STUDENTS' PERCEPTION AND MOTIVATION ON HYBRID LEARNING IN ENGLISH AT 11th GRADE STUDENTS OF SMK NEGERI 3 PADANG

Annisa Turrahmah[1], Havid Ardi[2]
[1]English Department, Faculty of Languages and Arts, Universitas Negeri Padang
[2]English Department, Faculty of Languages and Arts, Universitas Negeri Padang
Correspondence Email: annisaturrahmah99@gmail.com
                        havid_a@fbs.unp.ac.id

Abstract

In the pandemic situation encourage several school modify their learning activities with combining online learning and offline learning. The combination of the online learning and face to face learning in the school is known as hybrid learning. The results of this analysis on the hybrid learning applied during the Covid-19 pandemic can be used as consideration for future policymaking. The purpose of this study is to identify students' perception on hybrid learning in English subject and to measure students' motivation on hybrid learning in English subject. This research used descriptive quantitative research. The sample for this research was 65 students of SMK 3 Padang. The data collection technique used in this research was a questionnaire. Therefore, the results of this study showed that the majority of SMK 3 students had a positive or good perception of the implementation of hybrid learning. The students agree that the use of hybrid learning motivates students to be more active in class, improves students' critical thinking, interpretation, communication, collaboration skills.

INTRODUCTION

In the pandemic situation encourage several school modify their learning activities with combining online learning. There are several modifies in learning activities such as doing full online learning or combining online learning and face to face learning. However, most of the school choose to combining online learning and face to face learning, with percentage; 50% online learning and 50% face to face learning; 75% online learning and 25% face to face learning; or 25% online learning and 75% face to face learning. The combination of the online learning and face to face learning in the school is known as hybrid learning. It can be said that hybrid learning is a product in the form of a learning system that emerged from the effects of the pandemic that hit the whole world recently. However, its existence can be considered to provide positive input to the students.

The results of this analysis on the hybrid learning applied during the Covid-19 pandemic can be used as consideration for future policymaking. Because recognized it or not, even though the Covid-19 pandemic ends, education, technology and science will continue to develop and require humans to take advantage of them by following these developments wisely.

Seeing the explanation, this research is interesting, important, and very necessary to do as an effort to prepare innovative and sensitive learning to changes and developments of the times. Researchers also want to show that the Covid-19 pandemic actually only acts as a gateway to change learning to be more development by time changing, science and technology. Online, offline, blended and hybrid learning models are likely to continue to be used as an alternative to conventional learning models. Thus, it can be interpreted that in facing the challenges of the world of education today, we must pay attention to the level of development of information media and technology so that it is not far behind with developed countries that are familiar with technology.

Some studies have shown the issues of learning models that used in the class. Hasnidar (2020) has explored about student's perception of using online materials. Also in more complex situation in Pandemic Era, Anggraini (2021), explore about students' perceptions of online learning English during the Covid-19 Pandemic. The other research from Jayadi (2020), analyze students' difficulties in online learning process through WA media in English Learning. Furthermore, there is also a research about the other model of learning, blended learning which has been explored by Megawati (2020), talked about students' perception toward the implementation of blended learning method used by English teacher at SMAN 9 luwu. The other research is from terminating Setyaningsih (2020) contemplated "Face-to-face or online learning: Students' perspectives on blended learning in Indonesia". Furthermore, there is a research from Nurhasanah et al (2021) that describe the hybrid learning teaching model that is an alternative thematic teaching model in grade 2 SD. Also a research from Hidayatullah (2020) explore about the application of hybrid learning in physical and sport education during the pandemic. The other research talk about hybrid learning comes from Farktun (2021) that use Madrasah Students as the population in this research.

So far, many studies have explored several studies about learning models and using different population. In contrast, none of the research above explored the hybrid learning in vocational school especially in English subject. In this research the researcher focused on students' perception and motivation on hybrid learning. According to Malim (1994), perception is a dynamic process that involves determining the best possible interpretation of data received through the sebses. Furthermore, Raihana (2021) stated that thorugh perception humans are cosntatly in contact with their environment. In other hand, moyivation means an internal and external energy that causes students to become energized in figuring out how to accomplish objectives. So that, the researcher decided to discuss hybrid learning in vocational especially in English subject. Based on the description above, this study aimed to describe Students' Perception and Motivation on Hybrid Learning in English at 11th Grade Students of SMK Negeri 3 Padang, so that teachers in vocational high schools could be interested in developing and implementing hybrid learning.

