

CHAPTER V

CONCLUSION AND SUGGESTION

After the previous chapter discussed the teacher's efforts in building student learning motivation and blended learning in student motivation. This chapter will present conclusions and suggestions from researchers after conducting observations, interviews and giving questionnaires to respondents at MTs AL-Ikhlas Limbangan, Brebes.

A. Conclusion

Based on the results of research and findings in the field which have then been analyzed, it can be concluded that the seventh grade students of MTs Al-Ikhlas Limbangan Brebes have a positive perception of the teacher's efforts in building student learning motivation in blended learning English.

From two questionnaires, namely Blended learning and motivation to learn English in grade 7 MTs AL-Ikhlas Limbangan Brebes. it can be seen that the correlation between the two variables in this study has a moderate level of relationship. The closeness of the blended learning variable to students' motivation to learn English can be proven by the correlation coefficient test results of 0.515, while the effect of blended learning on students' motivation to learn English is 27% while 73% is determined by other factors, such as learning environment, family factors. The student's intelligence factor, as well as several other factors both from within students and from outside. This data shows that the teacher of MTs AL-Ikhlas Limbangan is considered successful in building the learning

motivation of class VII students through the blended learning method. which has been developed. This is evidenced by the results of the questionnaire which showed that the number of students who gave a positive response or students who were motivated while studying were more than students who were not motivated. This means that students have been motivated by the teacher's efforts that have been made during the learning process.

Meanwhile, the conclusion is that the research related to the teacher's efforts in building student learning motivation in blended learning English at MTs AL-Ikhlas Limbangan, Brebes has been carried out well where teacher in learning English can adjust students' needs such as teachers providing media in teaching such as picture media, games on face-to-face learning. While online learning, providing interesting learning materials through PPT or videos, the aim is to increase the enthusiasm of students' learning. Teachers also give praise, rewards or prizes as a form of appreciation for students who are considered worthy of praise and rewards, assessments are given based on students' ability to do assignments, answer questions from teachers and dare to express opinions. With this reward, students will be more motivated to be even more active in learning English.

In addition, in the learning process, the teacher helps students understand their potential. In this case, the teacher describes the students' abilities and weaknesses by sharing student learning outcomes in the form

of grades. It is hoped that students will be more active in learning and realize maximum grades.

B. Suggestion

Based on the research conducted, the researcher provide the following suggestions

1. For Teacher

Looking at the data which shows that there are few students who show negative responses, it means that the students are less or not motivated in learning English. The researcher's suggestion for MTs AL-Ikhlâs Limbangan teachers is by using a face-to-face approach between students and teachers. which causes these students not to be motivated in learning in that way the teacher can get information from the students concerned directly so that the teacher can provide solutions for these students.

2. For Research

The result of this study is expected to be a reference in the preparation of further research and a source of reference for further research related to the teacher's efforts in growing motivation to learn English in blended learning.