

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings of the data collected and their analysis and interpretation. In the following chapter the researcher tries to describe in detail the results of the questionnaire used in this research.

#### 4.1. Research Findings

The questionnaire consists of two parts; the characteristics of the respondents and students' responses on the motivation based on Keller (2010)'s theory where students' motivation consists of Attention, Relevance, Confidence, and Satisfaction. The data results are presented based on cumulative results (general results), and based on each batch; batch 2014, 2015, 2016, and 2017.

##### 4.1.1. The General Results

The characteristics of general respondents, from batch 2014 to batch 2017 shown in the table below:

Table 4.1 The Characteristics of the Respondents (n =177)

<b>Variables</b>	<b>Frequency</b>	<b>(%)</b>
Gender		
Male	38	21.5%
Female	139	78.5%
Age		
Mean		20
Std. Deviation		1.38
Maximum		24

Minimum		17
Computer skills		
Beginner	38	21.5%
Intermediate	132	74.6%
Advance	7	4.0%
The use of Google Classroom*		
Upload materials	149	84%
Share announcement	106	60%
Posting assignment	131	74%
Giving feedback	13	7%
Quiz	4	2%
Others	35	20%
*Respondents were allowed to write more than one answer, it depends on the teachers' use of Google Classroom.		

From the table shown above, the data results collected from batch 2014 to batch 2017 which consists of 177 respondents. The respondents dominated by female with 139 respondents or 78.5% from the total of respondents, and then followed by male with 38 respondents or 21.5% from the total of respondents. The average of the respondents' age is 20 years old with the minimum age is 17 years old and the maximum age is 24 years old. The results of the respondents' computer skills are: 38 beginners or 21.5%, 132 intermediates or 74.6%, and 7 advances or 4% from all the respondents. The results of the Google Classroom used are: 149 respondents said that the teachers use Google Classroom for upload materials, 106 respondents said that the teachers use it for share announcements, 131 respondents said that the teachers use it for posting assignments, 13 respondents said that the teachers use it for giving feedbacks, 4 respondents said that the teachers use it for quiz, and 35 respondents said that the teachers use it for others used. For the point of the use of blended learning, respondents were

allowed to write more than one answer, it depends on the teachers' used of Google Classroom.

Then, the results of the Instructional Material Motivation Survey (IMMS) for all respondents for general results, from batch 2014 to batch 2017 as follows:

Table 4.2 The Score of Mean, Median, and Mode

<b>IMMS Dimension</b>	<b>N</b>	<b>#Items</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Sum</b>
Attention	177	7	3.50	4	4	4,338
Relevance	177	1	3.36	3	3	595
Confidence	177	5	3.69	4	4	3,265
Satisfaction	177	2	3.81	4	4	1,348
<b>Total</b>	<b>177</b>	<b>15</b>	<b>3.60</b>	<b>4</b>	<b>4</b>	<b>9,546</b>

Based on the table shown above, the results for the subscale Attention (A) are: the mean score is 3.50, the mode is 4, the median is 4, and the total score is 4,338 from 7 questions. The results for the subscale Relevance (R) are: the mean score is 3.36, the mode is 3, the median is 3, and the total score is 595 from 1 question. The results for the subscale Confidence (C) are: the mean score is 3.69, the mode is 4, the median is 4, and the total score is 3,265 from 5 questions. The results of subscale Satisfaction (S) are: the mean score is 3.81, the mode is 4, the median is 4, and the total score is 1,348 from 2 questions. The results of the cumulative components of the questionnaire, ARCS (Attention, Relevance, Confidence, and Satisfaction) are: the mean score is 3.60, the mode is 4, the median is 4, and the total score is 9,546 from 15 questions.

#### 4.1.2. The Results for Batch 2014

The next result is based on each batch. The results of the characteristics of batch 2014 shown in the table below:

Table 4.3 The Characteristic of Respondents, Batch 2014 (N=25)

<b>Variables</b>	<b>Frequency</b>	<b>(%)</b>
<b>Gender</b>		
Male	2	8%
Female	23	92%
<b>Age</b>		
Mean		21.56
Std. Deviation		0.57
Maximum		23
Minimum		21
<b>Computer skills</b>		
Beginner	1	4%
Intermediate	22	88%
Advance	2	8%
<b>The use of Google Classroom*</b>		
Upload materials	17	68%
Share announcement	12	48%
Posting assignment	15	60%
Giving feedback	1	4%
Quiz	0	0%
Others	6	24%

\*Respondents were allowed to write more than one answer, it depends on the teachers' use of Google Classroom.

