

**STUDENTS' PERCEPTION AND MOTIVATION ON HYBRID  
LEARNING IN ENGLISH AT 2<sup>nd</sup> GRADE OF SMK NEGERI 3 PADANG**

**A THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed) in English Language Education Program*



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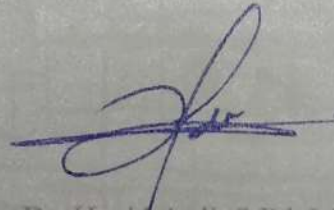
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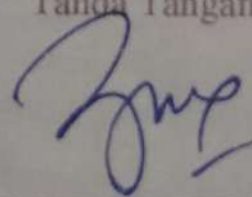
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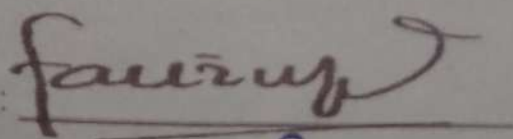
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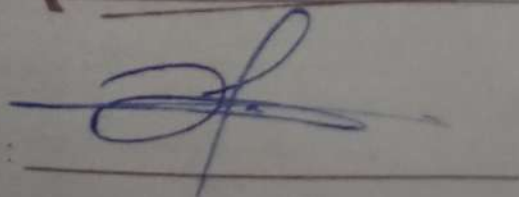
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## **ABSTRACT**

**Turrahmah, Annisa. 2022. Students' Perception and Motivation on Hybrid Learning in English at 2<sup>nd</sup> Grade of SMK Negeri 3 Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

In the pandemic situation encourage several school modify their learning activities with combining online learning and face-to-face 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 was descriptive-quantitative research. 130 students of SMK 3 Padang were chosen as the sample for this research. The data collection techniques that used in this research were questionnaires. Therefore, the results of this research indicated the majority of SMK 3 students had a positive or good perception of the implementation of hybrid learning. Students agreed that the use of hybrid learning motivating students to be more active in class, improving student critical thinking, interpretation, communication, and collaboration skills.

*Keywords: Hybrid Learning , Perception, Motivation , Learning English.*

## ABSTRAK

**Turrahmah, Annisa. 2022. Students' Perception and Motivation on Hybrid Learning in English at 2<sup>nd</sup> Grade of SMK Negeri 3 Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.**

Dalam situasi pandemi mendorong beberapa sekolah memodifikasi kegiatan belajar mereka dengan menggabungkan pembelajaran online dan pembelajaran tatap muka. Perpaduan antara pembelajaran online dan pembelajaran tatap muka di sekolah dikenal dengan istilah pembelajaran hybrid. Hasil analisis pembelajaran hybrid yang diterapkan pada masa pandemi Covid-19 ini dapat dijadikan sebagai bahan pertimbangan untuk pengambilan kebijakan ke depan. Tujuan dari penelitian ini adalah untuk mengidentifikasi persepsi siswa tentang pembelajaran hybrid dalam mata pelajaran bahasa Inggris dan untuk mengukur motivasi siswa pada pembelajaran hybrid dalam mata pelajaran bahasa Inggris. Jenis penelitian ini adalah deskriptif-kuantitatif. 130 siswa SMK 3 Padang dipilih sebagai sampel untuk penelitian ini. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner. Hasil penelitian ini menunjukkan sebagian besar siswa SMK 3 memiliki persepsi positif atau baik terhadap penerapan pembelajaran hibrida. Siswa setuju bahwa penggunaan pembelajaran hybrid dapat memotivasi siswa untuk lebih aktif di kelas, meningkatkan kemampuan berpikir kritis siswa, interpretasi, komunikasi, dan kolaborasi.

*Kata kunci: Pembelajaran Hybrid, Persepsi, Motivasi, Belajar Bahasa Inggris.*

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The Researcher

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

Fasold and Connor (2006) stated that learning foreign languages refer to the conditions in which the language is not spoken by the local community, so that people learn and obtain non-personal language or which is commonly referred to as foreign languages. While, Fatiha et al. (2014) also stated that English has become a worldwide language that is widely adopted for communication because it becomes a means of communication between native and non native speakers. Oroujlo and Vahedi (2011) stated that language, especially English, is recognized as a way of achieving all day-to-day life if familiarity with English is predominantly dominated. English is an important part in fields including logical correspondence, business, social commerce, political issues, and so on. In Indonesia, English is must be learned to support various aspects of life, one of which is learning in education. English has been learned from elementary school, high school, and senior schools, including SMK.