METHOD

In this study, the researcher conducted a descriptive study. The subject of the research was the second grade students of SMK N 3 Padang in academic year 2021/2022. The research has been done in offline by coming into each class that has been chosen before.

The population in this study was class XI students of SMK N 3 Padang. Because there is vocational school, so the researcher decided to use random cluster sampling on which class

was join this research later. By choosing the subject based on the major, the researcher got the XI student of AKL to join this research. The data was gained by the researcher with the questionnaires, then the data were analyzed by using Excel program

RESULT AND DISCUSSION
Findings

The questions on the questionnaire are intended to answer two research question about students' perception and motivation on hybrid learning were carried out during the COVID-19 pandemic. There are twenty questions about students' perception and and ten questions about students' motivation. Students are given a checklist box to provide responses based on a Likert Scale.

Finding 1
1.   Students' Perception

There are two indicators for students' perception, the teaching tool media and the advantages of hybrid learning. The average score for students perception show the number of 79.09%. This is interpreted as positive. In other word, the students of SMK 3 Padang have positive point of view on hybrid learning in English subject during the pandemic era.

Table 1. The result of Students' Perception

Indicator	Total Item	Mean	Category
Teaching Tool Media	7	77.58%	Positive
Advantages of Hybrid Learning	13	79.90%	Positive
Average Score	**20**	**79.09%**	**Positive**

There are two indicators for students' perception, the teaching tool media and the advantages of hybrid learning.
1.   The teaching tool media supporting hybrid learning

The researcher found that majority of the students agreed that the platform they used during hybrid learning could support individualized assessment. This means that the students have a positive view of this statement. The mean score for this statement shows the number of 77.5% which is interpreted as positive. Then, the students also have a positive view about timely and active message service sub indicator. Majority of the students agreed that the platform uses in hybrid learning provide timely and active message services, for example notices, homework and teachers' feedbacks. The mean score for this statement shows the number of 78.5% which is interpreted as agree. This shows that the students have a positive view of this statement.

For the effective interaction aspect that the students agreed that the platform uses in hybrid learning can support real time interaction and asynchronous interaction. Furthermore they also agreed that learning materials delivered using communication tools such as forums, chat, etc., as a means of discussion in learning activities make it easier for students   to understand the lesson. The mean score for this aspect shows the number of 78.3%. This shows that the students have a positive view of this statement.

Supporting group work and diversified assignment is the other aspect that was asked. Then, majority of the students agree that in hybrid learning, the teacher provides the platform that allow students to do group work assignment. Besides that, they also agreed that the platform uses in hybrid allow students to give comments to other in a group assignment. The mean score for this aspect shows the number of 76%. This shows that the students have a positive view of this aspect. The last one is procedural tracking, students agree that the

platform uses in hybrid can record the students' learning process and carry out formative assessment. The mean score for this statement shows the number of 78.5%. This shows that the students have a positive view of this statement.

There are five sub indicators of teaching tool model supporting hybrid learning. Based on the data that has been analyzed above, the researcher found that the average score for the teaching tool model supporting hybrid learning is 77.58%. This means, the students have positive point of view for this indicator. In other words, the students agree that the teaching tool media used in hybrid is very good. Such as the platforms used can support the group work, the platform also support real time interaction and asynchronous interactions, supporting delivering material well and individual assessment.

2. Advantages of hybrid learning

After analyzing each question, the researcher found that in increasing engagement and enhanced aspect, the majority of the students strongly agree that the interaction in learning English during hybrid learning makes students more active and motivated in learning process. Furthermore, with hybrid learning, students are able to interact with their peers outside of class hours to support and teach each other in ways that all students can participate. The mean score for this aspect shows the number of 76.7%. This shows that the students have a positive view of this aspect.

