowing the results they get, students will be more motivated to study harder. Moreover, the learning outcomes are progressing, students will definitely try to maintain or even improve their learning outcomes.

7. Praise

If students can complete their assignments well, it is necessary to give praise. Praise is a form of positive reinforcement and provides good motivation for students.

8. Punishment.

Punishment is a form of negative reinforcement, but if it is given wisely, it can become a learning motivational tool for children (Pratiwi, Waluyati, & Kurnisar, 2019).

B. Related Previous Studies

There are previous studies about the effect of using blended learning in student motivation were the studies had been done by another researcher.

- 1) The First Study was conducted by Bilqis Isti Nurmala (2020) under the title “The Analysis of Students' Motivation on English Blended Learning at Seventh Grade of SMP Negeri 2 Ambarawa in Academic Year 2019/2020”. This study aimed to determine: 1) the profile of students' motivation in English blended learning. 2) the most dominant motivational factor in mixed English learning. This research was a qualitative research that produce descriptive data in the form of writings or spoken words from the community and observable behavior. This study used two instruments in the process, namely: questionnaire and interview, the results of this research showed that the profile of the students.
- 2) The Second study was conducted by Khoerunnisa Khumaero (2022) under the title “Implementation of Moodle in Blended Learning at The First Grade Students of SMP N 1 Petahanan, Kebumen in The Academic Year 2021/2022” The research aimed to: 1) to know the implementation of Moodle in blended learning at the first grade student of SMP N 1 Petenahan Kebumen in academic year 2021/2022. 2) To explain the student perception of moodle in blended learning at the first grade of SMP N 1 Petenakan Kebumen in academic Year 2021/ 2022. The method used in this research was a qualitative. Data collection techniques used technical observation, interviews and documentation.
- 3) The third study was conducted by Ima Frafika Sari, Ardiana Rahayu, Dwi Indra Apriliani, Dwi Sulisworo (2018) under the title “Blended Learning:

Improving Student Motivation in English Teaching Learning Processes”.

In this research, the researcher aimed to find out: 1) what blended learning is, 2) what are the advantages of blended learning in the 21st century era, and 3) how to apply blended learning in the classroom. In this study, the method used was a qualitative method which aimed to reveal blended learning to motivate students in learning English. The findings from this study were: 1) blended learning is a model that combines the positive sides of traditional methods such as face-to-face models with increased use of technology to maintain, enhance and involve students' motivation and involvement in the new star of teaching and learning processes. 2) Blended learning improves learning access to learning materials and activities and can support and enhance the role of teachers, student experiences and the social environment. 3) There are four steps in applying the blended learning model, namely, planning. Designing and developing targeted learning elements, implementing and reviewing and supervising the design.

- 4) The four study was conducted by Nur Khofifah, Putu Sudira, Reza Rachmatullah, Muhammad Nurtanto, Suyitno Suyitno (2020) under the title “The Effectiveness of Using Blended Learning Models Vocational Education Student Learning Motivation”. Blended learning for the learning motivation of vocational education students. This research used a quantitative method with a qualitative experimental design. The results of

this study was the effectiveness of the use of blended learning on the learning motivation of vocational students, this is because the learning system using the blended learning model is more flexible and students feel helped with the internet as a learning resource.

- 5) The fifth study was conducted by Sabda Dian Nurani Siahann and Dodi Pramana (2020) under the title "Blended Learning Strategy Against Motivation, Student Learning Outcomes" The study analyzed the blended learning strategy on student motivation, outcomes and quality of learning. This research used quantitative descriptive research method. Based on the results of the research, it can be concluded that the implementation of the blende learning learning strategy is in the good category. For variable student learning outcomes are also in a positive state of motivation, results and quality of learning.

No	Name	Affiliation	Title	Similarity	Differences
1`	Bilqis Isti Nurmala (2020)	State Institute of Islamic Studies	The Analysis of Students 'Motivation on English Blended	The topic taken is the same, namely about English	While in the resech of researcher, this thesis are focus on the

		(IAIN) Salatiga	Learning at Seventh Grade of SMP Negeri 2 Ambarawa in Academic Year 2019/2020	blended learning. Using the same type of research, namely the type of qualitative research.	implementation of the blended learning in teching learning process and how students motivation. This blended learning was combined with discovery learning.
2.	Khoirunnisa Khomaero	Raden Mas Said State Islamic University of Surakarta	The Implementation of Moodle in Blended Learning at The First Grade Students of SMP N	The topic taken is the same, namely about the implementation of blended learning. Reseacher focus on the impelementat	While in the resech of researcher, this thesis are focus on the impelementation of the blended learning in teching learning process and how

			Petenakan, Kebumen academic Year 2021/2022	ion of moodle in blended learning and to know the student perception of moodle in blended learning.	students motivation.
3.	Ima Frafika Sari, Ardiana Rahayu, Dwi Indra Apriliani, Dwi Sulisworo (2018)	International Journal of Languages Education and Teaching	Blended Learning: Improving Student Motivation in English Teaching Learning Process	The topic taken is the almost same, namely about student motivation in learning using blended learning.	While in the resech of researcher, this thesis are focus on the impelementation of the blended learning in teching learning process and how students motivation.

4.	Nur Khofifah, Putu Sudira, Reza Rachmatullah, Muhammad Nurtanto, Suyitno (2020)	International Journal of Advantage Trends in Computer Science and Engineering	The Effectiveness of Using Blended Learning Models Vocational Education Student Learning Motivation	The topic taken is the same, namely about student motivation in learning using blended learning	While in the resech of researcher, this thesis are focus on the impelementation of the blended learning in teching learning process and how students motivation. This reseach used descriptive qualitative method.
5.	Words of Dian Nurani Siahann and Dodi Pramana (2020)	Equity: Journal of Economic Education	Blended Learning Strategy on Motivation, Student	The topic taken is the same, namely about student motivation in learning	While in the resech of researcher, this thesis are focus on the impelementation

			Learning Outcomes	using blended learning	of the blended learning in teaching learning process and how students motivation.
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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses research design, research setting, research subject, research instrument, and trustworthiness of the data and technique of analysing the data.

A. Research Design

The type of research used is descriptive qualitative in order to be able to know and clearly describe the implementation of blended learning in student learning process, especially in the application of blended learning in learning process and how students motivation in the learning English uses blended learning. Qualitative method can also be called naturalistic research methods because the research is carried out in natural setting (Sugiyono, 2013, p. 8). What is meant by natural here is the object as it is that is not manipulated, so that the conditions when the researcher enters the object, after being in the object, even after leaving, the object is relatively unchanged.

In qualitative research, the instrument is a person or human instrument. To be able to become an instrument, the researcher must have the provision and broad understanding to be able to analyse, ask questions, take pictures and construct the social situation under study to be clearer and more meaningful. To get a better understanding, the data collection technique is triangulation, which is a combined data collection technique.

B. Research Settings

1. Place of Research

The research was conducted at SMA Islam Sudirman Ambarawa as the setting place of to do research. It is located at Jl. Jendral Sudirman No. 2A, Tanjungsari, Kupang, Kec. Ambarawa, Kabupaten Semarang, Jawa Tengah, 50612, Indonesia.

2. Time of Research

The researcher conducted research from August 2021 to July 2022, while the research schedule carried out by research was as follows:

No	Activity	2021 - 2022						
		Augst	Sep	Oct – March	Mei	Mei - June	June - oct	Oct
1	Title Submission							
2	Preliminary Research							
3	Chap 1 – 3							
4	Seminar of Proposal							
5	Reserch							
7.	Chap 4-5							
8.	Munaqosyah							

C. Subject of Research

The research subject were the teacher and students X IPS 2 SMA Islam Sudirman Ambarawa students who are selected by purposive sampling. Purposive sampling is done by selecting informants with the help of the teacher, in this case class X students with certain considerations that are considered to be able to provide the data needed. Some of the considerations include the following:

- 10th grade IPS 2 students who are involved in learning English using the blended learning method.
- Students who have high, middle and lower score.
- The student concerned has enough time to be asked for information for research purposes.

D. Data and Source of The Data

1. Data

Data in reseach basically consists of information that must be sought, collected and selected by the researcher. Data can be found in everything that is the target of the data Subroto, 1992: 32 in (Dr. Farida Nugrahani, 2014). The data in this study will be collecting from qualitative descriptive data. The data in this study are soft data (word, sentence, activities).

2. Sources of the Data

Data source in this research were the participants (the people that gave in depth information) who played an important role in determining the

success of study based on the information provided. The data source is divided into two kinds, there are primary data and secondary data. This research just used the primary data research source. The researcher collects the primary (document, informant, Picture) data source by conducting observation in class, interview with teacher and students X IPS 2, questionnaire and documentation.

E. Research Instruments

In this study, the researcher herself was involved as the main instrument. Researcher here as a human instrument that functions to determine the focus of research, select informants as data sources, collect, assess the quality of analyse, interpret and draw data conclusions from their findings.

F. Technique of Collecting the Data

The technique of collecting data in this research is by observation, interview, Questionare and Documentation.

1. Observation

According to Sutrisno Hadi (in Sugiyono, 2013, p.226) , he was suggests that observation is a complex process, which is composed of various biological and psychological processes. This technique is used when the research is related to human behaviour, work processes, natural phenomena and if the respondent being observed is not too large. In this study, the observations have been carried out using passive participatory observations,

so in this case the researcher came to the place where the person was being observed, but was not involved in the activity. The purpose of this observation was to observe the process of learning English using the blended learning method. The observation made by the researcher was twice. Where the researcher only observes learning take place without participating in learning activities. The observation was carried out from the beginning of the learning till the end.

2. Interviews.

In this study, researcher used semi-structured interviews. Where the purpose of this interview is to find problems more openly, where the parties (teacher and students) invited to the interview can be asked for their opinions and ideas. Researchers have conducted interviews using interview guidelines but not use standard formats and sequences. In this study, online interviews were conducted. Interview with teacher is relate to the implementation of blended learning in the learning process, while interview with students are relate to how students' learning motivation and students experience in learning using blended learning. In this reserch, the researcher conducted interviews with one English teacher and six students in X IPS 2 SMA Islam Sudirman Ambarawa. There are 10 question asked to the teacher and 6 questions asked to students. This interview was conducted by researcher after the students took final exam through WhatsApp application.

3. Questionnaire

According to Johnson and Christensen (2014), the questionnaire is a form of self-data collecting that each research participant completes as part of a research study. The researcher measures many different kinds of characteristic using a questionnaire. In collecting this data, the researcher asked the teacher for help to be able to distribute the question are to the students which later could be filled in and used as findings by the researcher. The framework of questionnaire can be seen in appendix 1.

4. Documentation

According to Guba and Lincoln (in Nugrahani ,2014, p.109), documents in qualitative research are written materials or films that can be used to support research evidence. Documents themselves can be divided into two types, namely personal documents and official documents. In this study, the researcher plans to use both documents, for personal documents the researcher take several photos during the research.for the photos were taken during blended learning activities, both online and offline learning. As for the official document, the researcher ask for lesson plan to the teacher. The lesson plan itself will be used to see the teacher teaches whether it is accordance with the lesson plans made or not.

G. The Trustworthiness of The Data

The reliability of the data in this study was carried out using triangulation. In this case, triangulation is a collection of data that is a combination of various

data collection techniques and existing data sources. The triangulation used by researcher is triangulations of methodology to obtain valid data. According to Patton (in Moleong, 1990:178) as for several the strategy in triangulation method namely, the discovery of research result from several techniques and checking several with the same method. So the researcher will check the credibility of the research result and data sources from various method used such as interview and questionnaire to obtain the information and a complete picture of certain information where the result are in form of transcripts or text.

H. Research Data Analysis

The data analysis technique used by the researcher refers to the qualitative data analysis technique developed by Milles and Huberman. According to Milles and Huberman (Sugiyono, 2013. p 247-249) data analysis techniques include three things:

1. Data Reduction

The data obtained from the field are large in number and therefore need to be recorded carefully and in detail. As previously explained, due to the large amount of data, data analysis must be carried out immediately through data reduction. Choose the main things, focus on the important things, and look for themes and patterns.

2. Data display

After reducing, the next step is to display data, or it can be called data presentation. Through the presentation of the data, the data will

be organized in a pattern of relationships so that it is easier to understand. By displaying the data it will be easier to understand what is happening, plan further work based on what has been understood. Miles and Huberman (1984) stated "looking at displays help us to understand what is happening and to do some think-further analysis or caution on that understanding".

3. Conclusion Drawing

The third step according to Miles and Huberman (1984) is drawing conclusions and verification. The initial conclusions put forward are still temporary, and can change if no strong evidence is found at the next stage of data collection. However, if the conclusions are found at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusion,

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter, the researcher would present the research finding and discussion to the research question, which has been collected from the observation, questionnaire, interview and documentation.

A. Research Finding

1. Implementation of Blended Learning in English Teaching Learning

a. Planning

Planning is the first step for a teacher to devise how to teach students. In this study, the researcher found that the teacher before teaching had a plan in the form of making lesson plan that was accordance with what would be done as a direction in teaching. As stated by Mrs Danie Madiyati, S. Pd she said:

“Dalam pembuatan RPP saya buat dengan indicator pencapaian kompetensi dengan menggunakan blended learning. Walaupun sebetulnya pembelajaran ini saya tidak hanya menggunakan blended learning saja tapi juga discovery learning”.

Not only that, the teacher also puts material in E – Lisda (E-Learning School), especially on lesson thought by Mrs Danie Madiati, S.

Pd. In which the teacher coordinates with the class leader to inform other students that the material has been uploaded can be studied first.

b. Blended learning in English Teaching Learning Process

The second stage is the teaching learning process, the researcher describes the teacher stage from the first stage until the end by observation about the implementation of blended learning in English teaching learning process at X IPS 2 SMA Islam Sudirman Ambarawa. The data was obtained from class observation twice. In the implementation, the researcher found three activities.

- 1) Blended learning in teaching learning process in X IPS 2 first meeting.