From the table shown above, the data results collected from batch 2014 which consists of 25 respondents. The respondents of batch 2014 are dominated by females which there are 23 respondents or 92%, and the followed by males which there are 2 respondents or 8% from 25 respondents in batch 2014. The average of the respondents' age is 21.56 years old with the minimum age is 21 years old and the maximum age is 23 years old. The results of computer skills are:

1 beginner or 4%, 22 intermediates or 88%, and 2 advances or 8%. The results of the blended learning used are: 17 respondents said that the teachers use blended learning for upload materials, 12 respondents said that the teachers use it for share announcements, 15 respondents said that the teachers use it for posting assignments, 1 respondent said that the teachers use it for giving feedbacks, and 6 respondents said that the teachers use it for others used. For the point the use of blended learning, respondents were allowed to write more than one answer, it depends on the teachers' use of blended learning.

Then, the results of the Instructional Material Motivation Survey (IMMS) for all respondents for batch 2014 as follows:

Table 4.4 The Score of Mean, Median, and Mode for Batch 2014

<b>IMMS Dimension</b>	<b>N</b>	<b>#Items</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Sum</b>
Attention	25	7	3.23	3	3	565
Relevance	25	1	3.28	3	3	82
Confidence	25	5	3.37	4	4	421
Satisfaction	25	2	3.60	4	4	180
<b>Total</b>	<b>25</b>	<b>15</b>	<b>3.33</b>	<b>3</b>	<b>4</b>	<b>1,248</b>

Based on the table shown above, the results for the subscale Attention (A) are: the mean score is 3.23, the mode is 3, the median is 3, and the total score is 565 from 7 questions. The results for the subscale Relevance (R) are: the mean score is 3.28, the mode is 3, the median is 3, and the total score is 82 from 1 question. The results for the subscale Confidence (C) are: the mean score is 3.37, the mode is 4, the median is 4, and the total score is 421 from 5 questions. The results of subscale Satisfaction (S) are: the mean score is 3.60, the mode is 4, the

median is 4, and the total score is 180 from 2 questions. The results of the cumulative components of the questionnaire, ARCS (Attention, Relevance, Confidence, and Satisfaction) are: the mean score is 3.33, the mode is 4, the median is 3, and the total score is 1,248 from 15 questions.

#### 4.1.3. The Results for Batch 2015

The characteristics of general respondents, from batch 2015 shown in the table below:

Table 4.5 The Characteristic of Respondents, Batch 2015 (N=40)

<b>Variables</b>	<b>Frequency</b>	<b>(%)</b>
<b>Gender</b>		
Male	10	25%
Female	30	75%
<b>Age</b>		
Mean		21.025
Std. Deviation		0.65
Maximum		22
Minimum		20
<b>Computer skills</b>		
Beginner	8	20%
Intermediate	29	72.5%
Advance	3	7.5%
<b>The use of Google Classroom*</b>		
Upload materials	28	70%
Share announcement	13	32.5%
Posting assignment	23	57.5%
Giving feedback	4	10%
Quiz	1	2.5%
Others	5	12.5%

\*Respondents were allowed to write more than one answer, it depends on the teachers' use of Google Classroom.