Next, aspect is improving learning outcomes. The students agree that learning English using hybrid learning improve their English skill and the students can achieve the learning goal easily. The mean score for this statement shows the number of 75.7%. This shows that the students have a positive view of this statement. Also, in content can be developed in ways it show the average score 81.2%. There are five items in this, most of the item shows very positive point of view. The majority of the students strongly agreed that the content in hybrid learning can be developed in many ways.

After that, in proving social contact sub indicator, the majority of the students strongly agreed that there is also face to face instruction that providing the social contact for the students and the teachers. The mean score for this statement shows the number of 86.8%. This shows that the students have a positive view of this statement. Then, in encouraging students to be independent shows that the students have positive point of view in this aspect. The mean score show the number of 80%.

The last one is innovative learning, in the item 16 the students strongly agree that learning materials in hybrid learning contain the latest materials / resources, equipped with illustrations and exercises in digital content. The mean score for this statement shows the number of 80.9%. in the item 17, the students agree that learning materials that are supported by more online resources from online learning sites in hybrid learning can make students understand the lesson easier. The mean score for this statement shows the number of 76.6%. both of statements show that the students have a positive view.

There are six sub indicators of advantages of hybrid learning. Based on the data that has been analyzed above, the researcher found that the average score for the advantages of hybrid learning is 79.90%. This means, the students have positive point of view for this sub indicator. In other words, the students agree that they got advantages by using hybrid learning in learning process during the pandemic. The advantages they got such as the learning material provides in vary way and in interesting content so that they can be easier to achieve learning goal.

Finding 2

   2.   Students' Motivation
   There are two indicators for students' motivation, intrinsic motivation and extrinsic motivation. The average score for students motivation show the number of 81.23%%. This is interpreted as very high degree of motivation. In other word, the students of SMK 3 Padang have high degree of motivation on hybrid learning in English subject during the pandemic era.

Table 2. The Result of Students' Motivation

Indicator	Total Item	Mean	Category
Intrinsic Motivation	5	81.72%	Very High
Extrinsic Motivation	5	80.73%	High
Average	**10**	**81.23%**	**Very High**

   a.   Intrinsic Motivation
   After analyzing that, the researcher found that in the knowledge, with the item 1, the students strongly agreed that they learn English in order to improve their English skills. The mean score for this statement shows the number of 94,8%. This shows that the students have very high motivation for this statement. Then, in accomplishment, there are two two statements. The average score shows the number of 71.8%. This shows that the students have high motivation for this statement.

   The last aspect is stimulation. There are also two questions for this aspect. Both of the item shows strongly agree. The students strongly agree that they learn English because it is something that they always want to do. The mean score for this statement shows the number of 85%. This shows that the students have very high motivation for this statement.

   There are three sub indicators of students' intrinsic motivation. Based on the data that has been analyzed above, the researcher found that the average score for the intrinsic motivation is 81.72%. This means, the students have high motivation for this indicator. In other words, the students strongly agree that they become motivated by their selves because the use of hybrid learning in English during the pandemic era. The knowledge, accomplishment and stimulation they got during hybrid learning encourage them to enjoy learning English and they feel freely during the learning possess.

   b.   Extrinsic Motivation
   The first sub indicator is the environment. The students strongly agree Learning English is useful in getting a good job. The mean score for this statement shows the number of 91.4%. This shows that the students have very high motivation for this statement. The second sub indicator is future planning. The students strongly agree that they learn English because they need it to further my studies overseas. The mean score for this statement shows the number of 84.6%. This shows that the students have very high motivation for this statement.

   The last sub indicator is acknowledgement. There are three items that being asked. In the item 8, the students strongly agree that they study English because they want to do well in my examination. The mean score for this statement shows the number of 90.5%. This shows that the students have very high motivation for this statement. In the item 9, the students strongly agree that they study English in order to please their family. The mean score for this statement sent shows the number of 80.9%. This shows that the students have high motivation for this statement. In the item 10, the students agree they feel that someone can

be fluent in English only by using hybrid learning. The mean score for this statement shows the number of 56.3% This shows that the students also have enough motivation for this statement. The average score for this sub indicator show the number of 75.8%, which is interpreted as high motivation degree.