The researcher conducted an observation the first research on Tuesday, March 29, 2022, the lesson is run for 45 minutes which is conducted online.

- a) Opening Activities.

In the opening activity the teacher conveys to the class leader via WhatsApp to inform the classmate that class will start soon. Do not forget, the teacher also provides a presence link in the google form to students through the e-lisda. Next, the teacher greets and guides

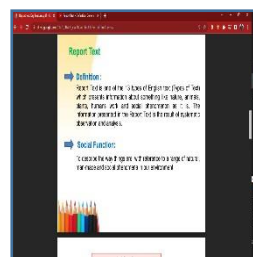
students to say basmalah together before learning begins.

Mrs Danie Madiyati, S. Pd said:

“Pembelajaran online biasanya saya memanfaatkan media conference yang ada di e-lisdanya jadi biar mudah juga, untuk absensi saya kirim lewat google form”.

b) Main Activities.

In the online learning activities, the teacher asked students to read and then understand what was learned that day, with material is in the form of power point and youtube video that Mrs. Danie had previously prepared for learning at that time. In the main activity. There was a question and answer section but not much. Mrs Danie usually ask students to express their opinions by being appointed one by one by the teacher. Mrs Danie Madiyati, S. Pd said: *“sebetulnya nggak Cuma di pembelajaran online aja, tapi di pembelajaran tatapmuka mereka kadang harus dipancing dulu baru mau bertanya, jadi saya akan pilih secara acak”.*



Picture 4.1 E-Lisda – Power Point - YouTube

c) Closing Activities.

In the closing activities, the teacher gave an assignment to respond to the material that has been delivered that day in comments Column to find out whether the students understand or not about the material given. Before the activity was finished, the teacher provides several source of the same material that can be studied by the students themselves. Which the teacher expect at the next meeting students can asked about material that less understood. Mrs. Danie Madiyati, S. Pd said: *“biasnya saya kasih materi yang sama dengan sumber yang berbeda. Karna kalo di kasih cari sendiri kurang valid. Jadi saya mencari link sumber belajar dulu agar siswa tidak salah mmentukan sumber belajar. Karna terkadang google pun tidak semua informasi bena”*. After proviving suggestion regarding learning source, the teacher immediatly close the lesson by saying hamdalah together and say greetings (Wssalamualaikaum Warrahmatullahi Wabarakatuh).

2) Blended Learning in teaching learning process in X IPS 2
Second meeting.

The researcher conducted an observation the second meeting on Wednesday, March 30.2022, the lesson are run of 45 minutes.

a) Opening Activities.

The teacher entry in to the class by greeting and praying before learning activities begin. After that, teacher make attendance to students and occasionally asked about student who did not go. The teacher asked again the last material that the student got. Then the teacher explain the usefulness of the benefits and the scope of the material. As stated by Mrs Danie Madiyati, S. Pd, that: *“ya kayanya saya sama saja seperti guru yang lainnya, saya masuk kelas terus sala,, mengabsen siswa, membaca bismulah bersama dan memulai pembelahan”*.



Picture 4.2 Opening Activity

b) Main Activities.

The teacher provides a link which includes the lesson taught that day. The teacher direct the students that they are asked to watch the video (via youtube) and

understand it for themselves first. After viewing the material provided, students were asked to identify the material with the teacher asking several students about the content of the video. From these activities, several answer or information from the learning material were collected that day. In this activity, the teacher does not forget to write on the whiteboard, so that students can take notes on the material given. Next, the teacher divides the students into several group, one group contain two people to discuss and make an example about the material. The discussion activity is assisted by the teacher also by asking the group to reveal the examples they have made. After the discussion, several students were asked to conclude the structure material that had been given. The above statement is also supported by an interview conducted by Mrs. Danie Madiyati, S. Pd she said:

“Dalam kegiatan inti pembelajaran saya berusaha untuk sejalan dengan RPP yang saya buat”



Picture 4.3 Main Activity in Learning Process

c) Closing Activities.

The teacher reviews the material from beginning to the end. In addition, it also provides positive stimulation for students, so that they are always enthusiastic in learning and do not forget to be able to review the material at home. After all the activities take place, the learning closed with prayer and greetings. As expressed by Mrs. Danie Madiyati, S.pd that :

“Biasanya saya akan menyimpulkan materi pembelajaran bersama dan pada kegiatan penutup biasanya saya juga akan memberikan apresiasi. Karena biasanya dengan apresiasi yang diberikan, siswa akan lebih termotivasi untuk belajar. Tidak hanya itu, saya juga memberikan kalimat penyemangat untuk siswa bisa semangat untuk mencapai impiannya”. After that the teacher ends the lesson by saying hamdalah together with the students and saying greetings.

C. Evaluation

The evaluation in blended learning activities is to find out whether students can receive the material provided by the teacher well during the learning process. Evaluation was usually done by the teacher

gave daily test that carried out after receiving the material, while PTS and PAS were carried out together according to the schedule determined by the school. It was also conveyed by Mrs. Dannie Madiyanti, S.Pd that:

“Kalo untuk evaluasi sendiri biasa dilakukan dengan membuat rubik penilaian dan biasanya akan dilakukan lewat kuis, ulangan harian, PTS dan PAS”

Example:

Multiple Choice

1. Read the text carefully

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur that traps a lay including ear to keep the animals warm. It uses its tail for story joy fact. It has webbed feet and the large robbery's net. These are species that are be closer to those of ducks, then to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length whiles the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

What animal is being described in the monologue?

- A. Octopus.
- B. Rhinoceros.
- C. Platypus**
- D. Mosquitos.
- E. Hippopotamus.

ANS: C

2. Read the text carefully

The platypus is a semi-aquatic mammal endemic to East to North Australia, including Tasmania. It is one of the five extreme species of mono-dreams. The only mammal that lays eggs instead of giving birth to live young. The body and the broad flat tail of these animals are covered with dense brown fur that traps a layer including ear to keep the animals warm. It uses its tail for storage of fat. It has webbed feet and the large robbery's net. These are species that are closer to those of ducks, than to these any known mammals. Weight varies considerably from 0.7 to 2.4 kg with males being larger than females. And male averages 50 cm total length while the female major approximately 45 cm. The platypus has an average temperature of 32 degrees Celsius rather than 37 degrees Celsius that is typical of the placental mammals.

How much does the Platypus weigh?

- A. 0.7 to 2.4 kg**

- B. 0.7 to 2.5 kg.
- C. 0.7 to 2.6 kg.
- D. 0.7 to 2.7 kg.
- E. 0.7 to 2.8 kg.

ANS: A

2. Students Motivation to Learn English using blended Learning

a. Students Learn English using Blended Learning

1. Learning English more interesting if it is carried out directly.

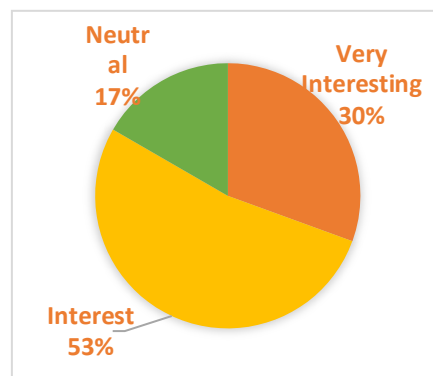


Figure 4.1 Student interest in learning English Using Blended Learning (offline)

- a) The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (offline Models). From the answers obtained from 36 students in class X IPS 2, it was explained that 19 students (53%) liked English learning to be taught directly. Another 11 students (30%) voted very interesting with this

statement. While the other 6 students (17%) chose to be neutral with this statement.

- b) The result of the interview, the researcher conducted interviews with several students from X IPS 2 SMA Islam Sudirman Ambarawa about learning English which was delivered directly. This is approved when the researcher asked the students felt, in here second subjects answered. *“kalo di ajarin pake yang blended offline tu bu daniel enak kalo ngajar cepet masuk ke otak juga”* it means he likes and is more trained if he learns English with blended offline. Another result regarding students' interest in learning that is carried out directly is also answered by the fifth subject, *“sebetulnya sih b aja, tapi memang lebih senang kalo blended offlinenya”*. He tends to the ordinary but he also likes it when learning is carried out directly.

2. Discussing English material is more interesting when in the same room with the teacher and other students.

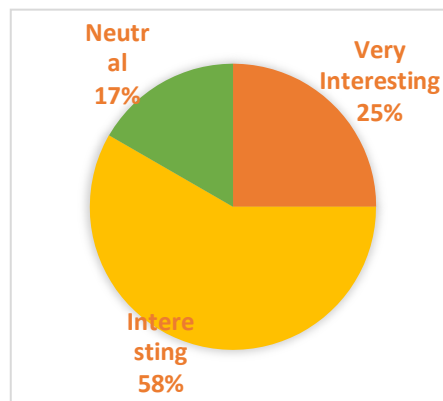


Figure 4.2 Student interest when learning using blended learning in the same room with other (offline modes)

- a) The result of the questionnaire, the researcher gave five statements related to students' interest in learning English (offline Models). In terms of interest in learning together with friends and teachers in class, students of class X IPS2 are divided into three answers. The dominant answer given is interesting with the number of students 21 people (58%). While for those very interesting there are 9 people (25%). And who chose to answer neutrally there were 6 students (17%).
- b) The result of the interview, the researcher conducted interview with several students from X IPS 2 SMA Islam Sudirman Ambarawa about discussing English material is more interesting when in the same room with the teacher and other students. In here the second subject answered

“mau itu yang *blended offline* atau *online* tu menurutku semua enak enak aja, tapi lebih enak emang kalo ketemu secara langsung, karna soalnya ada guru yang membimbing dan temen temen juga bisa lebih paham terus juga suasanya lebih asik kalo ketemu langsung”. The answer in means that he likes blended learning with face-to-face concepts which makes him more familiar with the material he understands. As for the other answer given by the fifth subject, he answered *ya sih, karna kalo kita ada yang kurang paham kan bisa nanya langsung sama guru dan langsung ada contohnya*". He felt that with direct interaction with teacher and other friends he felt easier to ask question if he didn't understand the material given.

3. I like the type of learning that combines face to face and online learning because it can improve the quality of my learning.

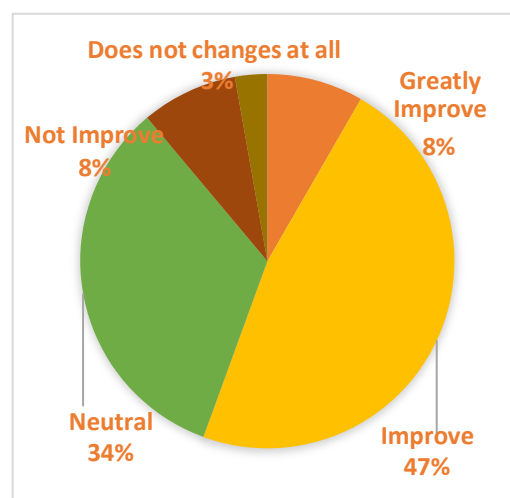


Figure 4.3 Student improve the quality in learning by using blended learning (offline)

- a) The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (offline Models). The statement about combining online and face-to-face learning to improve learning has all the answers offered in its selection. Among them 17 students (47%) students improve their learning, 12 (34%) students answered neutral, 3 students (8%) answer greatly improve their learning, 3 students (8%) answered not improve and the remaining 1 (3%) students answer does not change anything in the quality of learning.
- b) The result of the interview, the researcher conducted interviews with several students from X IPS 2 SMA Islam Sudirman Ambarawa about combining face to face learning and online learning to improve the quality of learning. In here the first subject answered *“iya lumayan sih, kalo sehabis diterangin guru disekolah misal aku nggak bisa atau kurang paham bisa belajar lagi sendiri secara online entah itu dari youtube atau baca pembahasan di elearning yang udah di kasih sama bu Danie”*. From the answer she gave stated that he could learn not only the teacher's explanation in class but

also through YouTube or the teacher's discussion given in e-learning to improve his understanding of the material. as for the answer given by the fifth subject he answered " *mungkin iya, kan kalo cuma dijelsin guru kurang paham*" This answer also has the same conclusion as the answer to the first subject.

4. The monotonous class atmosphere tends to make the student bored.

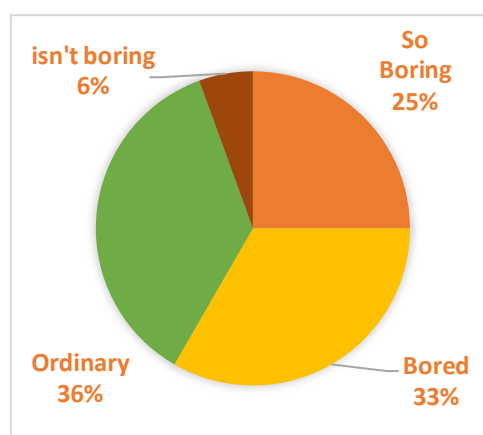


Figure 4.4 Learning atmosphere when using blended learning (offline)

a). The result of the questionnaire, the researcher gave five statements relate to stundets' interest in learning English (offline Models). Statements regarding the monotony of the classroom atmosphere, get 4 variations of answers from the 5 offered answers. Class X IPS 2 students mostly chose ordinary answers, namely 13 students or about 37%.

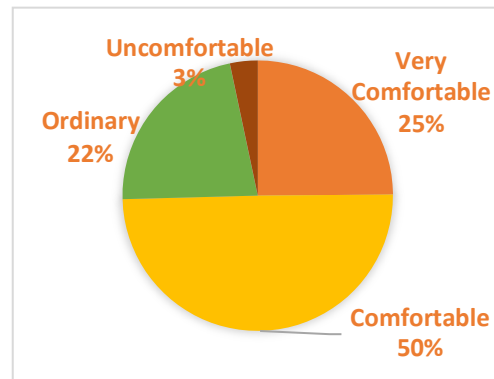
Followed by the answer bored as much as 12 students or 34%. Answers so boring 9 students or 26%. Other students chose to isn't boring, namely 1 person or 3%.