From the table shown above, the data results collected from batch 2015 which consists of 40 respondents. The respondents of batch 2015 are dominated by females 30 respondents or 75%, and the followed by males which there are 10 respondents or 25% from 40 respondents in batch 2015. The average of the respondents' age is 21.025 years old with the minimum age is 21 years old and the maximum age is 23 years old. The results of computer skills are: 8 beginners or 20%, 29 intermediates or 72.5%, and 3 advances or 7.5%. The results of the blended learning used are: 28 respondents said that the teachers use blended learning for upload materials, 13 respondents said that the teachers use it for share announcements, 23 respondents said that the teachers use it for posting assignments, 4 respondents said that the teachers use it for giving feedbacks, 1 respondent said that the teachers use it for quiz, and 5 respondents said that the teachers use it for others used. Then, the results of the Instructional Material Motivation Survey (IMMS) for all respondents for batch 2015 as follows:

Table 4.6 The Score of Mean, Median, and Mode for Batch 2015

<b>IMMS Dimension</b>	<b>N</b>	<b>#Items</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Sum</b>
Attention	40	7	3.45	3	3	967
Relevance	40	1	3.50	3.5	4	140
Confidence	40	5	3.50	4	4	699
Satisfaction	40	2	3.79	4	4	303
<b>Total</b>	<b>40</b>	<b>15</b>	<b>3.52</b>	<b>4</b>	<b>4</b>	<b>2,109</b>

Based on the table shown above, the results for the subscale Attention (A) are: the mean score is 3.45, the mode is 3, the median is 3, and the total score is 967 from 7 questions. The results for the subscale Relevance (R) are: the mean

score is 3.50, the mode is 4, the median is 3.5, and the total score is 140 from 1 question. The results for the subscale Confidence (C) are: the mean score is 3.50, the mode is 4, the median is 4, and the total score is 699 from 5 questions. The results of subscale Satisfaction (S) are: the mean score is 3.79, the mode is 4, the median is 4, and the total score is 303 from 2 questions. The results of the cumulative components of the questionnaire, ARCS are: the mean score is 3.52, the mode is 4, the median is 4, and the total score is 2,109 from 15 questions.

#### 4.1.4. The Results for Batch 2016

The characteristics of general respondents from batch 2016 as below:

Table 4.7 The Characteristic of Respondents, Batch 2016 (N=51)

<b>Variables</b>	<b>Frequency</b>	<b>(%)</b>
<b>Gender</b>		
Male	16	31.4%
Female	35	68.6%
<b>Age</b>		
Mean		20.11
Std. Deviation		0.93
Maximum		24
Minimum		19
<b>Computer skills</b>		
Beginner	8	15.7%
Intermediate	42	82.4%
Advance	1	1.9%
<b>The use of Google Classroom*</b>		
Upload materials	44	86.3%
Share announcement	35	68.6%
Posting assignment	44	86.3%
Giving feedback	2	3.9%
Quiz	0	0%
Others	10	19.6%

\*Respondents were allowed to write more than one answer, it depends on the teachers' use of Google Classroom.



From the table shown above, the data results collected from batch 2016 which consists of 51 respondents. The respondents of batch 2016 are dominated by females 35 respondents or 68.6%, and the followed by males which there are 16 respondents or 31.4% from 40 respondents in batch 2016. The average of the respondents' age is 20.11 years old with the minimum age is 19 years old and the maximum age is 24 years old. The results of computer skills are: 8 beginners or 15.7%, 42 intermediates or 82.4% and 1 advance or 1.9%. The results of the blended learning used are: 44 respondents said that the teachers use blended learning for upload materials, 35 respondents said that the teachers use it for share announcements, 44 respondents said that the teachers use it for posting assignments, 2 respondents said that the teachers use it for giving feedbacks, and 10 respondents said that the teachers use it for others used. For the point the use of blended learning, respondents were allowed to write more than one answer, it depends on the teachers' use of blended learning.

Then, the results of the Instructional Material Motivation Survey (IMMS) for all respondents for batch 2016 as follows:

Table 4.8 The Score of Mean, Median, and Mode for Batch 2016

<b>IMMS Dimension</b>	<b>N</b>	<b>#Items</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Sum</b>
Attention	51	7	3.63	4	4	1,297
Relevance	51	1	3.39	4	4	173
Confidence	51	5	3.87	4	4	988
Satisfaction	51	2	3.75	4	4	383
<b>Total</b>	<b>51</b>	<b>15</b>	<b>3.71</b>	<b>4</b>	<b>4</b>	<b>2,841</b>

Based on the table shown above, the results for the subscale Attention (A) are: the mean score is 3.63, the mode is 4, the median is 4, and the total score is 1,297 from 7 questions. The results for the subscale Relevance (R) are: the mean score is 3.39, the mode is 4, the median is 4, and the total score is 173 from 1 question. The results for the subscale Confidence (C) are: the mean score is 3.87, the mode is 4, the median is 4, and the total score is 988 from 5 questions. The results of subscale Satisfaction (S) are: the mean score is 3.75, the mode is 4, the median is 4, and the total score is 383 from 2 questions. The results of the cumulative components of the questionnaire, ARCS are: the mean score is 3.71, the mode is 4, the median is 4, and the total score is 2,841 from 15 questions.