There are also three sub indicators of students' extrinsic motivation. Those are the environment, future planning, and acknowledgment. Based on the data that has been analyzed above, the researcher found that the average score for the extrinsic motivation is 80.73%. This means, the students have high motivation for this indicator. In other words, the students strongly agree that they become motivated because of the atmosphere used in hybrid learning in English during the pandemic era. The environment, future planning and acknowledge they got during hybrid learning encourage them to study hard in English.

Discussion

Since the emergence of the COVID-19 virus in Indonesia in March 2020, the teaching and learning process at all levels of education has changes from face to face learning to hybrid learning. This also applied to the vocational school 3 Padang, which raises different perception and motivation in each student.

Based on the finding above, the researcher found the average score for students' perception is 79.09%. It is interpreted as positive perception, which means the students agree that the teaching tool media used in hybrid such as the platforms used are very good, while the students also showed that there were advantages from the use of hybrid learning in English. Furthermore, the researcher found that the average score for students' motivation showed the number of 81.23% which means the students strongly agree about the implementing of hybrid learning during the pandemic era. It also showed that the students have very high degree of motivation on the use of hybrid learning in English subject.

A study from Noor Indra (A 2010) "Pembelajaran Hibrida Sebagai Strategi Model Pembelajaran Masa Depan", describes that hybrid learning activities are designed to integrate online learning and face to face. So that, between each other can be mutually reinforcing, complementary, and support and do not treat online methods as duplication of learning in the classroom as well as an additional course.

In the other study discussed about hybrid learning in physical subject also showed hybrid learning has more positive effects in learning process. A study from Hidayatullah& Anwar (2020) with the title is "Hybrid Learning dalam Pembelajaran Pendidikan Jasmani Sekolah Dasar dan Menengah maupun Pendidikan Olahraga Perguruan Tinggi". This overview concentrated on the application of hybrid learning in physical education learning and sports education gives color it in the integration of technology and information in sports learning. Hybrid learning development in physical education learning primary and secondary schools as well as sports education will be a great challenges and opportunities in its application.

In contrast, the research that has been done in junior school a study from Indriyani (2020) "Kemampuan Komunikasi Matematika Dalam Pembelajaran Hybrid Di Smp Angkona."In this study, mathematical communication skills were obtained in Hybrid learning at Angkona Middle School by using learning hybrid at this time based on data collection obtained that the ability Mathematics communication of Angkona Middle School students is still low. Therefore, that future research can apply directly about the ability of mathematical communication in Hybrid learning.

In addition, the other study in elementary school also showed the disadvantages of hybrid learning and produce effective result for learning. A study from Nurhasnah et al (2021) "Hybrid Learning Sebagai Alternatif Model Pembelajaran Tematik di Kelas 2 Sekolah Dasar pada Masa Pandemi 2021" the aim of this study is to describe the hybrid

learning teaching model which is an alternative thematic teaching model in grade 2 SD. The results of this study shows teachers who have knowledge of how well students learn online, and show the disadvantages that face-to-face and virtual learning must bear simultaneously but still produce effective results for learning.

However, the results of this research on the questionnaire about students' perception and motivation on hybrid learning, students have positive view about the use of hybrid learning in English subject during the pandemic era. In other word, the use of hybrid learning in English subject at SMK 3 Padang is good and show that students also have high motivation in English subject by using the hybrid learning. The students' view showed that the teaching tool media on hybrid learning is very good and there were some benefit students got by using hybrid learning in English subject during the pandemic era. There is shortcoming in this study. In addition, in this study, students' perception of hybrid learning in English is positive while the students' motivation of hybrid learning in English subject is high, which means that perceptions and motivations are clearly measured.