- b) The result of the interview, the researcher conducted an interview with several students from X IPS 2 SMA Islam Sudirman Ambarawa about the monotonous class atmosphere that makes you bored. In this case also ask the class atmosphere that occurs and what students want. In here, the first subject answered, "*ini kayanya jawabanya sama aja deh kak kaya yang lain kalo ditanyain kaya gini. Jawabanya pasti iya bosan kalo belajar secara monoton. Terus untuk pertanyaan yang giaman suasana kelas waktu belajar pakek blended learning itu menurut ku masih bisa dipahami sih kak, tapi kalo udah dikasih materi soal gitu udah agak bikin pusing dan kadang sulit paham. Terus untuk temen temen aku litany mereka kurang memperhatikan, apalagi yang cowo*". From the answer given by the first subject, it states that for a statement about monotonous class that will make you bored, she said yes and for learning or class atmosphere when using blended learning she said she found a little difficult but still understandable and she

said that her friends pay less attention especially male student.

As for the answer given by the subject to the activity, he answered menjawab “*kalo pertanyaan bosen tidaknya kalo kelasnya monoton pasti bosen kak. Di pembelajaran bahasa inggris yang waktu lumayan baik sih kak. Untuk model offlinenya sendiri itu asik san seru karna guru menjelaskan materi secara langsung dan materi yang di sampaikan mudah dipahami, dan juga temen temen dikelas juga lebih terkontrol. Kalo yang model online enak juga, enaknya mungkin tidak terlalu lama belajar dan punya banyak waktu untuk ngerjain hal yang lain tapi temen temen kurang terkontrol waktu belajar dan kadang ada yang nggak memperhatikan waktu belajar*”. From the answer given by this third subject, he stated that he felt bored if the class was monotonous, but for learning English using blended learning, he felt happy and easy to understand, whether online or offline.

5. The student more comfortable interacting with the teacher directly.



*Figure 4.5 Comfortable interacting with the teacher directly
(offline)*

a). The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (offline Models). Responding to the statement of comfort in direct communication by the teacher, class X IPS 2 students have answers that are divided into 4 answers. Which is dominated by the comfortable answer, namely 18 students or 50% of the number of students. Followed by a very comfortable answer as many as 9 students or 25%, then a ordinary answer with 8 students, and the last 1 Student or 3% with a uncomfortable answer.

b)The result of the interview, the researcher conducted several students from X IPS 2 SMA Islam Sudirman Ambarawa about being more comfortable interacting directly with teachers. In here the first subject answered “*iya kak aku setuju sama itu,*

dari aku sendiri karna pengen bisa banget lancar dan fasih belajar bahasa inggris, interaksi kaya dikelas gitu menurutku membenatu dan asik aja". From the answer given by the first subject, yes, he stated that he liked it when he interacted directly with the teacher because his motivation was that he wanted to be fluent in English. As for the answer given by another subject, namely from the fourth subject, *"maaf ya bu tapi kalo boleh jujur saya lebih suka pembelajaran dengan yang blended online atau online class karna menurut saya saya ini cocok seperti gaya belajar saya dan saat pembelajaran dikelas saya malah kurang aktif"*. From the answer given by the fourth subject, it is stated that he prefers learning with blended online or online classes because he feels that it suits his learning style.

6. The student like learning English with learning media such as E-Learning / Video learning / audio technology.

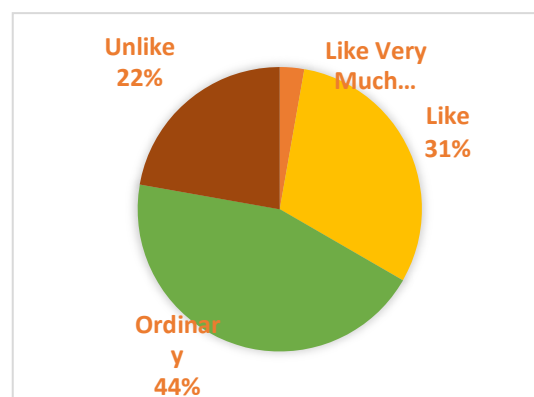


Figure 4.6 The use of media learning in learning using by using blended learning (online)

- a) The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (online Models). My statement prefers learning English with learning media such as e-learning or video learning or audio technology in online learning has 4 variations of answers given by students. Many of them chose to answer ordinary as many as 16 students or 44% of many students. This is followed by the second most common answer, which is like with 11 students or 31% who voted. Furthermore, 8 students or about 22% chose to unlike and 1 student or 3% chose to like very much.
- b) The result of the interview, the researcher conducted several students from X IPS 2 SMA Islam Sudirman Ambarawa about liking learning by using learning media as e-learning/video learning. In here, the first subject answered *“untuk belajar pakek elearning atau video pembelajaran tu sebenarnya enak kak, tapi kalo pas blended online itu kadang kurang sukak karna aku sendiri kalo nggak paham mau tanya juga takut, nggak pede sih”* from the answer given by the first subject basically he likes

it but when blende is online he says if he doesn't like it because when he doesn't understand he will feel reluctant to ask. Besides that, as for the answers given by other subjects, namely the third subject, she “*lumayan suka sih bu, soalnya juga itu kalo aku bisa buat jadi bahan hiburan biar nggak selalu monoton baca buku atau merhatiin guru aja teru si kelas, ya kalo blende online kadang ya ada kurang pahamnya juga seberulnya*”. From the answers he gave, he stated that he liked it because it was a reflection material in class, but he also said that when blended online he sometimes didn't understand the material given.

7. Learning English using blended learning method makes student felt more enthusiastic.

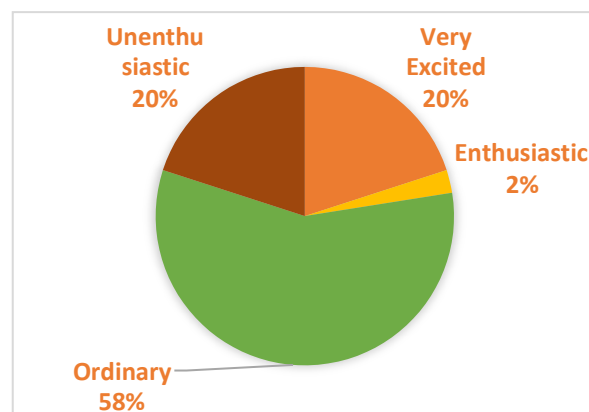


Figure 4.7 Student enthusiasm in learning English using blended learning (online)

- a) The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (online Models). The statement about feeling more enthusiastic in learning English using blended learning has 4 variations of answers from the 5 answers that have been offered. Many of the students chose to answer ordinary with a total of 23 students or 58% of the total number of students. Furthermore, the answers unenthusiastic and very excited which have the same number of answers, namely 8 students or 20% in each answer. And the last one is the answer that enthusiast with the number of voters for 1 student or 3% of the total number of students.
- b) The result of the interview, the researcher conduct several students from X IPS 2 SMA Islam Sudirman Ambarawa about enthusiasm for learning using blended learning. In here, the third subject answered "*karna baru di coba rasanya lumayan bingung, tapi asik sih kak kalo udah di jalanin*". The answer given by the third subject stated that he was a bit confused because this was a new thing for him, but he also enjoyed doing it. Furthermore, as for the answer given by another subject, namely the fifth subject, he answered "*antusias belajar mungkin masih agak agak,*

soalnya ini juga peralihan. He replied that he was half and half enthusiastic about learning because he said it was still in transition.

8. By using online media as learning facility, the students can explore as much English material as possible.

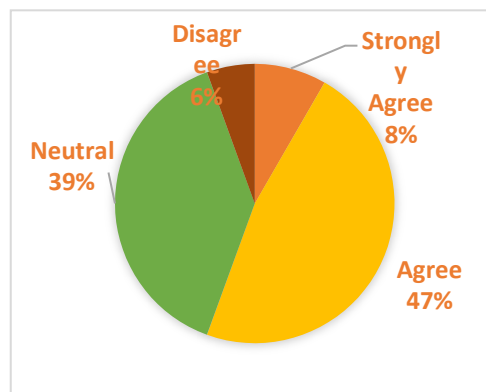


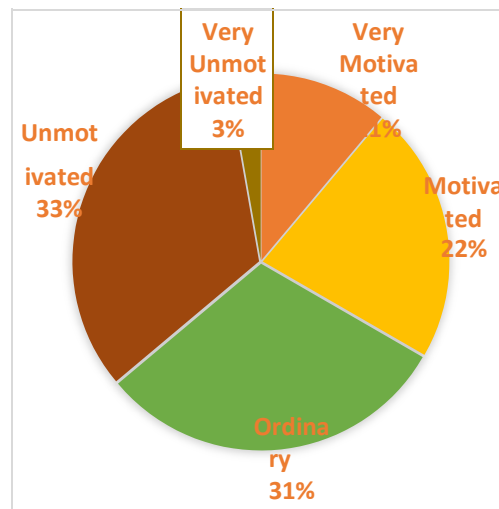
Figure 4.8 The students can explore as much English material as possible when leaning english using blended learning (online)

- a) The result of the questionnaire, the researcher gave five statements relate to stundets' interest in learning English (online Models). The statement regarding the use of online media as a learning facility allowed me to search for more material, having 4 different groups of answers. The answers were dominated by agreeing answers, namely as many as 17 students or about 47%. Then followed by a neutral answer with 14students who voted or 39% of students. Furthermore, the answers strongly agree about can explore

English material as possible were chosen by 3 students or 8% and those who answered disagree were 2 people or 6% of the number of students.

- b) The result of the interview, the researcher conducted several students from X IPS 2 SMA Islam Sudirman Ambarawa about exploring a lot of material. There is something different from Mrs. danie's explanation. *“iya kak kalo pakek internet gitu itu lebih membantu sih kalo untuk explor materi atau belajar belajar sendiri ya walaupun kadang ada yang beda dari penjelasan bu danie”*. The answer given by first subject state that, she can explore the material and learn even though there are things that different from the explanation given by teacher. As for the aswer given by the second subject, he answered *“ya lumayan sih kalo nggak males, bu danie soalnya kadang juga ngasih link buat belajar sih”* from the aswer given by second subject, he said that he would explore the material if he didn't feel lazy and said that the teacher also gave direction or link for stundents to read.

9. Learning using online media makes student less motivated to learn English.



*Figure 4.9 Less motivate when using online media
(online)*

- a) The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (online Models). Statements about learning to use online media make students less motivated to have 5 different groups of answers. The first answer that dominates is unmotivated with the number of 12 students or 33% of students who chose. Followed by a Ordinary answer which has 11 students or 31% of students who choose. Followed by the motivated with 8 students or 22% who voted. The last two groups of answers were very motivated with 4 students or 11% and the answer very unmotivated was chosen by one student or 3%.

b) The result of the interview, the researcher conducted several students from X IPS 2 SMA Islam Sudirman Ambarawa about learning to use online media made me less motivated to learn. In here, the fourth subject answered *“kalau saya pribadi untuk belajar pakek media online itu sukak aja karna itu sesuai dengan model belajar saya”*. From the answer given by the fourth subject he said that he indirectly liked learning using online media because it was in accordance with the way of learning. Besides that, as for the answer given by another subject, namely from the sixth subject, she *gimana ya bukannya kurang termotivasi untuk belajar, tapi lebih ke malasnya sih*". The answer given by the sixth subject means that he is not unmotivated in learning, but he is more toward lazy to learn if using online media.

10. The students found it more helpful if the students learn English not only using text books (packaged books / worksheets), but also using existing technology (internet, e-learning, learning video, etc).

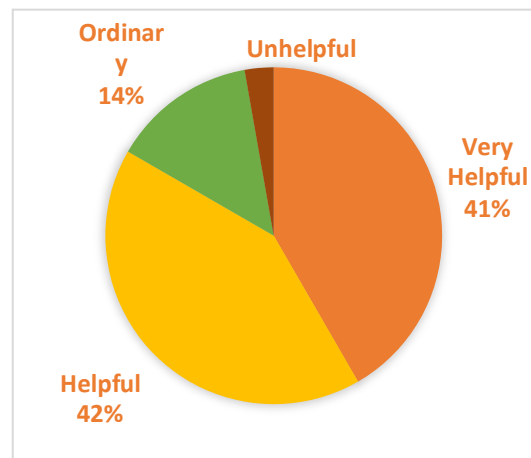


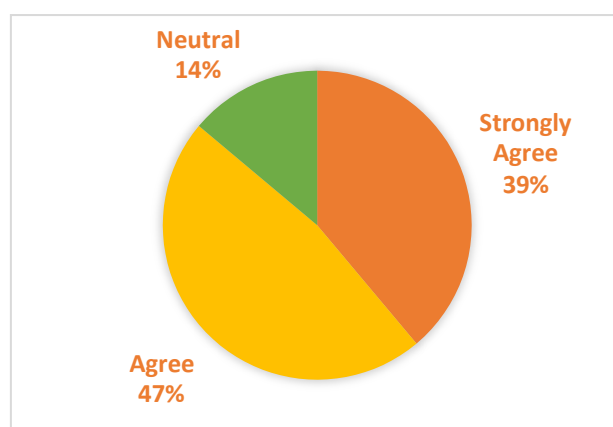
Figure 4.10 The students feel helpful when learning use text book and existing technology (online)

- a) The result of the questionnaire, the researcher gave five statements relate to students' interest in learning English (online Models). The statement which states that students will be more helpful if they learn not only using text books but also using technology has 4 different groups of answers. As for the two groups of answers that have the same number of answers, namely 15 students or about 42%, namely the answers helpful and very helpful. Furthermore, there is a Ordinary answer which has 5 students or 14% of students who choose and the last is the answer that unhelpful with one student who chooses or 3% of the total number of students.
- b) The result of the interview, the researcher conducted interviews with several students from X IPS 2 SMA Islam

Sudirman Ambarawa about learning that does not only use text books but also uses existing technology. In here, the second subject answered *“iya kalo pake media kaya yutub gitu sih lumayan terbantu, dan bisa buat refresing juga nggak liat buku terus”*. from the answer given by the second subject, that he agrees that learning does not only use text books because it is usually used as a refreshing material and does not continue to look at books. There was an answer given by the fifth subject, he answered *“kalo sama pakek youtub kalo nggak elearning sih lumayan terbantu, kan nggak semua anak kalo di jelasin dari guru bisa langsung biasa paham”*. The answer given by the fifth subject statet that he felt helped and said that not all students were able to catch directly what teacher explained directly.