#### 4.1.5. The Results for Batch 2017

The characteristics of general respondents, from batch 2017 shown in the table below:

Table 4.9 The Characteristic of Respondents, Batch 2017 (N=61)

<b>Variables</b>	<b>Frequency</b>	<b>(%)</b>
<b>Gender</b>		
Male	10	16%
Female	51	84%
<b>Age</b>		
Mean		18.73
Std. Deviation		01.06
Maximum		23
Minimum		17
<b>Computer skills</b>		
Beginner	21	34%
Intermediate	39	64%
Advance	1	1.6%
<b>The use of Google Classroom*</b>		

Upload materials	60	97%
Share announcement	46	75%
Posting assignment	49	80%
Giving feedback	6	10%
Quiz	3	5%
Others	14	23%

\*Respondents were allowed to write more than one answer, it depends on the teachers' use of Google Classroom.

The results shows that is still the same or consistent with the previous results that the results is dominated by females. There are 51 female respondents or 84%, and there are 10 male respondents or 16% from 51 respondents in batch 2017. The average of the respondents' age is 18.73 years old with the minimum age is 17 years old and the maximum age is 23 years old. The results of computer skills are: 21 beginners or 34%, 39 intermediates or 64%, and 1 advance or 1.6%. The results of the blended learning used are: 60 respondents said that the teachers use blended learning for upload materials, 46 respondents said that the teachers use it for share announcements, 49 respondents said that the teachers use it for posting assignments, 6 respondents said that the teachers use it for giving feedbacks, 3 respondents said that the teachers use it for quiz, and 14 respondents said that the teachers use it for others used. For the point the use of blended learning, respondents were allowed to write more than one answer, it depends on the teachers' use of blended learning.

Then, the results of the Instructional Material Motivation Survey (IMMS) for all respondents for batch 2017 as follows:

Table 4.10 The Score of Mean, Median, and Mode for Batch 2017

<b>IMMS Dimension</b>	<b>N</b>	<b>#Items</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>Sum</b>
Attention	61	7	3.53	4	4	1,509
Relevance	61	1	3.28	3	3	200
Confidence	61	5	3.79	4	4	1,157
Satisfaction	61	2	3.95	4	4	482
<b>Total</b>	<b>61</b>	<b>15</b>	<b>3.66</b>	<b>4</b>	<b>4</b>	<b>3,348</b>

Based on the table shown above, the results for the subscale Attention (A) are: the mean score is 3.53, the mode is 4, the median is 4, and the total score is 1,509 from 7 questions. The results for the subscale Relevance (R) are: the mean score is 3.28, the mode is 3, the median is 3, and the total score is 200 from 1 question. The results for the subscale Confidence (C) are: the mean score is 3.79, the mode is 4, the median is 4, and the total score is 1,157 from 5 questions. The results of subscale Satisfaction (S) are: the mean score is 3.95, the mode is 4, the median is 4, and the total score is 482 from 2 questions. The results of the cumulative components of ARCS are: the mean score is 3.66, the mode is 4, the median is 4, and the total score is 3,384 from 15 questions.

