

The Correlation Between Perception, Motivation, and achievement in Blended Learning Implementation

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Abstract: Blended learning method is increasingly recognized, especially after being used as an alternative learning method during the past Covid-19 pandemic. There is a belief that this method also suits learning in other special conditions, such as natural disasters, distance learning, or other conditions that do not allow fully face-to-face learning to be implemented. Moreover, the involvement of technology in blended learning makes this method more appealing for anyone to apply it in modern learning. Given the promising uses of blended learning, all findings regarding its implementation become important. The implementation certainly has impacts on students as the centre of learning. Therefore, it is also important to consider various aspects related to students, including their perceptions and motivations in learning by linking them to their learning achievements. This study investigates the correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi, students' motivations in learning English and students' achievements in English subject. The participants of this study are 237 XI grade students of SMAN 1 Sukaresmi. This study employs a questionnaire adapted from the model of Birbal et al. and Gardner's Attitude/Motivation Test Battery, and IBM SPSS Statistics 27 to process the data. The findings confirm that there is a significant and positive correlation between students' perceptions on blended learning implemented and students' achievements in English subject, between students' motivations in learning English and students' achievements in English subjects, and between students' perceptions on blended learning implemented and students' motivations in learning English. Students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English simultaneously have a 21.1% influence on students' achievements in English subject. Given the magnitude of the influence exerted, students' perceptions on blended learning and students' learning motivations need to be maintained.

Keywords: Perception; motivation; achievement blended learning; Covid-19 Pandemic

A. INTRODUCTION

Recover Together, Recover Stronger" is the slogan echoed by Indonesia to mark its awakening spirit from the COVID-19 outbreak. It can be very well remembered how the COVID-19 outbreak had big impacts on various aspects of life, including in the field of education, especially in the way learning was carried out. Since the pandemic, the blended learning method has become more widely known. Blended learning is considered as an alternative learning method for special conditions. Not only for pandemic conditions that have occurred, many believe that the blended learning method is also suitable for other special conditions such as natural disasters that can occur at any time, distance learning, or other conditions that do not allow the fully face-to-face learning methods to be implemented. Moreover, the involvement of current technology in blended learning method makes this

learning method more appealing for anyone to apply it in modern-day learning. As a result, all findings related to the implementation of blended learning method become very useful because of the long-term utility. The research findings related this blended learning method are required to deal with various problems that arise not only at this time, but also in the future, and to be considered for the sustainability of learning with this blended learning method.

Blended learning is learning that integrates face-to-face learning and online learning (Graham in Dziuban et al., 2018, p. 1). Actually, blended learning is not a new learning method that has emerged recently because of the pandemic. O'Connor et al. (2018) in Zainuddin and Keumala (2018, p. 71) emphasized that the blended learning method has grown along with the rapid development of technology, especially computers and the internet in the world of education. Guzer, Caner, and Poon in Zainuddin and Keumala (2018), p. 71, stated that the term "blended learning" has been introduced since 2000. Poon in Zainuddin and Keumala (2018) added that blended learning emerged exactly when online learning lost its credibility by not being able to provide direct physical and emotional interaction in learning, which were considered important, and there was an emergence of a belief that education could not be returned to the traditional learning methods that did not involve current technology. Then came blended learning, which offers the advantages of both methods at the same time. It is consistent with the conclusion made by Zainuddin and Keumala (2018, p. 71) that blended learning offers benefits of both face-to-face and online learning methods in terms of learning effectiveness because blended learning gives students the chance to learn without being constrained by time or space while also maintaining the affective dimension that is typically obtained from face-to-face learning.

The implementation of blended learning method undoubtedly has impacts on students as the centre of learning process. Given the important role of students in the learning process, various aspects related to students need to be considered, including their perceptions on the blended learning method applied and their motivations during learning. Sari (2019, p. 260), Yunita and Maisarah (2020, p. 109) described perception as the way a person responds to something or gives meaning to an object based on the person's five senses' acceptance or the person's experience and knowledge. Meanwhile, motivation in learning is clarified as the source of reasons for students to act in order to achieve the goal of learning (Alizadeh and Purnama, et al., 2019, p. 539). There is a belief that students' perceptions that underlie students' attitudes in learning activities (Birbal et al., 2018, p. 10; Yunita and Maisarah, 2020, p.