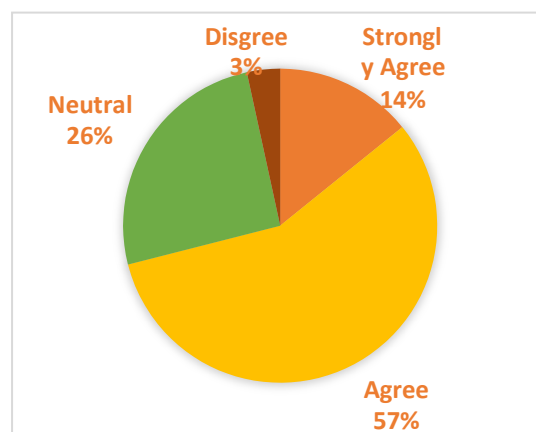
b. Student Motivation to Learn English.

1. Desire (Intrinsic)



*Figure 4.11 Student Motivation to get good grade
in English leasson (Intrinsic)*

a). In the result of the questionnaire, the researcher gave two statements relate to student motivation to learn English especially in desire. The first statement is the willingness or desire of students to get good grades in English lessons. There are 3 different groups of answers. The dominant answer is agree with 17 students or 47% of students who choose, the next answer is strongly agree with 14 students or 39% of students who choose and the last is a neutral answer given by students as many as 5 students or 14% of the total number of students.



*Figure 4.12 Student Motivation to do the task
given by the teacher (Intrinsic)*

The second statement is the willingness of students to do the task given by the teacher and has 4 groups of answers.

Among them are strongly agree, agree, neutral and disagree. The dominant answer in this statement is agree which has more than half of the students who voted. More precisely, there were 20 students or 57% who voted. Followed by the second highest answer is neutral which has 9 students who choose or 26%. Furthermore, the answer strongly agrees with the number of 5 students or 14% who choose and the last answer does not agree which is chosen by one student or 3% of the number of students.

- b) The result of the interview, the researcher conducted interviews with several students from X IPS 2 about the students' desires, especially in achieving good grades and doing the assignments given by the teacher. In here, the second subject answered "*untuk nilai sih bukan bagus atau enggaknya ya, tapi aku lebih mikir seenggaknya nggak dibawah KKM gitu aja sih hehe.*" From the answers given by the second subject, he didn't really try to get good grades, but at least he got a grade. Above the average value that has been determined. Regarding carrying out the task given by the teacher, this second subject answered "*kalo untuk tugas bukannya emang harus dikerjain ya*". This answer can also

be interpreted that the second subject will do the task given by the teacher.

As for the other answer given by the sixth subject regarding trying to get good grades, he answered “*ya gimana ya kak, kalo untuk bahasa inggris sih menurutku nilai yang bagus itu kayanya penting, soalnya denger denger kalo mau daftar kerja juga perlu punya skill bahasa inggris juga*”. From the answers given by the sixth subject, he tries to get good grades because he sees that apparently English is also used in working life. Regarding carrying out the tasks given by the teacher, he replied, “*ya mau nggak mau harus dikerjain, kan kalo enggak dikerjain nilainya nanti kosong*”. The answer given has the meaning that the work given by the teacher must be done because if it is not done, the value will be empty.

2. Pleasure (Intrinsic)

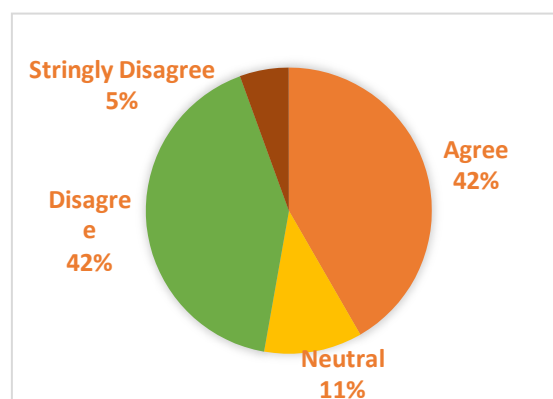


Figure 4.13 Student don't find difficult when learning English using blended learning (Intrinsic)

- a) In the result of the questionnaire, the researcher gave two statements relate to student motivation to learn English especially in pleasure. The first statement is I don't find difficult to learn English has 4 different groups of answers. In this case, almost half of the students answered don't understand and easy to understand as many as 15 students or 42% in both options. Next is the ordinary answer choice which has 4 total students or 11% who choose and the last is the really don't understand answer given by 2 students or 5% of students.

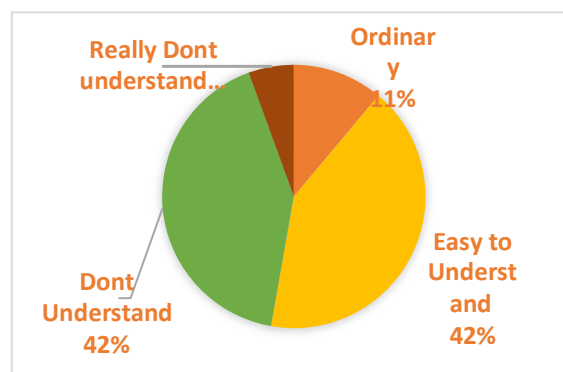


Figure 4.14 The teacher explanation is understable (Intrinsic)

Second statement is I like to learn English because the teacher explanation of the material is easy to

understand. The statement in terms of liking English learning because the teacher's explanation is easy to understand has 3 groups of different answers from students. Ordinary answers have the most voters, namely 19 students or 53% of the total number of students. Furthermore, the easy to understand agrees with the number of 15 students or 42% and the last answer is very easy to understand which is chosen by 2 students or 6%.

- b) The result of the interview, the researcher conducted interview with several students from X IPS 2 about pleasure. The first question is about not finding difficulties in learning English. In here the first subject answered "*sebetulnya sih agak bikin pusing, tapi dibawa santai aja sih*". From the answers given, he actually found it difficult but he worked around it by enjoying it when the lesson took place. The next question is about the teacher's explanation that is easy to understand. Here the first subject is answered "*untuk penjelasan bu daniel itu sebetulnya gampang buat di pahami kak, tapi karna akunya yang emang agak susah nerima materi cepet jadi ya agak lola hehe*". The conclusion from the answer to the first subject in the second question is that the teacher

explained it was easy to understand, but because the students are really difficult to receive the material quickly then they need more process.

3. Intelligent (Intrinsic)

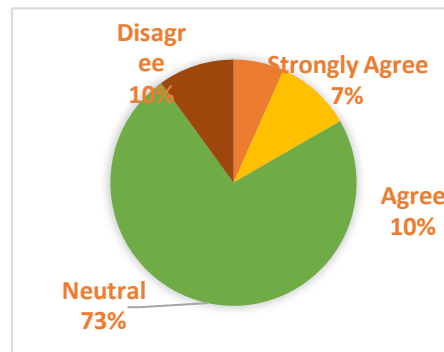
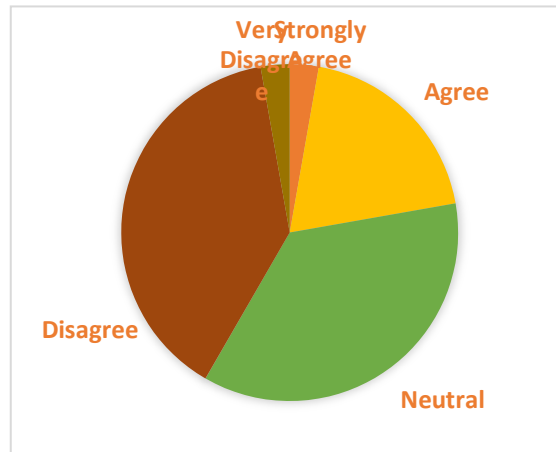


Figure 4.15 Student always good grade in English lesson (Intrinsic)

- a) In the result of the questionnaire, the researcher gave two statements relate to student motivation to learn English especially in intelligent. The first statement is I always get good grade in English lesson. In terms of getting good grades in English lessons, the answers given by students are divided into 4, namely, strongly agree, agree, neutral and disagree. In this statement, the dominant answer is neutral where the number of students who choose is 22 students or 73%. Next are agree and disagree answers that have the same number of voters, namely 3 students

or 10%. The last answer is strongly agree which has 2 voters or 7% of the total number of students.



Figures. 4.16 Student have no difficulty when learn English (Intrinsic)

The second statement is I have no difficulty when learn English. Statements about students who have no difficulty in learning English have 5 variations of answers given. In this case, the dominant answer was disagreed which was chosen by 14 students or 39%. Then followed by neutral answers as many as 13 students or 36%. 7 students or 19% chose to answer agree and 2 other students chose strongly disagree and strongly agree, each of which has 1 voter or 3% of the total number of students.

- b) The result of interview, the researcher conducted interview with several students from X IPS 2 SMA Islam Sudirman

Ambarawa about intelligent. The first statement is about the score achieved. In here, the second subject answered *“kalo untuk nilai alhamdulillah masih termasuk baik wkwk, tapi kadang ada kurang kurangnya juga”*. From the answers given by the second subject, it means that he has good grades, but it is undeniable that he has also received poor grades. As for other answers by other students, namely from the fifth subject, he answered *“nggak bagus nggak buruk juga, tapi memang ada beberapa materi yang bikin nilai saya jelek yang materi S + V+ apa itu lo bu”*. From the answer given by the fifth subject, it also has the meaning that the value is not always good, the score is sometime good and sometimes bad. Especially in composing sentence.

4. Independence (Intrinsic)

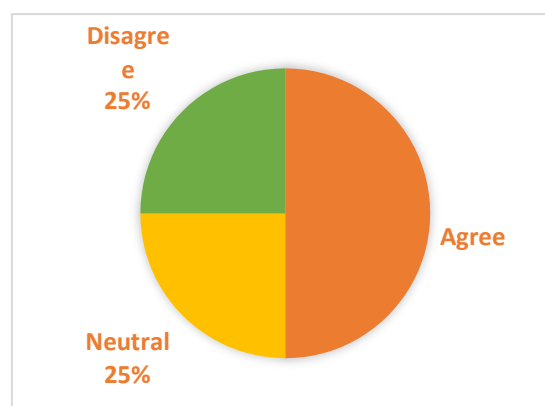
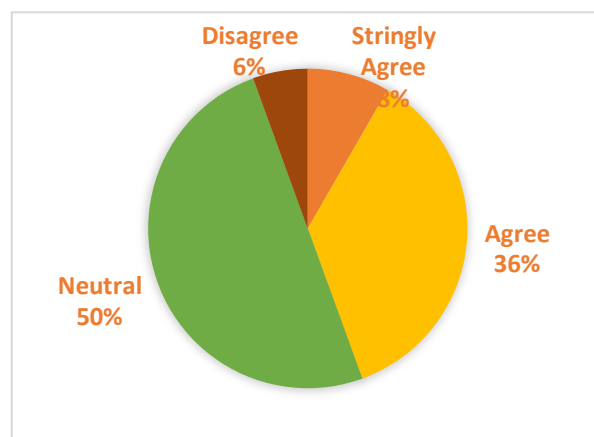


Figure 4.17 Study when have free time (Intrinsic)

- a) In the result of the questionnaire, the researcher gave two statements relate to student motivation to learn English especially in independence. The first statement is I study English when I have free time. In the statement I will learn English if I have free time has 3 answers chosen by students. In this case, the answer that dominates is the agree with many students who chose 18 students or 50% of the total number of students. Furthermore, there are neutral and disagree answers that have the same number of voters, namely 9 students or 25% in each answer selection.



*Figure 4.18 Learn English when have free time
(Intrinsic)*

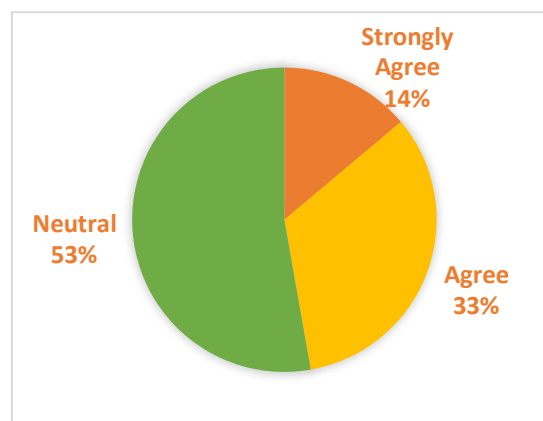
The second statement is student learn English on their volition. The statement stating that student will learn English because of my own desire has 4 variations of

answers. In this statement, neutral becomes the dominant side in the graph, which has 18 voters or 50% of the number of students who vote. Furthermore, there are answers that agree with many voters 13 students or 36%. Followed by answers strongly agree with 3 students or 8% of students who choose and then answer disagree with the number of students 2 or 6% of the number of students.

- b) The result of interview, the researcher conducted in interview with several students X IPS IPS 2 SMA Islam Sudirman Ambarwa about learning if you have free time and want to learn from yourself. In here first subject answered *“kalo untu belajar sendiri di waktu luang sih kadang kadang ya kak kalo lagi pengen juga hahaha tapi kalo untuk bejar atas keinginan sendiri itu aku iya kak, kan kaya yang udah aku jawab tadi aku pengen bisa lancer dan fasih bahasa inggris jadi aku belajar juga atas kemauanku sendiri”*. From the answer given by the first subject, he said that studying in his spare time depends on his mood, so sometimes he doesn't study while studying on his own accord, he admits that he studies because he wants to be fluent and fluent in English.