Furthermore, learning process in Indonesia continues to develop along with the times. The development of the times does not only have an impact on technology and informatics. Mukhopadhyay (1995) stated the impact of ICT in education is progressively felt in accordance with the change in learning designs from face-to-face learning towards schooling that is more open and flexible. Bishop in Mukhopadhyay (1995) also stated that future education will be supple, open and approachable to anyone who needs it, regardless of kind, age or school experience. In other hand, Mason (1994) stated that future education will not be determined by education in the classroom, but rather by information networks that allow interaction and collaboration with one another. Initially, the teaching and learning process only took place in the classroom. However, in this digitalization era, the teaching and learning process is not tied up by space and time. The teaching and learning process can take place anywhere and anytime along with the development of technology used in education.

Normally, we learn English by using face-to-face learning. However, 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 as stated by Rizki and Debora (2021). 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.

Researchers also want to point out 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 face-to-face 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 explored 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, Jamaluddin & Amalia (2021), explore about students' perceptions of online learning in English during the Covid-19 Pandemic. The other research from Jayadi (2021), 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 (2019), 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 and Khoirul (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 Farkhatun (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. However, there is less research explored about students' perception and motivation on hybrid learning inn English. In addition, none of the research before identify the students' perception and measure the students motivation on hybrid learning by joining SMK students' as the population. So that, the researcher would like to explore whether the implementation of hybrid learning in SMK is appropriated to the students, by seeing their perception and whether their perception affected their motivation in learning English.

After seeing the explanation above, the researcher decided to discuss hybrid learning in vocational school, especially in English subject. Based on the description above, this research purposed to describe Students' Perception and Motivation on Hybrid Learning in English at 2<sup>nd</sup> Grade Students of SMK Negeri 3 Padang, so that teachers in vocational high schools could be interested in developing and implementing hybrid learning.

## **B. Focus of the Problem**

Based on the research background above, the researcher could identify some problems that appear in hybrid learning. Firstly, how are the approaches that used in hybrid learning? Secondly, what media and strategy are used in hybrid learning? What are the benefits of hybrid learning? What are student's perceptions on hybrid learning? And how are the student's motivations on hybrid learning?

The researcher limited the problems on this study which mainly to exploring students' perception on hybrid learning and its effects on learning motivation. The population of this research was also limited to the eleventh grade students of SMK Negeri 3 Padang, with the subject focus is in English.

### **C. Formulation of the Problem**

The problems of this research could be formulated as follow “How are the students’ perception and motivation on hybrid learning in English subject?”

### **D. Research Question**

Based on the research background above limitation, the research question can be as follow:

1. What are student’s perceptions on hybrid learning in English subject?
2. How are student’s motivations on hybrid learning in English subject?

### **E. Purpose of the Research**

Based on the research statement, the purpose of the study can be stated as follow:

1. To identify students' perception on hybrid learning in English subject
2. To measure students' motivation on hybrid learning in English subject

### **F. Significance of the Research**

The result from this research is expected to be use theoretical and practically:

1. Theoretically

It is expected that the findings of this research can support and complete previous theories related to the use of hybrid learning especially in learning English. This research can give contribution to explore the similarities and differences the use of hybrid learning among senior school, include SMK. The results of this analysis on the hybrid learning applied during the Covid-19 pandemic can be used as consideration for future policy making in education system.

2. Practically

The research expects that the finding of this research can be useful for:

- a. For students



It is hoped that hybrid learning method can be an appropriate way to learn English. Students can enjoy the combination of face-to-face and online learning in a class. Furthermore, Students can be more creative and active in using the ICT in digital era that has provided in hybrid learning.

b. For teachers

It is hoped that this research can provide inspiration or ideas to teachers in teaching English on hybrid learning. Teachers can use this result of this research for making a decision in teaching English at the class.

### **G. Definition of the Key term**

1. Perception : Perception is a process preceded by the sensing process, which is the process of receiving a stimulus by an individual through the sensory process. Still, the process doesn't just stop, but the stimulus continues and the next process is a perception process (Walgito, 2010).
2. Motivation : Motivation is a psychological phenomenon in the form of impulses that appear in someone conscious in taking action with a specific purpose (Prihartanta, 2015).
3. Hybrid Learning : The hybrid learning is a combination of face-to-face learning with learning computer based. That is, learning with an approach learning technology and face-to-face learning resources with the teacher will be published in computer media, telephone cellular or mobile phones, satellite television channels, conferences videos, and other electronic media. Hybrid's ultimate goal learning is to provide opportunities for various characteristics of learners so that they can learn independently, sustainable and develop throughout life. (Nasution, Nizwardi, & Syahril 2019)
4. Learning English : Learning is a process that generates long-term behavior changes, which from practice or other forms of experience

naturally produces various behaviors in certain ways and in a specific capacity (Schunk, 2012).

5. Vocational School : Vocational education can be seen as needing to focus on securing the individual goals and development lines to help them in involving education in ways that realize their potential and their aspirations (Billet, 2011)