108) and students' motivations (Tambunan, Siregar and Hayikaleng, et al. in Purnama, et al., 2019, p. 539) influence students' achievements in learning. According to Riswanto & Aryani (2017, p. 43), student's achievements are the skills and experiences achieved by the student in learning that can be manifested in the form of grade. Therefore, it is necessary to examine students' perceptions, motivations, and achievements in the context of implementing blended learning and determine whether there are correlations between them.

This study tries to investigate the correlations between perceptions, motivations, and achievements of XI grade students of SMAN 1 Sukaresmi in the context of implementing blended learning in English teaching. SMAN 1 Sukaresmi is one of the state-owned senior high schools in Cianjur Regency that had applied blended learning in the implementation of education with the adaptation to the new normal since September 2020. The turn scheme used was as many as 50% of students from each class attended limited face-to-face learning at school and the rest studied from home for two weeks with the duration of lessons being reduced from 45 minutes to 40 minutes. Then, the scheme changed to every week. As means of supporting online learning, Google Classroom and WhatsApp were involved. In the meantime, no research was conducted deliberately to study the implementation of blended learning in English teaching at SMAN 1 Sukaresmi, how were the perceptions, motivations, and achievements of the students who underwent it, and the correlations between them. Moreover, in the learning process with any learning method, sometimes phenomena that are not expected from students are often present, such as student absences in class, decreased enthusiasm and delay in doing tasks, an unwillingness to be involved in class discussion, and scores lower than the minimum completeness criteria obtained during tests. To address these issues in implementation of blended learning context, teachers must first understand what factors influence students, how much influence they have, and what areas of assistance can be provided to students during the learning with blended learning method.

This study is not the first and the only study that focuses on the topic of blended learning implementation in the English teaching context, but this study is quite different from previous studies. Lots of previous studies were conducted in the higher education before the Covid-19 pandemic while this study is conducted in secondary school level in the adaptation to the new normal. This study is correlational quantitative study that investigates whether students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English correlate with students' achievements in learning English. This study involves three variables at once. Meanwhile, some previous studies

focused their investigations on one variable only. such as investigating the respondents' perceptions toward blended learning or the effectiveness of blended learning implementation. For example, Akbarov et al. (2018) and Putra (2019) investigated only students' perceptions on blended learning in their descriptive studies and find the perceptions are positive. In 2019, Harpiansi and Suryani employed an experimental method to investigate the effectiveness of blended learning in improving reading skill achievement of AMIK Bina Sriwijaya students and found the blended learning effective in improving the reading skill. In 2017, Isti'anah found the effectiveness of blended learning in assisting the second semester students of the English Letters Department of Sanata Dharma University in learning English grammar. Some researchers conducted narrative inquiry research to dig the information related to blended learning. For example, Zainuddin and Keumala (2018) employed qualitative method to explore the advantages and challenges of blended learning implementation as improvement for traditional learning method which is lack of technological resources in Indonesian higher education by digging the concept in terms of theory and practice from reputable sources. Some previous studies with almost similar current background, but have different focusses and methods are Ma'rufa and Mustofa (2021) examined the professional experience of EFL teachers at SMA Negeri 2 Pamekasan regarding the implementation of blended learning method related to the COVID-19 pandemic which led to suggestions about the need for policy makers to implement online pedagogy based on teacher training and maximize school facilities to support learning and Rachman et al. (2021) involved the new normal context in their mixed methods research investigating the perceptions of teachers and students from nine secondary schools in Bandung on the implementation of blended learning in English classrooms.

B. LITERATURE REVIEW

According to Graham as cited in Dziuban et al. (2018, p. 1), the learning that integrates face-to-face learning and online learning simultaneously is called blended learning. Blended learning is not a new learning method that emerged recently because of the Covid-19 pandemic. This method has grown along with the rapid development of technology especially computer and internet in the world of education (O'Connor et al. in Zainuddin and Keumala, 2018, p. 71). The implementation of blended learning method, certainly, has impacts on students as the centre of learning activities. Considering the importance of the students' position in learning process, various aspects related to students need to be paid attention, including their perceptions on the blended learning method implemented and their motivation

during learning because there is a belief that learning success is influenced by students' perceptions that underlie students' attitudes in learning activities (Birbal et al., 2018, p. 10; Yunita and Maisarah, 2020, p. 108) and students' motivations (Tambunan, Siregar and Hayikaleng, et al. in Purnama, et al., 2019, p. 539).