## 4.2. Discussion

### 4.2.1. Students' Motivation in the Use of Google Classroom

As mention in the data analysis techniques, to interpret the data is by using the calculation of percent (%) based on Riduwan (2016). To calculate the percentage, using the formula as follows:

$$\text{Percent (\%)} = \frac{\text{Total Scores of Data Collection Results}}{\text{The Number of Criterion}} \times 100$$

Where the total score of data collection is the same or refers to the “sum” of the data collected. The detailed for the interpretation of percentage (%) for general data in table below:

Table 4.11 The Interpretation of Percentage

<b>IMMS Dimension</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>(Percent)</b>	<b>Interpretation</b>
Attention	3.50	4	4	70 %	High
Relevance	3.36	3	3	67 %	High
Confidence	3.69	4	4	74 %	High
Satisfaction	3.81	4	4	76 %	High
<b>Total</b>	<b>3.60</b>	<b>4</b>	<b>4</b>	<b>72 %</b>	<b>High</b>

Overall, the number or score that most often exists on the result of the questionnaire is 4, the median score of questionnaire is 4, and the average of score is 3.60. This indicates that the result of the questionnaire is centered on score 4, it means that most of students are “agree” about the statements in the questionnaire. In general, students are motivated in using learning media, which is using blended learning, where the mean score is 3.60 and the percentage is 72 % where the interpretation for that percentage score is high. Students are motivated in four constructs of ARCS (Attention, Relevance, Confidence, and Satisfaction), where the interpretations of students’ motivation are high in four construct of ARCS (Attention, Relevance, Confidence, and Satisfaction).

The detailed comparison of ARCS (Attention, Relevance, Confidence, and Satisfaction) as the chart below:

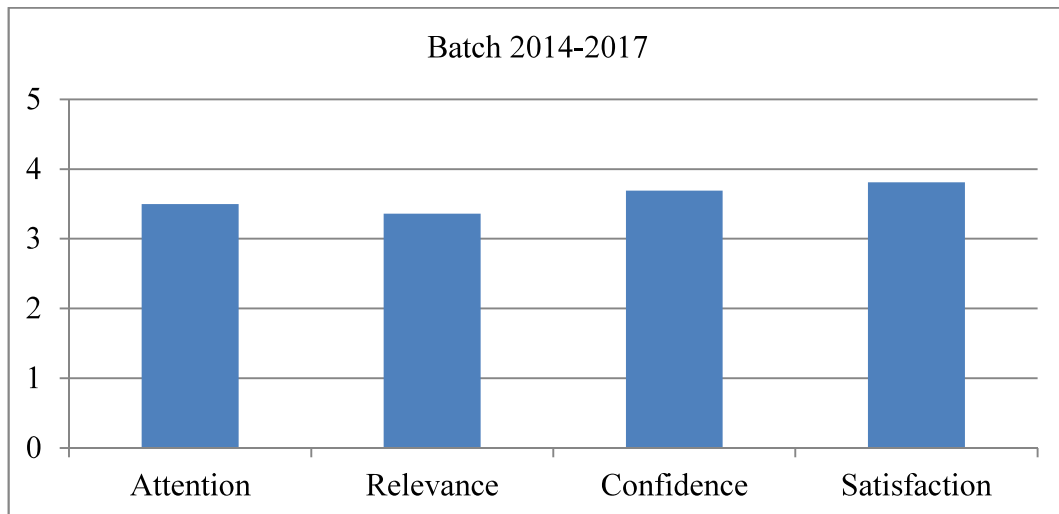


Figure 4.1. Mean Score for General Results

Based on the diagram above, the order of means scores for ARCS from the highest score to the lowest score is Satisfaction (S), Confidence (C), Attention (A), and then Relevance (R). The highest score is Satisfaction (S) with the mean score is 3.81. It indicates that students agree that blended learning gives them a satisfaction. According to the result of the questionnaire, the highest score is the number 1 and 13, which are from the subscale Confidence (C) and Satisfaction (S) with the mean score is 3.9 for both of these questions. This indicates that, students agree to the statement in question number 1 and 13, *“when I first learned about google classroom, I had the impression that it would be easy for me”*, and *“I really enjoyed studying on google classroom”*.

The lowest score of students’ motivation in terms of ARCS is Relevance (R) which is 3.36 of mean score. However, the interpretation Relevance (R) is still “high”. Based on the results of questionnaire, the lowest score is even in the number 15 which is from the subscale Attention (A) where the mean score is 3.3.

This indicates that most of students are “neutral” to the statement “*The style of lesson (using online materials) is boring*”.