As for the answer given by the second subject, he answered “*belajar diwaktu luang kalo aku kadang kadang, tapi banyak enggaknya hahaha teros kalo belajar bahasa inggris atas kemauan ku itu sebetulnya iya kadang males juga, tapi juga punya motivasi belajar bahasa inggris tu pengen kalo misal ketemu pemain sepak bola luar seenggak e bisa ngobrol gitu*”. The answer given by the second subject is that in order to learn English he sometimes does but mostly doesn't and to learn on his own he said that he is motivated to learn English so that he can talk to foreign football players.

5. Encouragement from parents (Extrinsict)



Figures. 4.19 Support by parent when learning English (Extrinsic)

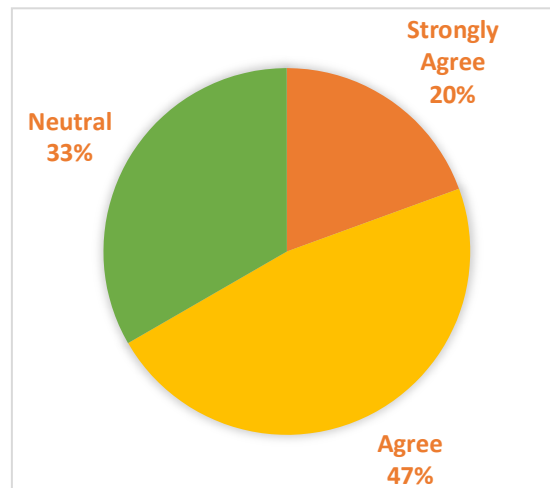
- a) In the result of the questionnaire the researcher gave one statement relate to student motivation to learn English

especially in encouragement from parents. The statement which states that my parents support me to learn English has 3 variations of answers from 5 answers offered. Among them strongly agree, agree and neutral. The answer that dominates this statement is the neutral answer chosen by 19 students or 53%. Furthermore, the answer agrees to be the second largest choice of answers with the number of voters 12 students or 33%. Furthermore, 5 other students or 14% of other students chose to answer strongly agree on this statement.

- b) In the result of the interview, the researcher conducted interviews with several students from X IPS 2 SMA Islam Sudirman Ambarawa about encouragement from parents. The question asked is whether your parents clouded you in learning English. In here the forth subject answered "*nggak pernah nanya kalo ini, tapi orang tua kan pastinya mendukung apa yang di pelajari anaknya kalo itu bermanfaat*". From the answers given, this fourth subject, never asked his parents about this matter, but he believed that his parents would agree if he studied English. As for the answer given by the sixth subject, he answered "*kelihatannya sih iya, kan ini sebagian dari pelajaran*". The

answer given by sixth subject means that her parents seem to be supportive because this is included in the learning given.

6. Encouragement from surrounding environment (Extrinsict)



*Figures. 4.20 Learn English for international communication
(Extrinsict)*

- a) In the result of the questionnaire, the researcher gave one statement relate to student motivation to learn English especially in encouragement from surrounding environment. The statement is I study English it is for international communication. The answers given by the remainder are divided into three namely strongly agree, agree and neutral, each of which has a different amount. Dominant in this statement is in the agreed answer which has been chosen by 17 students or 47%. This is followed by

a neutral answer which has 12 votes or 33%. And the last one with a strongly agree answer was chosen by 7 students or 20% of the number of students who were in class X IPS 2.

- b) In the result of interview, the researcher conducted interviews with several students from X IPS 2 SMA Islam Sudirman Ambarawa about encouragement from the surrounding environment, especially the reason they learn English. In here first subject, she answered *ya belajar bahasa inggris biar kalo lagi nonton film barat dan misal dengerin lagi barat langsung bisa tau artinya. Sama lebih pentingnya lagi jaman sekarnag itu harus bisa bahasa inggris kalau mau kerja, katanya lebih mudah kalo orang itu bisa bahasa inggris*". The answer from the first subject is more towards him wanting to learn English because he wants to be able to watch and listen to western songs without the need to find meaning and learn English as well for future prospects.

As for the other answer given by the second subject, he answered *"ehmm karna siapa tau kalo lagi liburan kemana terus ketemu pemain bola bisa ngobrol ngobrol gitu wkwkw"*. The answer given by the second subject can

be interpreted that he is learning English because he wants to be able to talk to football players when he meets on vacation.

B. Discussion

Based on the research finding, the researcher will discuss the finding of this research. This discussion is about the implementation of blended learning at teaching learning process at X IPS 2 SMA Islam Sudirman Ambarawa, besides that the researcher also includes problem solving to overcome the teacher to improve or add ideas or inspiration in teaching using blended learning. After finding and describing the data result, researcher need data analysis to ensure whether the result obtained are in accordance with the problem statement being sought.

1. Implementation of Blended Learning in Learning English

For a discussion about the implementation of blended learning in learning English including of:

Combining instructional modality, combining instructional method and combining online and face to face instruction (Graham, Alen, and Ure 2001). Blended learning also is a combination of the characteristics of traditional learning and electronic learning Rusman in(Nasution et al., 2019). In this study, the application of this blended learning model was motivated by conditions that

had improved after the COVID-19 outbreak and wanted to try out a new learning method after almost two years of continuous online learning. Because the teacher also feels that only online learning is not enough to make students understand the material being conveyed.

In practice, teachers carry out face-to-face learning activities and use electronic learning assistance such as E-Lisda, Learning Videos and PPT in supporting the learning activities carried out. Not only has that, in its implementation the teacher also used the discovery learning method where students can discuss with their groups to be able to find their own concepts. However, in practice, there were some students who complained about using this method, making them feel a little confused about the clarity of the material. In the implementation of blended learning in learning English there are 3 stages, namely: first, the initial activity, where the teacher guides students to pray before learning, asks the previous material and continues to introduce to the next material. Two, this activity, In this core activity, the teacher delivers material and links for students to learn.

After that, there will be activities to describe the information that students have obtained from the link provided by the previous teacher. After that the teacher divides the students into several groups to discuss the material provided and can find their own concepts. Third, the closing activity, where this activity is used by the teacher to summarize the material together with the students and

re-confirm whether there is anything to be asked about the material presented. And the teacher gives appreciation and motivational sentences to students.

After that the teacher divides the students into several groups to discuss the material provided and can find their own concepts. Third, the closing activity, where this activity is used by the teacher to summarize the material together with the students and re-confirm whether there is anything to be asked about the material presented. And the teacher gives appreciation and motivational sentences to students. After that the teacher divides the students into several groups to discuss the material provided and can find their own concepts. Third, the closing activity, where this activity is used by the teacher to summarize the material together with the students and re-confirm whether there is anything to be asked about the material presented. And the teacher gives appreciation and motivational sentences to students.

The research finding of this study almost the same with the previous study belongs to (M. Sari, 2021), which mentions three activities carried out in the implementation of blended learning and divides them into two meetings in one material. The last one, previous study belongs to (IF Sari, Rahayu, Apriliandari, & Sulisworo, 2018) blended learning is a model that combines the traditional method such as face to face with increased use of technology.

2. Student Motivation using blended learning in English lesson

For discussion about the students motivation using blended learning in English learning including of internal factor and external factor. According to Mc Donald in Komri (2016; p.229) motivation is a change in energy in a person's personality which is characterized by the emergence of feelings and reactions to achieve goals. Also according to Komri (2016) motivation is a psychological aspect that experiences development, which means is affected by the physiological and psychological maturity students. The element that influences student includes (internal) student goals and aspiration, student ability, students'psycal and spiritual and the last (external) student environmental condition.

The research finding in the first internal student motivation factor is the desire where from the conclusions of the answers to the questionnaire and interviews it is stated that their desires tend to be neutral and agree to get good grades and do the assignments given by the teacher. Their argument is not much different from what they chose. The second is pleasurable, the conclusion from their answers that they do not find difficulties in learning English is that they tend to be neutral and disagree. Furthermore, the teacher's explanation statement is easy to understand, the majority of them answered agree with the support of strongly agree and neutral answers and the arguments given by students. The third is intelligent, where the majority of answers tend to be neutral while finding no difficulty at all is answered by disagreeing and

accompanied by other disagreeing answers in the choices and arguments given. The fourth is independence. Where the statement of learning when having free time has half neutral or ordinary answers, nine of them agree and nine of them disagree. Continuing with learning because of their own desires it can be concluded that students feel normal about this statement because, the result state that eighteen answer were neutral about learning English because of their own desire, thirteen were agree, three were answered strongly agree and two students were answer disagree.

Next is the research findings in external factors. In this case the researcher has two statements. The first statement is that my parents support me to learn English. The results of the answers from the questionnaire have 19 neutral, 12 agree and 5 of them strongly agree. From these answers, the arguments given by students are that their parents support them because English is a compulsory subject that is given. Next is English as an international communication which has an answer towards agreeing and strongly agreeing in this matter. The argument given by students is that they want to learn because they are prepared to meet their idol at any time and those who answer are not to use translate when watching movies or listening to music.

This research finding on this study almost the same with the previous study belongs to (Siahaan & Pramana, 2020) which mentions that students' learning motivation is based on the blended learning process.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter present the conclusion based on the result finding and discussion. In line with the conclusion, also give some suggestion. There are suggestion on the implementation of blended learning in English teaching learn in process.

A. Conclusion

Based on the research that has been done in class X IPS 2 SMA Islam Sudirman Ambarawa Kab. Semarang, by observing, interviewing, documenting and providing questionnaire regarding the implementation of blended learning in the learning teaching process at tenth grade of SMA Islam Sudirman Ambarawa Kab. Semarang it can be concluded that the implementation of the blended learning in class X IPS 2 Sudirman Ambarawa Kab. Semarang is held twice for one material given. The first meeting was held with an online model with the teacher providing material on e-learning that students could access via their smartphone or laptops. The next meeting, the teacher re-delivered the material that had been given by making groups for discussion among students.

Not only that, the responses given by students, it was concluded that they actually liked and were quite motivated by learning English with blended learning. It was a new thing for them and they could review the lessons in e-learning given by the teacher if at any time they forgot the material that had been given. However, because they were not familiar with the method applied, students felt a little

confused about its application. There are those who said that they are felt helped by this method because the classroom atmosphere is a little more controlled than when fully online learning. Besides that, there are opinions given by some students that they were helped by the use of blended learning because they learn in two ways (online and offline). But, there were also student who said that they were neutral with the implementation of blended learning.

B. Suggestion

1. For the Teacher

The teacher must pay attention to the blended learning aspect in the online section or the use of learning support media, because some of the students indicated that at the second meeting they were still a little confused about the material and the teacher had made a group for practice. As the result, students are still a little confused with the application of blended learning in learning English.

2. For the Researcher

The researcher hope that this research can be a reference for researcher who will conduct research related to the same topic. The researcher realized that this research result is limited, but the researcher expect this research to be useful for other researcher.

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APPENDICS

Appendix 1

Questionnaire

Variable	Aspect	Indicator	Parameter	Number	Total Items
Learning English using Blended Learning	Students' interest in learning English	Offline Models	Learning English will be more interesting if it is carried out directly	1	1
			Discussing English material is more interesting when in the same room with the teacher and other students	2	1
			I like the type of learning that combines face-to-face and online learning because it can improve the quality of my learning	3	1
			The monotonous class atmosphere tends to make me bored	4	1
			I am more comfortable interacting with the teacher directly	5	1
		Online Models	I like learning English with learning media such as E-learning / Video learning/ Audio technology	6	1

			Learning English using this blended learning method makes me feel more enthusiastic	7	1
			By using online media as learning facility, I can explore as much English material as possible	8	1
			Learning using online media makes me less motivated to learn English	9	1
			I will find it more helpful if I learn English not only using text books (packaged books / worksheets), but also using existing technology (internet, e-learning, learning videos, etc.)	10	1
Student Motivation to Learn English	Intrinsic	Desire	I try to get good grades in English lessons	1	1
			I always do the English assignments given by the teacher	2	1
		Pleasure	I don't find it difficult to learn English	3	1
			I like to learn English because the teacher's explanation of the material is easy to understand	4	1

		Intelligence	I always get good grades in English lessons	5	1
			I have no difficulty when learning English	6	1
		Independence	I study English when I have free time	7	1
			I learn English on my own volition	8	1
	Extrinsic	Encouragement from parents	My parents support me to learn English	9	1
		Encouragement from surrounding environment	I study English because it is for the sake of international communication	10	1
Total Statements					20

Interview with Students

1. Why do you study English?
2. How do you feel when you learn English using blended learning?
3. How is the class atmosphere when you learn English using blended learning?
4. What do you think about learning English using the blended learning method?
5. Can you tell me how was your experience while learning English using blended learning?
6. By using blended learning, do you feel motivated to learn English?

*The researcher will gain more information from that interview guide, whit that question, the researcher will ask another question (in-depth information) that is still related with that interview guidance because the researcher conducts unstructured interview.

Interview with teacher

1. How does Mrs Danie arrage the lesson plan that will be use to learn English using the blended learning?
2. For the implementation of blended learning, how Mrs. Danie sety the mietin?

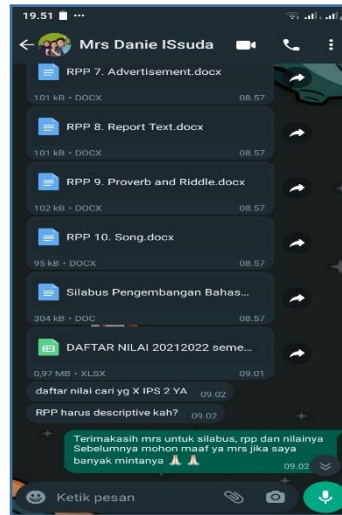
3. How Mrs Danie sets learning goals when using blended learning?
4. What media does Mrs Danie use to support learning?
5. Does Mrs Danie use other methods simultaneously with blended learning to teach English?
6. How does Mrs Danie carry out English learning with blended learning?
7. How does Mrs Danie determine the learning resources used by students to learn using the blended learning?
8. Did Mrs Danie give appreciation and motivational sentence to student?
9. Did Mrs Danie finish the lesson plan in a day?
10. How does Mrs Danie measure students abilities or student learning outcomes?