Sari (2019, p. 260), Yunita and Maisarah (2020, p. 109) defined perception as the way a person responds to something or gives meaning to an object based on the person's five senses acceptance or the person's experience and knowledge. It is consistent with Gregory's theory in Mcleod (2018) which emphasized that perception is a constructive process which relies on top-down processing that is we are actively constructing our perception of reality based on our environment and stored information. For him, perception is a hypothesis that is based on prior knowledge because stimulus information from our environment is frequently ambiguous, so to interpret it, we require higher cognitive information either from past experiences or stored knowledge in order to make inferences about what we perceive. Therefore, students' perceptions on blended learning method can be defined as the way students perceive or give meaning to blended learning method implemented in their learning based on their environment and stored information or their experiences.

Brown in Filgona et al. (2020, p.20) defined motivation based on the behaviouristic and cognitive point of view. In the behaviouristic point of view, Brown defined motivation as anticipation of reinforcement which is a powerful concept for the classroom. Based on cognitive point of view, Brown classified motivation definition into three categories. According to him, the first definition is hinged on the drive theory, that means motivation stems from basic innate drives. In other words, this definition shows that motivation have been in existence within us since we are born. Green in Filgona et al. (2020, p.20) reexplained that motivation is an internal state that activates, guides, and maintains behaviour. The second definition is based on the hierarchy of needs, that is motivation is something that comes from individual's needs. Third definition is based on the self-control theory. Motivation is defined as something that appear when there is an opportunity for someone to make own choices about what to pursue and what not to pursue (self-control). From these definitions in the context of education, Filgona et al. (2020, p. 20) concluded that motivation is one of influential stimulating factors in teaching-learning situations that drives students to struggle to reach their goals. As Alizadeh and Purnama, et al. (2019, p. 539) defined motivation in learning as a source of reasons for students to act in order to achieve learning goals, from Redondo & Ortega-Martín, Filgona et al. (2020, p. 20) also added that motivation is

understood as reasons that encourage or drive students to freely devote their time to a specific academic activity, not only to initiate the activity but also to continue working on it throughout their lives. These encouraging reasons are personal and different in each individual context, and they can come from the students themselves or from external stimuli.

Gagne in Kurt (2021) and Riswanto and Aryani (2017, p. 43) introduced the learning outcome theory. He believed that through ongoing learning, humans continuously developed intellectually on prior knowledge based on their physical capacity to do so and become valuable members of society. According to him, human behaviour is dependent not only on the external environment, but also on the cognitive process itself, so even if the input is the same, the learning outcome varies. In short, Riswanto and Aryani (2017, p. 43) concluded that Gagne theory indicates that learning is influenced by three main components, namely external conditions, internal conditions and learning outcomes. They agreed with the claim that learning is a set of cognitive processes that change the nature of environmental stimulation through information processing become the new capabilities for students. They added that the knowledge, skills and experiences achieved by students in learning can be reflected in scores. So that, in this study, the students' achievements are portrayed by students' average final scores in English subject.

C. METHOD

Because this study is aimed to investigate the correlations between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi, students' motivations in learning English and students' achievements in English subject, this study employs a quantitative method with correlation and regression test with a sample error tolerance of 5%.

The population of this study consists of 430 XI grade students of SMAN 1 Sukaresmi who have experienced blended learning method in their English class. This study uses the Slovin formula to determine the minimum number of samples involved. The number obtained is 207. Ellen (2023) argued that the Slovin formula allows a researcher to sample a population with the desired level of accuracy and gives an idea of how large a sample size needs to be to ensure reasonable accuracy of the results. The probability sampling technique is employed to determine the sample. This study involves 237 students who first declared themselves willing to be the participants and all the names of the participants are withheld to protect their privacy and labelled Students 1 and so on.

There are two independent variables in this study, namely students' perceptions on blended learning method implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English. Meanwhile, the dependent variable in this study is students' achievements in English subject that represented by the average scores of English final grades in the odd and even semesters.