After discussing about the general data, then the discussion is for each batch. The first is for the batch 2014. Seen from the overall results, the score of students’ motivations are high in four of construct of ARCS (attention, relevance, confidence, and satisfaction). The overall mean of students’ motivation in batch 2014 is 3.33, and the overall percentage is 67 or can be interpret as “high” motivation in four construct of ARCS (attention, relevance, confidence, and satisfaction). The detailed interpretation as follows:

Table 4.12 The Interpretation of Percentage for batch 2014

<b>IMMS Dimension</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>(Percent)</b>	<b>Interpretation</b>
Attention	3.23	3	3	65 %	High
Relevance	3.28	3	3	66 %	High
Confidence	3.37	4	4	67 %	High
Satisfaction	3.60	4	4	72 %	High
<b>Total</b>	<b>3.33</b>	<b>3</b>	<b>4</b>	<b>67 %</b>	<b>High</b>

Based on the table above, it can be seen that in overall, the number or score that most often exists on the result of the questionnaire is 4, the median score of questionnaire is 3, and the average of score is 3.33. This indicates that the center of the questionnaire results is around the number 3. It indicates that most of students are “neutral” about the statements in the questionnaire. The table above also shows that the interpretation is high for all of constructs of ARCS (Attention, Relevance, Confidence, and Satisfaction).

The detailed comparison of ARCS (Attention, Relevance, Confidence, and Satisfaction) as follow:

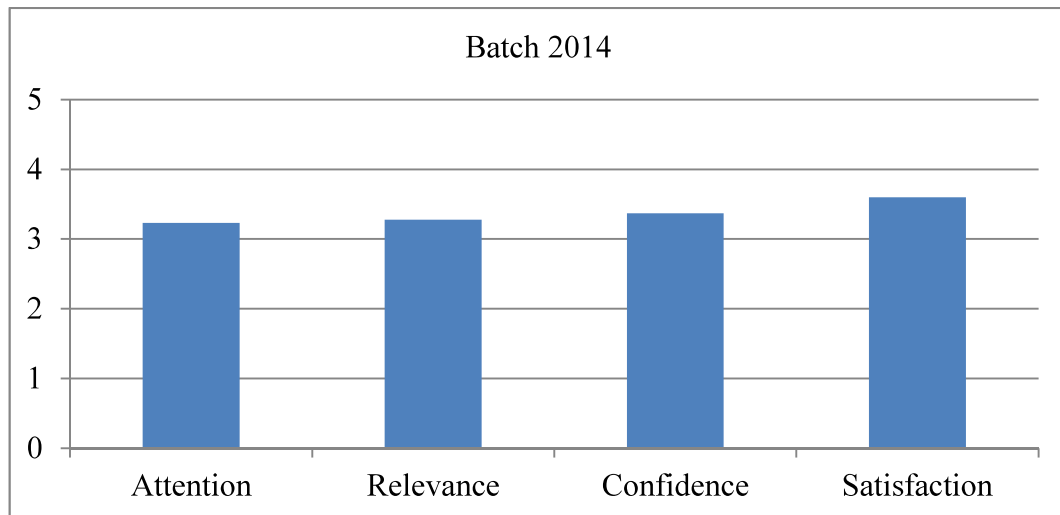


Figure 4.2. Mean Score for Batch 2014

The order of mean scores from the highest score to the lowest score for ARCS (attention, relevance, confidence, and satisfaction) in batch 2014 is Satisfaction (S), Relevance (R) with, Confidence (C), and then Attention (A). This shows that, blended learning gives satisfaction to students of batch 2014. This is in accordance with the results of the questionnaire for batch 2014 where the highest mean score is the question number 13 which is from the subscale Satisfaction (S). This means that most of students “agree” to the statement “*I really enjoyed studying on google classroom*”, this indicates that students really enjoyed studying on Google Classroom. The lowest mean score is question 15 with the mean score is only 2.8. This question is from the subscale of Attention (A), which contain negative statements (reverse). So, it means that students agree to the statements in the “*The style of lesson (using online materials) is boring*”.