Appendix 2

Interview with teacher

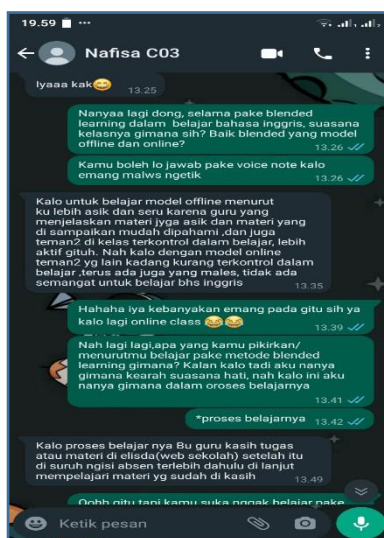


Pict 4 Interview with teacher



Pict 4 Interview with teacher

Interview with students



Pict 6 Interview with student



Pict 7 Interview with students



Pict 9 Interview with students



Pict 10 Interview with students



Pict 11 Interview with students



Pict 12 Interview with student

APPENDIX 4

INTERVIEW TRANSKIPS

With Teacher

Time : Friday, May 20th 2022. At 16.23

Informant : Mrs. Dannie Madiyati, S. Pd.

Me : *Bagaimana Mrs. Danie menyiapkan atau menyusun RPP yang di gunakan untuk mengajar bahasa inggris menggunakan Blended Learning?*

Mrs Dannie : Saya menyusun RPPnya itu dengan mengkombinasikan pembelajaran daring dan luring Zahra.

Me : *Nah selanjutnya mrs, RPP yang dibuat apakah di selesaikan dalam satu hari atau bagaimana ya?*

Mrs Danie : Satu RPP itu saya bagi satu sampai dua pertemuan.

Me : *Oh begitu nggih Mrs, jadi dalam satu RPP setidaknya ada dua kali pertemuan nggih?*

Mrs. Danie : Iya, Zahra biasanya ada dua kali pertemuan.

Me : *Bagaimana Mrs Danie dalam melaksanakan pembelajaran bahasa inggris menggunakan blended learning?*

Mrs Danie : Saya melaksanakannya dengan satu kali menggunakan online learning dan satu pertemuan luring dengan diskusi kelompok agar mereka bisa menemukan konsepnya sendiri.

Me : *Mohon izin untuk bertanya lagi ya mrs, bagaimana dengan cara Mrs Danie menetapkan tujuan pembelajarannya?*

Mrs Danie : Berdasarkan indicator pencapaian kompetensi dengan menggunakan blended learning.

Me : *Media yang digunakan untuk mendukung pembelajaran bahasa inggris menggunakan blended learning ini apa saja ya Mrs?*

Mrs Danie : Saya biasanya menggunakan PPT, Youtub dan E- Lisda (E-Learning sekolah) tapi juga dengan bantuan Grup WA sedikit.

Me : *Oh iya Mrs, untuk menentukan sumber belajar, bagaimana cara Mrs Danie menentukan sumber belajar saat menggunakan blended learning serta acuan siswa untuk belajar mandiri?*

Mrs Danie : saya mencari link sumber belajar terlebih dahulu, agar siswa tidak salah dalam menentukan sumber belajar , kan terkadang kalau di bebaskan mencari sendiri apalagi di google belum semua benar, maka dari itu saya carikan dulu untuk sumber belajarnya.

Me : *Mrs danie apakah juga memiliki strategi yang digunakan saat mengajar bahasa inggris menggunakan metode Blended Learning?*

Mrs Danie : Dengan memberikan diskusi kelompok agar memudahkan siswa bekerja sama dalam menentukan konsepnya sendiri.

Me : *Apakah Mrs Danie juga menerapkan metode lain yang digunakan disaat yang bersamaan untuk mengajar bahasa inggris dengan Blended Learning?*

Mrs Danie : iya saya juga menggunakan Discovery Learning, dengan alasan agar peserta didik juga dapat menemukan konsepnya sendiri.

Me : *Apakah Mrs Danie Memberikan apresiasi terhadap siswa saat kegiatan pembelajaran berlangsung?*

Mrs Danie : Ya, saya selalu memberikan apresiasi. Jadi siswa akan lebih termotivasi jika selalu di apresiasi.

Me : *Dan apakah Mrs Danie memberikan motivasi kepada siswa untuk belajar lebih giat?*

Mrs Danie : Iya, saya selalu memberikan motivasi sebelum memulai pembelajaran, biasanya melalui gambaran atau sedikit cerita.

Me : *Oh iya Mrs, untuk menutuo kegiatan pembelajaran, biasanya apa yang dilakukan Mrs Danie?*

Mrs Danie : Menyimpulkan pembelajaran yang telah dipelajari hari tersebut bersama sama, seharusnya juga menambahkan refleksi diri dalam proses pembelajaran, tapi biasanya terhalang sama waktu yang tidak cukup, dan penutup salam.

Me : *Bagaimana cara Mrs Danie mengukur kemampuan siswa/ Hasil Belajar siswa?*

Mrs Danie : Memberikan evaluasi pembelajaran dengan membuat rubik penilaian terlebih dahulu, ya PTS dan PAS.

Me : *Menurut Mrs Danie, bagaimana respon siswa saat belajar bahasa inggris menggunakan Blended Learning?*

Mrs Danie : lebih menyenangkan karna siswa bisa menggunakan HP. Kan generasi Z dekat sekali dengan Hp. Tapi tetap dibawah pengawasan saat belajar.

With Student

Time : Monday, 23rd May 2022 at 12.50 P.M

Informant : Hasna Alfalya

Me : Kenapa kamu mau belajar bahasa inggris?

HA : Yaa, biar paham kalo lagi nonton film barat dan kalo misal dengerin lagu inggris gitu bisa tau artinya itu bagus atau tidaknya, dan lebih pentingnya lagi jaman sekarnag itu harus bisa bahasa inggris kalau misal mau melamar kerja katanya lebih mudah kalau bisa bahasa inggris.

Me : Wah keren banget, udah sampe segitu ya berpikiranya kamu keren keren.

HA : Hehehe iya kakak, soalnya denger dengernya gitu.

Me : Lanjut ya, apa yang kamu rasain ketika kamu belajar bahasa inggris pakai Blended Learning?

HA : Seneng seneng aja sih, sebenarnya agak bikin bingung tapi dibuat santai aja hehe,

Me : Oke oke, kenapa tu kalo boleh tau?

HA : Ya karna baru pertama kali ya kak makanya bingung gitu.

Me : Oalah, oke ku lanjut ya pertanyaannya, gimana sih suasana kelas ketika kamu belajar bahasa inggris pakai Blended Learning?

HA : Jujur, kurang memperhatikan, apalagi yang cowok. Soalnya banyak yang nggak suka maple bahasa inggris kayanya.

Me : Berarti rame atau gimana?

HA : Nggak begitu rame sih kak, tapi ya kaya kurang memperhatikan gitu.

Me : Oh gitu, lanjut lagi yaa. Apasih yang kamu pikirin tentang belajar bahasa inggris menggunakan Blended Learning?

HA : Ya bisa dipahami sih, kalo habis di terangi disekolah misal aku ga bisa atau kurang paham bisa belajar lagi secara online entah itu nonton dari youtube baca pembahasan di E-Learning yang udah dikasih Mrs Danie.

Me : Berarti luaman membantu kamu dalam belajar ya ini?

HA : Iya lumayan kak.

Me : Nah kalo gitu, boleh nggak ceritain pengalamanmu ketika belajar bahasa inggris menggunakan Blended Learning

HA : Mmmm, awal adanya di pakek metode ini tuh udah agak terbantu sih kak, soalnya aku orangnya nggak yang langsung paham kalo lagi di jelasin guru secara langsung. Apalagi, aku yang pengen banget bisa lancar dan fasih dalam bahasa inggris bisa ngulang pembelajaran yang kurang dipahami. Tapi tergantung niat atau enggaknya kalo mau ngulang belajar gitu sih hehehe. Tapi, kadang juga kalo lagi nonton film barat nyanyi lagu barat.

Me : Wih mantap mantab. Lanjut ya ke pertanyaan selanjutnya ya, dengan menggunakan blended learning, apakah kamu merasa termotivasi dalam belajar bahasa inggris?

HA : Sangat terbantu kak, menerutku belajar menggunakan metode ini jadi lebih mudah walaupun diawal agak membingungkan.

Time : Monday, 23rd May 2022 at 13.04 P.M

Informant : Sandy Alifiansyah

Me : Pertanyaan perdana ya san, kenapa kamu belajar bahasa inggris?

SA : Ehmm,karna siapa tau kalo lagi liburan kemana git uterus ketemu sama pemain sepak bola bisa ngobrol ngobrol gitu kan wkwkwk.

Me : Hahaha sesederhana itu ya ternyata motivasinya, tapi nggak papa keren kok motivasi belajarnya. Lanjut yak, apasih yang kamu rasakan ketika belajar bahasa inggris menggunakan Blended Learning?

SA : Ehmm jadi lebih paham sih, seneng sih, soalnya kalo online kan bisa cari referensi di internet, terus kalo ada tugas lebih gampang, kana da mbah google. Terus kalo offline bu Danie enak kalo ngajar cepet mausk ke otak.

Me : Hahaha enak ya kalo ada apa apa bisa nyari di google. Terus, menurutmu gimana sih atmosfir kelas ketika kamu belajar bahasa inggris menggunakan Blended Learning?

SA : Ehmmm, suasanya lebih asik yang Blended Learning offline sih, soalnya kana da interaksi sama guru dan temen temen.

Me : Kalo yang Blended Larning online gimana tuh?

SA : Enak juga karna bisa rebahan tapi kadang materinya masuk nggak masuk gitu.

Me : Oalah to gitu, nah menurutmu gimana sih belajar bahasa inggris menggunakan Blended Learning?

SA : Owh, kalo menurut aku sih metodenya lebih gampang masuk ke otak yak, tapi lebih enak lagi tuh kalo full tatap muka soalnya ada guru yang membimbing dan dapet uang saku hahahah.

Me : Lebih enak ya belajarnya berate, tapi kamu lebih suka ketika blended yang dilakukan dengan tatap muka gitu ya?

SA : Iya.

Me : Nah, kalo gitu bisa dong ceritain gimana pengalamanmu ketika belajar bahasa inggris menggunakan bahasa inggris.

SA : Ehmm waktu online tu ya kadang bangunnya siang jadi agak telat gitu, terus kalo dirumah tu ada rasa malas buat buka HP tapi lebih enaknyanya, belajarnya nggak terlu lama, ya terserah kita jadi ada waktu luang lah buat main yang lain wkwkww. Kalo aku sih suka offline sih soalnya tugasnya nggak terlalu banyak dan di jelasin juga sama bu guru walaupun kadang dikelas kalo dijelasin malah tidur wkwkww.

Me : Tapi sukak nggak sih sama pembelajaran dengan metode blended gini ini?

SA : Suka nggak suka ya, tapi suka sih ada yang baaru aja waktu belajar.

Me : Oke Oke, lanjut ya san, menurutmu apakah dengan belajar menggunakan metode blended learning kamu merasa termotivasi?

SA : Termotivasi sedikit sih, soalnya kalau tatap muka kan dibimbing dnegan bener bener sama guru nah kalau duirumah kan kita nggak ada yang ngebimbing, apa apa sendiri, paling ngandelin gugrl jadilebih greget gituh liat video atau materi dari internet walaupun butuh waktu lebih lama untuk masuk ke otaknya.

Me : Oalah gitu ya, tapi enjoy kan sama pembelajarannya?

SA : Iya lumayan sih

Time : Monday, 23rd May 2022 at 14.12 P.M

Informant : Nafisa Richilia Tifani

Me : Ku mulai dari pertanyaan pertama ya naf, kenapa sih kok kamu mau belajar bahasa inggris?

NRT : Karna ingin bisa bahasa inggris.

Me : Ada nggak spesifiknya kenapa?

NRT : Belum ada sih kak kalo untuk alasan lain.

Me : Oalah yaudah kalo gitu, nggak papa santai aja jawabnya

NRT : Iya kak

Me : Lanjut ya ke pertanyaan selanjutnya, gimana sih naf rasanya belajar bahasa inggris pake Blended Learning tu?

NRT : Menurutku, semua metode itu membantu, tapi kalo ak lebih suka pembelajaran yang full tatap muka karna ada interaksi secara langsung, tapi kadang juga kalo belajar secara langsung susah di pahami materinya.

Me : Berarti setengah setengah ya kamu tatapmuka suka tapi kadang kalau suruh memahami materi langsung juga agak sulit ya.

NRT : Hehehe iya kak

Me : Naggak papa. Ku lanjut ya naf ke pertanyaan selanjutnya, gimana sih suasana yang ada didalem kelas ketika belajar bahasa menggunakan Blended Learning?

NRT : Kalo untuk belajar model blended offlinnya menurutku lebih asik dan seru karna guru yang menjelaskan materi juga asik dan maateri yang disampaikan mudah dipahami, dan juga teman teman sekelas terkontrol juga dalam belajar. Lebih aktif gituh, nah kalo yang model Blended onlinenya teman teman yang lain kadang kurang terkontrol dalam belajar, terus juga ada yang malas tidak ada semangatnya.

Me : Gitu ya, jadi kalo blended onlone agak kurang terkontrol gitu ya jadinya.

NRT : Iya, kaya nggak memperhatikan gitu.

Me : okedeh kalo gitu, nah selanjutnya, apa yang kamu pikirkan ketika kamu belajar bahasa inggris menggunakan Blended Learning?