To explore the students' perceptions on the blended learning method implemented in English teaching at SMAN 1 Sukaresmi and the students' motivations in learning English, this study employs a questionnaire. The items to investigate the students' perceptions on the blended learning method implemented in English teaching at SMAN 1 Sukaresmi are adapted from the model of Birbal et al. (2018) which attaches 37 items exploring how the ways students perceive blended learning. Meanwhile, to investigate the students' motivations in learning English, the items in the questionnaire are adapted from Gardner's Attitude/Motivation Test Battery (2004). According to Chalak and Kassaian, and Tahaineh and Daana in Kusuma and Adnyani (2016, p. 704), the domains in AMTB that related to motivation are motivational intensity, desire to learn English, and parental encouragement so there are only 28 items involved from 104 items provided in AMTB.

The questionnaire is in Indonesian to avoid participants' misunderstanding in responding each item. The number of options is uniformed for all items. This questionnaire provides only 4 options of responses, namely strongly disagree, disagree, agree and strongly agree. Hadi in Hertanto (2017, p 2-3) explained that the modification of the Likert scales into a four-level Likert scale by eliminating the middle scale category or neutral choice, is intended to eliminate the undecided answer category which has a double meaning, or it means that the respondent has not been able to decide or give an answer so it is difficult to interpret in which direction the participants are actually tend. Besides that, it is also aimed to avoid a central tendency effect which can eliminate a lot of research data thereby reducing the amount of information that can be obtained from respondents so the research results become inaccurate. Before being used, the questionnaire was tested by IBM SPSS Statistic 27 for its validity and reliability. The test results prove that this questionnaire is reliable, but there are 2 items of the questionnaire that are invalid, namely item about the comfort gained from classroom learning, 'I find comfort with fellow students when I meet them in classroom learning,' and item about parental encouragement, 'My parents forced me to ask for help from the teacher if I had problems learning English'.

The questionnaire was compiled with the Google Form and the URL was distributed through WhatsApp to the participants. One student can only access the questionnaire once because to fill out the questionnaire at the URL provided, students are asked to verify with their own email accounts.

All responses are tabulated with Microsoft Office Excell. After the tabulations of raw data are completed, this study employs IBM SPSS Statistic 27 to test the normality of the data distribution with Kolmogorov Smirnov and to test the linearity between variables. The result shows that the data distribution is normal with significance value obtained is 0.200 which is bigger than significance value with 5% error tolerance that is 0.05. The variables involved in this study are also found linier. It is proved by the significance value obtained that is 1.000 which is bigger than significance value with 5% error tolerance that is 0.05.

Because the distribution of data is normal and the variables are linier, to investigate whether there are correlations between variables, Pearson product moment tests are carried out with IBM SPSS Statistic 27. Followings are the principles of the calculations.

Besides showing whether there is a relationship between two variables, the correlation coefficient also shows the strength and weakness of the relationship between the two variables and the direction of the correlation. As quoted from Mahdiyah and Afgani (2016, p. 10.4), the correlation coefficient is a statistical summary of the level and direction of the relationship between two variables. This correlation coefficient uses numbers that have a variable range between +1.00 and -1.00. If the correlation coefficient shows the number 0, it means that there is no relationship at all between the two variables being tested. If the correlation coefficient moves away from 0 and gets closer to +1.00 and -1.00, then the correlation is getting stronger. The positive correlation coefficient shows an increase in one variable accompanied by an increase in another variable. While the negative correlation coefficient shows an increase in one variable accompanied by a decrease in other variables. To investigate the extent of the causal relationship between variables, multiple regression equation and its coefficient of determination is investigated.

D. RESULTS AND DISCUSSIONS

The Correlation between Students' Perceptions on Blended Learning Implemented in English Teaching at SMAN 1 Sukaresmi and Students' Achievements in English Subject

The results of the correlation test on students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject confirm that there is a significant correlation between the variables. The significance value obtained is 0.000 which is smaller than the significance value of 5% confidence level. The Pearson correlation coefficient obtained from the correlation test on students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject is 0.227. Bhandari (2022) explained that a positive or negative value of the correlation coefficient indicates whether the variables change in the same or opposite directions. A positive value means the variables change together in the same direction, while a negative value means the variables change together in opposite directions. Because the correlation coefficient obtained is positive, it means that the variables change in the same directions. In other words, if there is an increase in students' perception on blended learning implemented in English teaching at SMAN 1 Sukaresmi, there is also an increase in students' achievements in English subject. These findings support the theories about the existence of a significant and positive correlation between students' perceptions on blended learning method implemented and students' achievements from previous studies. Some of the previous studies with the relevant topic are the study conducted by Faizah (2022) about the influence of students' perceptions on hybrid learning and the use of Moodle on students' achievement in the Islamic Education subject at SMA Muhammadiyah 1 Gresik and the study conducted by Suhariyanti (2021) about the influence of students' perceptions and learning motivations on students' achievements in the Sport subject in Subdistrict Mlati, Sleman. Both find there is a significant and positive correlation between students' perceptions on blended learning and students' achievements.