The next is for batch 2015, the overall mean scores of students' motivation in batch 2015 is 3.52, and the percent is 70% or can be interpret as "high" motivation in four construct of ARCS (attention, relevance, confidence, and satisfaction). The interpretation for all of ARCS in batch 2015 is "high". The detailed information in the table below:

Table 4.13 The Interpretation of Percentage for batch 2015

<b>IMMS Dimension</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>(Percent)</b>	<b>Interpretation</b>
Attention	3.45	3	3	69 %	High
Relevance	3.50	3.5	4	70 %	High
Confidence	3.50	4	4	70 %	High
Satisfaction	3.79	4	4	76 %	High
<b>Total</b>	<b>3.52</b>	<b>4</b>	<b>4</b>	<b>70 %</b>	<b>High</b>

Based on the table above, in overall, the number or score that most often exists on the result of the questionnaire is 4, the median score of questionnaire is 4, and the average of score is 3.52. This indicates that the result of the questionnaire is centered on score 4, it means that most of students are "agree" about the statements in the questionnaire. It also can be seen that all of ARCS have "high" mean score, which is Attention 3.45 or 69%, Relevance 3.50 or 70%, Confidence 3.50 or 70%, and Satisfaction 3.79 or 76%. The interpretations for all components of ARCS (attention, relevance, confidence, and satisfaction) are "high". The mean score for the total results and each of ARCS (attention, relevance, confidence, and satisfaction) do not have a significant difference.

The detailed comparison of ARCS (attention, relevance, confidence, and satisfaction) as follows:

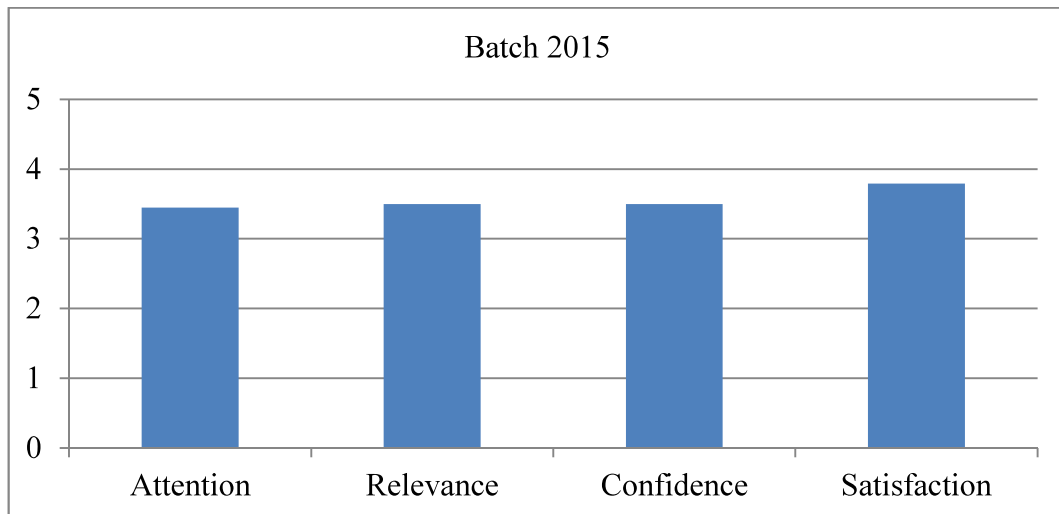


Figure 4.3. Mean Score for Batch 2015

As seen in the diagram above, the highest and the lowest mean score for batch 2015 are still the same or consistent as before, which are Satisfaction (S) as the highest score, and Attention (A) as the lowest score. Relevance (R) and Confidence (C) have the same mean score. This shows that, students of batch 2015 feel satisfaction using learning media, which is using blended learning. However, according to the result of the questionnaire for batch 2015, the highest score is the number 2 instead which is from the subscale Attention (A). Most of students of batch 2015 “agree” to the statement in question number 2, that *“there was something interesting at the beginning of this course that got my attention”*. For the lowest mean score is question number 3. This question is from the subscale Confidence (C). It means that, Students are “neutral” to the statement, that *“studying with google classroom was more difficult to understand than I would like for it to be”*.