NRT : Kalau proses belajarnya bu guru kasih tugas atau materi lewat E-Lisda, setelah itu disuruh ngisi absen terlebih dulu lanjut mempelajari materi yang udah dikasih.

Me : Nah itu meneututmu gimana? Apakah kamu mudah menerima materi atau gimana?

NRT : Jujur ya kak, aku itu anaknya yang nggak cepet nangkap materi dalam satu kali penjelasan, jadi dengan adanya materi yang dikasih bu guru di elisda lumayan membantu sih buat ngulang lagi kalo misal lupa lupa gitu.

Me : Wah kamu rajin juga gitu lo hahaha

NRT : Nggak juga kak

Me : Hahaha, oke pertanyaannya ku lanjutin ya, tolong dong ceritain pengalamanmu belajar bahsa inggris pake Blended Learning.

NRT : Awal awal tu bingung karna campuran gitu, kadang tatap muka kadang daring, biasanya sebelum korona kan biasanya tatap muka nah ini tiba tiba daring awalnya tu kaya kurang asik terus pas udah di jalanin pas semester dua udah mulai terbiasa, lumayan suka tapi ya kadang dapat bisa memahami materi kalo daring. Malah enak tatap muka. Tapi dengan

daring juga ada enakya karna ada istirahatnya gituh, jadi ya suska nggak suka gitu sih hehe.

Me : Nah kalo gitu apakah dengan menggunakan Blended Learning ini, kamu merasa termotivasi unntuk belajar bahasa inggris?

NRT : Iya kak merasa termotivasi, soalnya menurutku dengan blended tu ada hal baru ya walaupuns edikit bingung di awal.

Time : Thursday,24th May 2022 at 13.08 P.M

Informant : Khoirul Anwar

Me : Pertanyaan awal banget ya anwar, kenapasih kok kamu belajar bahasa inggris?

KA : Gini bu, kalau belajar bahasa inggris sih ya sama kaya yang lain, tapi kalau saya iya tau bahasa inggris karena sering nonton film film, jadi saya kaya terbiasa sama bahasa inggris.

Me : Oh berarti kamu tu udah kebiasaan berbahasa inggris karena banyak nonton film?

KA : Bukan berbahsanya sih bu, tapi tau aja kalo berbahasa saya masih belajar, saya juga kadang masih pake transletan kalo nonton filmnya.

Me : Oalah gitu to kirain kalo sekaligus berbahasanya hahaha, oke kulanjut ke pertanyaan selanjutnya ya

KA : Boleh bu

Me : Apasih yang kamu rasain ketika belajar bahasa inggris menggunakan Blended Learning?

KA : Rasanya sih enak, biar tidak bosan saja kalau belajar seperti biasa terus dari SD - SMP, kalau menurut saya.

Me : berarti ini termasuk suasana baru ya buat kamu?

KA : Ya kurang lebihnya gitu bu

Me : Oke, nah untuk suasana kelas sendiri tu waktu belajar bahasa inggris menggunakan bahasa inggris tu gimana sih?

KA : Mungkin kalau sudah mengikuti materi di Elisdanya pasti paham dengan apa yang dipelajari, tapi kalau yang gak ngikutin materi mungkin masih pada bingung. Saya kurang tau juga sih, karna tiba tiba saat tatap muka langsung diberi tugas bikin kelompok dan presentasi, saya jujur kurang suka seperti itu, dan untuk kelas online saya nggak tau mereka gimana tapi sudah pasti banyak yang memephatikan kalau dikelas, mau gak mau si.

Me : Apakah rame atau emang kurang memperhatikan atau malah gimana?

KA : Kalau selihat saya, mereka merhatikan tapi kaya gak merhatikan gitu.

Me : Ya kaya katamu tadi ya mau nggak mau harus memperhatikan.

KA : Haha iya bu.

Me : Nah kalo menurutmu, gimana sih belajar bahasa Inggris menggunakan Blended learning? Yang kamu pikirkan tentang belajar begitu tu gimana?

KA : Ya rada bikin pusing tapi asik kok, mudah dipahamai kalo menurut saya pribadi.

Me : Kamu enjoy enjoy aja ya berarti belajar dnegan menggunakan blended learning ini?

KA : Iya bu.

Me : Nah tadi kan kamu bilang asik asik aja tu, boleh nggak ceritain gimana pengalaman mu belajar bahasa inggris menggunakan Blended Learning?

KA : Maaf ya bu, tapi untuk pembelajaran mungkin saya enjoy tapi kalau untuk lebih aktif sih saya di blended online classnya karna menurut saya ini cocok dengan gaya belajar saya, dan saat pembelajaran di kelas saya kaya kurang aja aktifnya, moodnya seperti tercampur, seperti mikirin tugas dipembelajaran selanjutnya dan yang lain.

Me : Oh jadi kamu termasuk anak yang aktif yan akalo lagi pembelajaran online, tapi emang agak kurang aktif aja kalo di kelas karna mungkin moodmu yang campur aduk sama suasana yang ada di sekolah.

KA : Kemungkinan gitu sih bu.

Me : Nah menuju pertanyaan terakhir nih, dengan menggunakan Blended Learning ini apakah kamu, merasa termotivasi untuk belajar bahasa inggris?

KA : Termotivasi sih iya, karna agar tidak tertinggal materi, itu saja menurut saya.

Time : Thursday, 24th May 2022, at 13.42 P.M

Informan : Yona Yuda Anggara

Me : Ini ku mulai dari pertanyaan pertama ya yud, kenapa sih kamu kok kamu belajar bahasa inggris?

YYA : Bahasa Inggris kan pelajaran wajib yang mesti harus dipelajari.

Me : Kira kira ada nggak sih alasan lain untuk kamu buat belajar bahasa inggris?

YYA : Untuk bisa aja sih bu, kalo untul khusus saya belum ada kepikiran.

Me : Oh gitu, nah menurutmu orang tuamu mendukung kamu dalam belajar bahasa inggris nggak sih?

YYA : Kalo itu kurang paham ya bu, tapi kemungkinan iya , karna yang kaya saya bilang tadi karna ini pelajaran yang dikasih dari sekloah dan harus dipelajari.

Me : Oalah gitu oke oke. Ku lanjutv ke pertanyaan berikutnya ya. Apa sih yang kamu rasain ketika kamu belajar bahasa inggris menggunakan bahasa inggris menggunakan blended learning?

YYA : Kalo soal perasaan sih b aja, tapi kalo lebih seneng sih seneng ketika blended learning offline karna tatap muka. Kan kalo tatap muka lebih paham gitu, kalo lewat video atau suruh baca kan ya jadi agak males dan susah nayantel.

Me : Oh berarti kamu suaka ketika pembelajarab blended offline yang biasa ketemu dan lebih bisa menengkap materi ketika belendd offline dilaksanakan ya?

YYA : Kurang lebih ya begitu.

Me : Nah untuk suasa kelas sendiri, menurutmu gimana sih ketika belajar bahasa inggris menggunakan Blended Learning?

YYA : Ya kaya biasa, kadang serius kadang guyon gitu gitu lah.

Me : Biar nggak spaneng ya ?

YYA : Hahaha iya bu.

Me : Tak alanjutin ya pertanyaannya, menurutmu gimana sih belajar bahasa inggris pake Blended Learning?

YYA : Bagus bu, kalo ada yang kurang paham kan bisa langsung ada contohnya, kalo di blended online kita bisa cari di youtube atau yang lainnya, nah kalo yang blended offline kita langsung bisa nanya guru langsung.

Me : Berarti kamu lumayan terbantu dengan belajar menggunakan Blended learning ini?

YYA : Sedikit sedikit lah bu.

Me : Nah bisa dong di ceritakan ke saya gimana pengalaman kamu belajar bahasa inggris menggunakan blended learning?

YYA : Nggak bisa cerita saya bu

Me : Sebisanya kamu aja nggak papa

YYA : Ya paling seneng sih kalo pas belajar kata kata inggris sih biar tambah banyak kosa kata yang diketahui, tapi kalo udah masuk yang S1 + Verb apa itu udah pusing. Udah bu saya nggak bisa cerita.

Me : Hahaha oke oke, nggak masalah yud. Pertanyaan terakhir nih, dengan menggunakan blended learning apakah kamu merasa termotivasi untuk belajar bahasa inggris?

YYA : Mungkin iya, kan kalo Cuma dijelasin guru kurang paham juga.

Time : Thursday, 24th May 2022, at 15.22 P.M

Informant : Andina Fitriasaki

Me : Ku mulai dari pertantaan awal ya din, kenapasi kamu kok belajar bahasa inggris?

AF : Agar bisa memahami karna banyak manfaat untuk saat ini dan masa depan dan juga untuk media komunikasi.

Me : Wih keren keren, lanjurnih ya apasih yang kamu rasain ketika kamu belajar bahasa inggris menggunakan blended learning?

AF : Awalnya nggak ngerti sama sekali karna bingung, tapi lama kelamaan paham juga tapi suka ketika blended learning offline karna juga ada interaksi sama temen temen secara langsung.

Me : Oh jadi kamu suka ketika interaksi langusng sama teman teman ya?

AF : Iya kak.

Me : pertanyaan selanjutnya ya, gimana sih suasana kelas ketuka pembelajaran bahasa inggris menggunakan blended learning?

AF : Kaya temen temen juga sama deh suka blended offline karna lebih jelas aja gitu, tugas juga jelas di suruh apa. Lebih merhatiin blended offline soalnya kadang kalo emang hp sudah nggak di pake langsung di kumpulkan di meja guru.

Me : Jadi lebih focus gitu ya

AF : Iya kak.

Me : Nah apa sih yang kamu pikirkan ketika kamu belajar bahasa oinggris menggunakan blended laearning?

AF : Sedikit kesusuhan tapi lumayan mudah juga kak.

Me : Boleh nggak ceritain pengalaman kamu belajar abahsa inggris menggunakan blended learning?

AF : Menurutku pengalaman ku,a aku lebih bingung, caoek gak paham sama materi yang dikasih ketika blended online, lebih sukan beldned offline karna ada bu danie.

Me : Oalah gitu to oke oke, nah kepertanyaan terakhir ya, dengan mengguakan blended learning apakah kamu termotivasi untuk belajar bahasa inggris?

AF : Lumayan termotivasi walaupun emang materinya agak susah masuknya.

Students Learn English using Blended Learning

Nama Lengkap	No Absen	Kelas	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Binti Lailil Maftuhah	5	X IPS 2	F	I	IMP	SB	C	O	O	N	O	H
Nafisa Richilia Tifani	22	X IPS 2	F	F	NI	SB	VC	DS	UN	S	VM	VH
Elfika ratna andewj	12	X ips2	F	F	O	O	C	O	E	N	M	VH
Redanis imanullah noventri	28	X ips 2	F	F	O	NFB	VC	L	VE	N	VM	VH
Pujiyanti	25	X ips 2	I	F	O	O	VC	L	O	S	O	VH
Defrizal Farid Ivanda	7	X ips 2	O	I	IMP	O	C	DS	O	N	VM	H
hyachinta lia a.d	16	x ips 2	O	O	IMP	SB	O	O	O	A	UM	O
Dara Dwi Sintiya	6	XIPS2	I	I	GI	O	C	LVM	O	A	UM	VH
khoiril anwar	19	x ips 2	O	O	IMP	B	O	O	E	A	O	H
Dimas Very Hermawan	9	X IPS 2	I	I	IMP	B	VC	O	O	N	M	H
Ratih wanudya siwi	26	X IPS 2	I	I	O	SB	VC	O	O	N	M	VH
Achmad nasrulloh	1	X ips 2	I	I	O	SB	O	DS	O	N	O	O
Sandy allifiansyah	30	X ips 2	I	F	GI	SB	VC	L	E	A	UM	VH
Hasna Alfaliya	15	10	F	I	IMP	O	C	L	E	SA	UM	VH
Yona Yuda Anggara	35	X IPS 2	I	I	O	B	C	O	O	A	O	H
Novita Eka Safitri	23	X IPS 2	F	F	IMP	NFB	C	O	O	A	UM	H
Diva adelia	10	xips2	I	I	O	O	O	DS	O	SA	VM	VH
Dwi Riski Rahmat Saputra	11	X ips 2	I	I	O	O	C	O	O	A	O	H
Rayyes Arya Ramdhani	27	X IPS 2	I	F	O	O	C	O	O	N	O	O
Andina Fitria Sari	4	X IPS 2	F	I	NI	O	VC	DS	UN	A	M	VH
Aknes Mei suci andini	3	X IPS2	i	I	IMP	SB	C	DS	UN	DS	M	UH
Vela Febyana	34	X IPS 2	O	O	NI	B	O	DS	O	A	O	H
Rizki Hermawan	29	X IPS 2	I	I	IMP	O	VC	O	O	A	UM	VH
Agung nur romadloni	2	x ips 2	I	I	IMP	B	C	L	VE	A	M	H
Nur Halimah	24	X IPS 2	F	F	DNC	O	VC	O	UN	N	O	H
Jevi Natasya	17	X IPS 2	I	I	IMP	O	C	L	O	A	M	H
Kumala Ratih Niken Hapsari	20	Xips 2	I	I	IMP	B	C	L	E	N	O	H
Dian Aristiningtyas	8	10 ips 2	I	O	O	B	O	L	O	N	UM	H
Febbry Hendrik Setiawan	13	x ips 2	I	I	O	B	UC	DS	O	DS	UM	VH
Febriana Dwi Fatma	14	X IPS 2	F	I	IMP	B	C	L	O	A	VUM	VH
Kirana Earnly Innandy Putri	18	10 IPS 2	I	I	IMP	B	O	O	O	N	M	H
Muhammad Salman Al Farisi	21	x ips 2	I	I	IMP	SB	C	DS	O	A	O	H
Sendy Setiawan	31	x ips 2	O	O	O	B	C	O	O	N	UM	O
Tito Herlambang	32	X ips 2	F	I	GI	B	C	O	E	SA	UM	VH
Vicky Setya Utama	34	x ips 2	I	O	IMP	O	C	O	O	A	UM	H
Zahra Aldina ein	36	X IPS 2	F	F	IMP	SB	C	L	E	A	UM	VH