Talking about the causal relationship between the two variables, no influence is given by students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi on students' achievements in English subject. This notion has been proven by the result of the *t* test, in which the significance value obtained for students' perceptions is 0.365 which is bigger than 0,05 and the *t* value obtained is 0.908 which is smaller than *t* table with degree of freedom is 235, that is 1.984. This finding contradicts the finding of Faizah (2022, p. 108) with *t* obtained is 5,073 and the finding of Suhariyanti (2021, p.79) with *t* obtained is

2,639. Both state that students' perceptions on blended learning implemented in teaching give influence on students' achievements.

The most likely assumption based on the participants' responses for the occurrence of this finding is students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi are indeed 80% at positive level and 20% at very positive level, but there is still possibility that some students have not fully benefited from blended learning implemented, especially from its online learning aspect. In online learning aspect, there is a large number of responses that consider online English learning is not more effective than face-to-face learning. Students do not agree if learning English is done online or the duration is increased because they feel uncomfortable with independent online learning for English lessons and find it difficult and boring. In learning management aspect, students admit that they experience difficulties in managing online learning. They admit that they more often miss English assignments due date and cannot manage their time better when studying online. In online interaction aspect, even though they feel comfortable using internet web technology to exchange information with other people in learning, they admit that they still find many things that are considered to limit them in learning English online. They get easy online access to their teacher, but they don't want to interact with their English teacher online and find it difficult to do assignments with their online friends. However, apart from the assumption provided, there is still a significant correlation between students' perception on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject.

The Correlation between Students' Motivations in Learning English and Students' Achievements in English Subject

The findings of the correlation test on students' motivations in learning English and students' achievements in English subject confirm that there is significant correlation between the variables. It is proven by the significance value obtained that is 0.000 which is smaller than significance value of 5% confidence level. The Pearson correlation coefficient obtained is 0.465. From this positive coefficient, we can determine that the variables change together in the same direction. In other words, if there is an increase in students' motivations variable, it means there is an increase in students' achievements variable. This coefficient also indicates that the correlation is at moderate level. These findings strengthen the findings of previous studies on correlation between students' motivations in learning English and students' English achievement. Yanuarti and Rosmayanti (2018) involved students of Islamic high school in

Cimahi City and found the correlation between students' motivations and students' achievements in English learning is significant and also at moderate level. Uswah (2019) involved students of MAS Bustanul Ulum Tanjung Jabung Timur and also found the correlation between students' motivations and students' achievements in English learning is significant and at very strong level. Widiyawati et al. (2020) involved the second-grade students of SMPN 1 Binuang and found the significant correlation between students' motivation and students' English academic achievement. They suggest teachers to have a good relationship with the students to lighten students' anxiety by create a harmonious and co-operative classroom. In higher education, Purwanti et al., (2018) found English learning motivation significantly correlate with English proficiency achievement of the fifth semester of English Study Program in Bengkulu University.

In this study, considerable influences are exerted by students' motivations in learning English on students' achievements in English subject. It is in line with the findings of previous studies. Yanuarti and Rosmayanti (2018, p.787) stated that student's learning achievement is influenced by student's learning motivation with shared variance (r^2) 0.3364. Uswah (2019) found students' motivation contributes 86.49% to student's achievement. The result of the t test in which the significance value obtained for students' motivations is 0.000 which is smaller than 0,05 and the t obtained is 6,527 which is bigger than t table that is 1.984. In other words, students' motivations in learning English give effect on students' achievements in English subject.

Based on the responses obtained in this study, what supporting this finding to happen is the large contributions from the motivational domains investigated that create encouragement for students to learn. From the investigation, the students have desire to learn English and motivational intensity expected. Students realize the importance of mastering English to support their education and career. Because of that, they have the desire to be able to master the English well. They put their good works in learning English, such as they always recheck their assignments and pay much attention to the feedback given. They spend more time to understand and follow the developments in English. They do not postpone doing their English homework and always ask the teacher for help when they find difficulties rather than giving up. In addition, students admit that they also get encouragement from their parents in learning English. Their parents pay attention to various activities in learning English, make them aware of the important role of English for their education and career, encourage

students to spend more time, effort and take advantage of the teacher's role to answer the challenges in learning English, and encourage lifelong learning of English.