CONCLUSION
Conclusion

Based on the results of the data that has been obtained, it can be concluded that the students of eleventh grade of AKL in SMK 3 Padang had positive perception toward the used of hybrid learning on English subject. The average score for students perception show the number of 79.09%, which is interpreted as positive perception. In other words, the students agree that the teaching tool media used in hybrid is very good. Such as the platforms used can support the group work, the platform also support real time interaction and asynchronous interactions, supporting delivering material well and individual assessment. Furthermore, the students also agree that they got advantages by using hybrid learning in learning process during the pandemic. The advantages they got such as the learning material provides in vary way and in interesting content so that they can be easier to achieve learning goal

The students showed the very high motivation degree in learning English by using hybrid learning during the pandemic era. It was proved by the mean score of students' motivation is 81.23%, which is interpreted as very high motivation. In other words, the students strongly agree that they become motivated by their selves because the use of hybrid learning in English during the pandemic era. The knowledge, accomplishment and stimulation they got during hybrid learning encourage them to enjoy learning English and they feel freely during the learning possess. Furthermore, the students strongly agree that they become motivated because of the atmosphere used in hybrid learning in English during the pandemic era. The environment, future planning and acknowledge they got during hybrid learning encourage them to study hard in English.

Suggestion

Even though this research was carefully prepared, but the researcher is well aware of its limitation. First, the research cannot involve all major of SMK 3 Padang to give their perception and to show their motivation. Second, the limitation can be seen from the data collection technique. This research was focus only on quantitative technique, which was only used questionnaire as the data collection.

Then, the writer hope that by using hybrid learning, students are expected to be able to take advantages of technological developments in learning process, then it is expected that students also can discuss with their friend even though they are on online class. So that, the students can reach the learning goal easily and motivate to learn English not only in face to face class but also in online class.

REFERENCES

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education Sixth Edition*. New York: Routledge.

Djaali, A. (2008). *Skala Likert.* Yogyakarta: Andi Offset.

Gardner. (1985). Motivation in Second and Foreign Language Learning: *Language Teaching*, 31(03), 117-135. Retrieved October, 2021 from: http://www.zoltandornyei.co.uk/uploads/1998-dornyei-lt.pdf

Lam, L.,& Ng, F. 2015. *A Comparison Study of Student Acceptance of Social Network Services and Mobile Technologies in Hybrid Learning.* Switzerland: Springer International

Maisarah, I, &Yunita, W. (2020). Students' Perception on Learning Language at The Graduate Program of English Education Amids The Covid 19 Pandemic. *Journal of Linguistic and Language Teaching*, 6(2), 107-120.

Mijatovic, I et al. (2013). How the usage of learning management systems influences student achievement: *Teaching in Higher Education* 18(5), 506–517. Retrieved September, 2021, from https://doi.org/10.1080/13562517.2012.753049.

Nurhasnah, Ana, Rika Mustika & Reksa Adya Pribadi. 2021. Hybrid Learning Sebagai Alternatif Model Pembelajaran Tematik di Kelas 2 Sekolah Dasar pada Masa Pandemi. *Journal STKIP Subang 7 (2).*

Oroujlou, N., & Vahedi, M. (2011). Motivation, Attitude, and Language Learning. *International Conference on Education and Educational Psychology*, New York: 5(13).

Pinto, M. B., & Anderson, W. (2013). A Little Knowledge Goes a Long Way: Student Expectation and Satisfaction with Hybrid Learning. *Journal of Instructional Pedagogies, 12.*

Pranitya. (2008). *Kontribusi Fasilitas Belajar dan Motivasi Berprestasi Terhadap Hasil Belajar Kimia pada Siswa SMA Negeri 1 Karangnongko Kabupaten Klaten..* Surakarta: Program Pascasarjana Universitas Muhammadiyah Surakarta.

Schunk, D. H. (2012). *Learning Theories: An Educational Perspective Sixth Edition.* Boston, MA: Pearson Education.

Setyaningsih, E. (2020). Face-to-face or online learning: Students' perspectives on blended learning in Indonesia:*Journal of English Language Studies*, 5(1), 1-14.

Shu, Jiangbo., et al. (2015). Exploration of Hybrid Teaching of Software. Hybrid Learning Innovation in Educational Practice 8th International Conference (94). Wuhan: Springer.

Tuzzikriah, Raihana & Havid Ardi.(2020). Students' Perception on the Problem in Translating Humor Text. *Advances in Social Science, Education and Humanities Research.* Atlantis Press.

Wlodkowski R.J, dan Jaynes, J.H. (2004). *Motivasi Belajar*. Jakarta: Cerdas Pustaka.