O: Ordinary IMP: Improve GI: Greatly Improve VC: Very comfortable
 I: Interest NI: not improve B: Bored NFB: not fell bored
 F: Fascinating SB: So Bored DNC: don't change at all C: Comfertable
 L: like DS: Dislike LVM: like very much E: Enthusiast
 N: Neutral A: Agree VE: Very enthusiast M: Motivated
 H: Helpful VH: Very Helpful SA: Strongly Agree UM: Unmotivated

VM: Very Motivated

UC: Uncomfortable

UH: Unhelpful

VUM: Very unmotivated

Student Motivation to Learn English

Nama Lengkap	No Absen	Kelas	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Binti Lailil Maftuhah	5	X IPS 2	SA	N	N	ETU	N	N	N	A	GS	SA
Nafisa Richilia Tifani	22	X IPS 2	SA	SA	N	VETU	A	SA	A	SA	GS	SA
Elfika ratna andewj	12	X ips2	SA	A	N	O	N	N	N	N	N	SA
Redanis imanullah noventri	28	X ips 2	SA	N	DS	O	N	DS	DS	DS	GS	N
Pujiyanti	25	X ips 2	SA	SA	DS	ETU	N	N	A	A	GS	N
Defrizal Farid Ivanda	7	X ips 2	A	N	N	ETU	A	A	N	N	A	A
hyachinta lia a.d	16	x ips 2	N	S	SD	O	N	DS	DS	N	S	A
Dara Dwi Sintiya	6	XIPS2	A	A	DS	O	SA	A	DS	N	O	N
khoiril anwar	19	x ips 2	A	A	N	O	A	N	N	N	O	A
Dimas Very Hermawan	9	X IPS 2	A	A	N	ETU	N	N	N	A	O	N
Ratih wanudya siwi	26	X IPS 2	SA	A	N	O	N	N	DS	SA	GS	SA
Achmad nasrulloh	1	X ips 2	SA	N	DS	O	DS	DS	N	N	O	A
Sandy allifiansyah	30	X ips 2	SA	SA	A	ETU	A	A	A	A	S	A
Hasna Alfaliya	15	10	SA	A	DS	O	N	DS	N	SA	O	A
Yona Yuda Anggara	35	X IPS 2	A	N	N	O	N	N	N	N	O	A
Novita Eka Safitri	23	X IPS 2	SA	A	DS	O	N	DS	DS	N	O	N
Diva adelia	10	xips2	SA	A	A	VETU	N	N	N	N	O	SA
Dwi Riski Rahmat Saputra	11	X ips 2	A	A	N	O	N	N	N	A	O	A
Rayyes Arya Ramdhani	27	X IPS 2	SA	A	N	ETU	SA	N	N	N	O	N
Andina Fitria Sari	4	X IPS 2	A	N	DS	O	N	DS	DS	N	O	SA
Aknes Mei suci andini	3	X IPS2	SA	A	N	ETU	A	N	DS	A	S	A
Vela Febyana	34	X IPS 2	A	N	DS	O	N	DS	N	DS	O	N
Rizki Hermawan	29	X IPS 2	SA	A	N	ETU	N	DS	N	A	S	SA
Agung nur romadlioni	2	x ips 2	A	A	N	ETU	A	A	A	A	S	A
Nur Halimah	24	X IPS 2	A	A	N	O	N	N	N	N	O	N
Jevi Natasya	17	X IPS 2	A	SA	N	O	N	N	N	N	O	A
Kumala Ratih Niken Hapsari	20	Xips 2	A	A	A	ETU	A	A	A	A	S	A
Dian Aristiningtyas	8	10 ips 2	N	A	DS	O	DS	SDS	DS	N	O	N
Febbry Hendrik Setiawan	13	x ips 2	A	DS	DS	O	N	DS	DS	N	O	A
Febriana Dwi Fatma	14	X IPS 2	A	A	DS	ETU	A	DS	A	A	S	A
Kirana Earnly Innandy Putri	18	10 IPS 2	N	DS	SDS	O	DS	DS	N	N	O	N
Muhammad Salman Al Farisi	21	x ips 2	A	A	SDS	ETU	A	A	A	A	S	A
Sendy Setiawan	31	x ips 2	N	N	DS	ETU	N	DS	N	N	O	N
Tito Herlambang	32	X ips 2	A	A	A	ETU	N	A	A	A	S	A
Vicky Setya Utama	34	x ips 2	N	N	DS	O	N	DS	N	N	O	N
Zahra Aldina ein	36	X IPS 2	A	A	DS	ETU	N	DS	A	A	S	A

A: Agree

N: Neutral

SA: Strongly Agree DS: Disagree


O: Ordinary


S: Support

GS: Greatly Support SDS: Strongly Disagree

VETU: Very Easy to Understand

ETU: Easy to Undersatnd

 SMA ISLAM SUDIRMAN AMBARAWA		Mata Pelajaran	: Bahasa dan Sastra Inggris
		Kelas/ Semeste/ T.P	: X IPS/ Genap / 2022-2023
RPP BAHASA DAN SASTRA INGGRI		KD / Materi Pokok	: 3.8 / Report Text
		Alokasi Waktu	: 2 x 45 Menit/ Pertemuan 1
INDIKATOR PENCAPAIAN KOMPETENSI:			
3.5.1 Menganalisis fungsi sosial, struktur dan unsur kebahasaan dari <i>Report Text</i>			
3.5.2 Membandingkan fungsi sosial, struktur dan unsur kebahasaan dari <i>Report Text</i>			
4.5.1 Menemukan informasi yang terkandung dalam sebuah <i>Report Text</i>			
4.5.2 Menyusun <i>Report Text</i> sesuai unsur kebahasaannya			
TUJUAN PEMBELAJARAN :			
Melalui model pembelajaran Discovery Learning dengan menggali informasi dari berbagai sumber belajar dan penyelidikan sederhana dan mengolah informasi, diharapkan peserta didik terlibat aktif selama proses belajar mengajar berlangsung, memiliki sikap ingin tahu, teliti dalam melakukan pengamatan dan bertanggungjawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik serta dapat menganalisis dan membandingkan struktur, fungsi sosial, ciri kebahasaan dari <i>Report Text</i> . Serta mampu menemukan informasi yang terkandung dalam sebuah <i>Report Text</i> dengan mengembangkan nilai karakter berpikir kritis, kreatif (kemandirian), kerjasama (gotongroyong) dan kejujuran (integritas).			
PERTEMUAN 1 (2 x 45 menit)			
LANGKAH LANGKAH PEMBELAJARAN		MODEL DISCOVERY LEARNING	
Pendahuluan (10 Menit)	<ul style="list-style-type: none"> ▪ Persiapan ▪ Appersepsi ▪ Motivasi 	<ol style="list-style-type: none"> 1. Melakukan pembukaan dengan salam dan doa (Budaya Sekolah Religius) 2. Menerima informasi materi yang akan dibahas 3. Manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari 4. Menjelaskan tujuan pembelajaran dan cakupan materi yang akan di ajarkan 	
Kegiatan Inti (70 Menit) Sintak Sintak Pembelajaran	<p>Stimulasi Siswa mengamati materi pembelajaran tentang karakteristik Report Text yang disajikan oleh guru. (Critical thinking, literasi) http://gg.gg/o8q5v</p> <p>Problem Statement Siswa mengidentifikasi masalah karakteristik dan fungsi sosial Report Text yang ada dalam materi tersebut. Kemudian, siswa merumuskan hipotesis. (Critical thinking, kolaborasi, komunikasi, literasi, HOTS)</p> <p>Mengumpulkan informasi: Peserta didik mengumpulkan informasi tentang <i>Report Text</i> melalui berbagai sumber, misalnya: https://youtu.be/rintMvIzI2c</p> <p>berdiskusi kelompok untuk membuktikan kebenaran hipotesis mengenai karakteristik dan fungsi sosial <i>Report Text</i>. (Critical thinking, kolaborasi, komunikasi, literasi, kreatif, HOTS)</p> <p>Pengolahan Data Guru membimbing dalam mengolah, pengklasifikasian, pentabulasian informasi yang didapatkan tentang karakteristik dan fungsi sosial Report Text (Critical thinking, kolaborasi, komunikasi, literasi, kreatif, HOTS)</p> <p>Verifikasi: Peserta didik secara kelompok menemukan konsep tentang karakteristik dan fungsi sosial <i>Report Text</i> melalui contoh-contoh yang telah dijumpai selama proses pembelajaran. Peserta didik memeriksa dengan cermat apakah informasi yang didapatkan benar adanya yang dihubungkan dengan pengolahan data. (Critical thinking, kolaborasi, komunikasi)</p> <p>Generalisasi Peserta didik menyimpulkan mengenai karakteristik dan fungsi sosial Report Text</p>		
Penutup (10 Menit)	<ol style="list-style-type: none"> 1. Mereview pembelajaran, dan menghubungkan dengan kehidupan sehari-hari serta manfaatnya di masyarakat. 2. Melaksanakan penilaian untuk mengetahui ketercapaian indikator 3. Memberikan motivasi agar selalu semangat dalam menggapai cita-cita 4. Berdoa dan memberi salam 		
Penilaian	<ol style="list-style-type: none"> 1. Sikap : Jurnal Pengamatan Sikap, Penilaian diri https://bit.ly/38A4eYg. 2. Pengetahuan : Tes Tulis 3. Keterampilan : Penilaian Unjuk Kerja 		

 SMA ISLAM SUDIRMAN AMBARAWA		Mata Pelajaran : Bahasa dan Sastra Inggris Kelas/ Semeste/ T.P : X IPS / Genap / 2022-2023 KD / Materi Pokok : 3.8 / Report Text Alokasi Waktu : 1 x 45 Menit/ Pertemuan 2
RPP BAHASA DAN SASTRA INGGRIIS		
INDIKATOR PENCAPAIAN KOMPETENSI: 3.5.1 Menganalisis fungsi sosial, struktur dan unsur kebahasaan dari <i>Report Text</i> 3.5.2 Membandingkan fungsi sosial, struktur dan unsur kebahasaan dari <i>Report Text</i> 4.5.1 Menemukan informasi yang terkandung dalam sebuah <i>Report Text</i> 4.5.2 Menyusun <i>Report Text</i> sesuai unsur kebahasaannya		
TUJUAN PEMBELAJARAN : Melalui model pembelajaran Discovery Learning dengan menggali informasi dari berbagai sumber belajar dan menyelidiki sederhana dan mengolah informasi, diharapkan peserta didik terlibat aktif selama proses belajar mengajar berlangsung, memiliki sikap ingin tahu, teliti dalam melakukan pengamatan dan bertanggungjawab dalam menyampaikan pendapat, menjawab pertanyaan, memberi saran dan kritik serta dapat menganalisis dan membandingkan struktur, fungsi sosial, ciri kebahasaan dari Report Text . Serta mampu menemukan informasi yang terkandung dalam sebuah Report Text dengan mengembangkan nilai karakter berpikir kritis , kreatif (kemandirian), kerjasama (gotongroyong) dan kejujuran (integritas) .		
PERTEMUAN 2 (1 x 45 menit)		
LANGKAH LANGKAH PEMBELAJARAN		MODEL DISCOVERY LEARNING
Pendahuluan (5 Menit) ▪ Persiapan ▪ Appersepsi ▪ Motivasi	1. Melakukan pembukaan dengan salam dan doa (Budaya Sekolah Religius) 2. Menerima informasi materi yang akan dibahas 3. Manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari 4. Menjelaskan tujuan pembelajaran dan cakupan materi yang akan di ajarkan	
Kegiatan Inti (30 Menit) Sintak Sintak Pembelajaran	Stimulasi Siswa mengamati materi pembelajaran tentang struktur Report Text yang disajikan oleh guru. (Critical thinking, literasi) https://youtu.be/HZFyVHxTJMl Problem Statement Siswa mengidentifikasi masalah struktur Report Text yang ada dalam materi tersebut. Kemudian, siswa merumuskan hipotesis. (Critical thinking, kolaborasi, komunikasi, literasi, HOTS) Mengumpulkan informasi : Peserta didik mengumpulkan informasi tentang <i>Report Text</i> melalui berbagai sumber, misalnya: https://youtu.be/6GZR2_zC3fA berdiskusi kelompok untuk membuktikan kebenaran hipotesis mengenai struktur <i>Report Text</i> . (Critical thinking, kolaborasi, komunikasi, literasi, kreatif, HOTS) Pengolahan Data Guru membimbing dalam mengolah, pengklasifikasian, pentabulasian informasi yang didapatkan tentang struktur Report Text (Critical thinking, kolaborasi, komunikasi, literasi, kreatif, HOTS) Verifikasi: Peserta didik secara kelompok menemukan konsep tentang struktur <i>Report Text</i> melalui contoh-contoh yang telah dijumpai selama proses pembelajaran. Peserta didik memeriksa dengan cermat apakah informasi yang didapatkan benar adanya yang dihubungkan dengan pengolahan data. (Critical thinking, kolaborasi, komunikasi) Generalisasi Peserta didik menyimpulkan mengenai struktur Report Text	
Penutup (10 Menit)	1. Mereview pembelajaran, dan menghubungkan dengan kehidupan sehari-hari serta manfaatnya di masyarakat 2. Melaksanakan penilaian untuk mengetahui ketercapaian indikator 3. Memberikan motivasi agar selalu semangat menggapai cita-cita 4. Berdoa dan memberi salam	
Penilaian	1. Sikap : Jurnal Pengamatan Sikap, Penilaian diri https://bit.ly/38A4eYg . 2. Pengetahuan : Tes Tulis 3. Keterampilan : Penilaian Unjuk Kerja	

Mengetahui,
Kepala SMA Islam Sudirman Ambarawa



Drs. Joko Pujiyanto

Ambarawa, 11 Juli 2022

Guru Bahasa Inggris,

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