The Correlation between Students' Perceptions on Blended Learning Implemented in English Teaching at SMAN 1 Sukaresmi and Students' Motivations in Learning English

The significance value obtained in the correlation test on students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English is 0.000 which is smaller than the significance value of 5% confidence level. This finding confirms that there is significant correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English.

In this investigation, the Pearson correlation coefficient obtained is 0.498. From this coefficient, it can be determined that the variables change together in the same direction. If there is an increase in students' perceptions variable, it means there is also an increase in students' motivations variable. The coefficient also shows that correlation between the variables is at moderate level.

This study does not investigate the causal relationship between the two variables with simple regression test because both variables are considered as the causal variables that give effects on students' achievements in English subject. However, this study investigates the extent to which the influence they give simultaneously on students' achievements by doing the multiple regression test. The F obtained in the multiple regression test is 32.805. This coefficient is bigger than F table which is only 3.00 with degree of freedom 235 and the number of independent variables is 2. From the information given, it can be concluded that students' perceptions on blended learning method implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English give effect on students' achievements simultaneously.

To decide how much the influence given by the students' perceptions on blended learning implemented in teaching English at SMAN 1 Sukaresmi and students' motivations in learning English simultaneously on students' achievements in English subject is determined by the coefficient of determination. After the testing, the coefficient of determination obtained is 0.212. It means that the influence exerted by the students' perceptions on blended learning implemented in teaching English at SMAN 1 Sukaresmi during the adaptation to the new normal and students' motivations in learning English simultaneously on students' achievements in English subject is 21.2%. This value is smaller than value obtained in the

study conducted by Suhariyanti (2021, p. 81) in which the influence given by students' perceptions on blended learning and students' motivations on students' achievements is 44,6%.

There are several interesting themes raised from this study that need further discussion. First, knowing the statistical fact that in this study, partially students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi do not have any effect on the students' achievements in English subject, but it does have effect when together with students' motivations in learning English. Of course, it should be our concern. Should we only focus on increasing student's motivation in learning English and ignore student's perception on blended learning implemented in English teaching because it has no impact on student's achievement? Mathematically, this assumption probably can be made for the sake of effectiveness, but theoretically what has been built based on previous studies that show the influence of students' perceptions on students' achievements, various possibilities are still very open to occur. In general, students' perceptions on blended learning they have are relatively positive, but they show preference for the face-to-face learning over the online learning because they find it difficult and less effective. It is strongly suggested to go deeper and identify each item in order to determine what the students desire and need for their learning that indicated through their responses.

Second, knowing the statistical fact that students' perceptions on blended learning implemented in teaching English at SMAN 1 Sukaresmi and students' motivations in learning English simultaneously have an influence of 21.1% on students' achievements. This is a very large number that must be taken into account to improve students' achievements considering that the factors influencing students' achievements are numerous and complex, even not all of them have even been revealed through studies.

E. CONCLUSIONS

The findings of this study confirm that there is a significant correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' achievements in English subject, there is a significant correlation between students' motivations in learning English and students' achievements in English subject, and there is a significant correlation between students' perceptions on blended learning implemented in English teaching at SMAN 1 Sukaresmi and students' motivations in learning English

The causal relationship test in this study finds that students' perceptions on blended learning implemented in teaching English at SMAN 1 Sukaresmi and students' motivations in learning English simultaneously have an influence of 21.1% on students' achievements in English subject. It is a fairly large number considering there are many other factors that might influence students' learning achievements. As a result, it is possible to agree that students' perceptions on the learning method applied and students' motivations in learning are important capitals that must be managed wisely in the learning process.

From this study, it can be suggested that to achieve different learning objectives, different strategies are needed. The blended learning method can be an alternative that can be taken by the teachers if it is deemed relevant to achieve the learning objectives set. However, considering that the learning method is not the only factor that influences students' learning achievement and recognizing students as the centre of the learning process itself, who have unique and different prior knowledge, the teachers must consider aspects related to students, including their perceptions on the learning method applied and how motivated they are to learn. Teachers must prepare classrooms that support students by providing the different kinds of instruction and the different levels of support they may need.

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