The next is for batch 2016. The overall mean scores of students' motivation in batch 2016 are 3.71, and the percent is 74% or can be interpreted as "high" motivation in terms of ARCS (attention, relevance, confidence, and satisfaction). The interpretation or degree of judge for all of ARCS in batch 2016 is "high". In the table below, it can be seen that all of ARCS has high mean score, which is Attention 3.63 or 73%, Relevance 3.39 or 68%, Confidence 3.87 or 77%, and Satisfaction 3.75 or 75%. The detailed information for the interpretation of ARCS as follows:

Table 4.14 The Interpretation of Percentage for batch 2016

<b>IMMS Dimension</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>(Percent)</b>	<b>Interpretation</b>
Attention	3.63	4	4	73 %	High
Relevance	3.39	4	4	68 %	High
Confidence	3.87	4	4	77 %	High
Satisfaction	3.75	4	4	75 %	High
<b>Total</b>	<b>3.71</b>	<b>4</b>	<b>4</b>	<b>74 %</b>	<b>High</b>

In overall, the number or score that most often exists on the result of the questionnaire from batch 2016 is 4, the median score of questionnaire is 4, and the average of score of the questionnaire is 3.71. This indicates that the result of the questionnaire for batch 2016 is centered on score 4, it means that most of students of batch 2016 are "agree" about the statements in the questionnaire. It also can be seen that all the interpretation is "high" to all of ARCS (attention, relevance, confidence, and satisfaction). The illustration of comparison for the mean score in four constructs of ARCS (attention, relevance, confidence, and satisfaction) as follows:

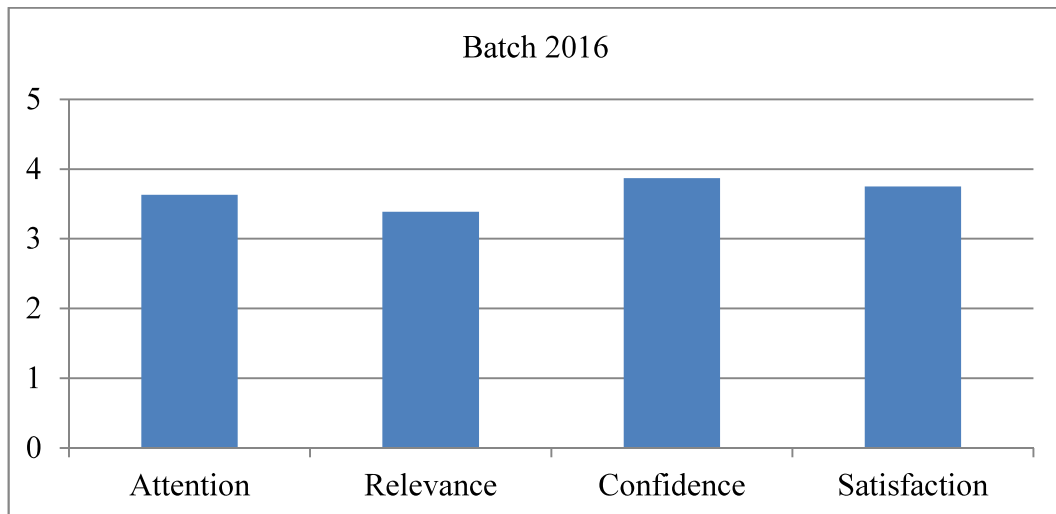


Figure 4.4. Mean Score for Batch 2016

The diagram above shows that, the highest mean score for batch 2016 is Confidence (C). This is different from the previous analysis, which the Satisfaction (S) always occupies the highest mean score. The lowest mean score is Relevance (R). So, the order of mean scores from the highest score to the lowest score for ARCS in batch 2016 based on the diagram above is Confidence (C), Satisfaction (S), Attention (A), and then Relevance (R). When viewed from the results of each question in the questionnaire, the highest mean score is the number 1, which is from the subscale Confidence (C). Most of students of batch 2016 “agree” to the statement in question number 1, “*when I first learned about google classroom, I had the impression that it would be easy for me*”.

The questions with the lowest mean score is in accordance with the subscale Attention (A) as the lowest mean score in the diagram, which are the questions number 12 and 14. The mean score for both of these questions are 3.3. This means that, most of students are “neutral” about the statement in question

number 12, that “*Google classroom has things that stimulated my curiosity*”, and question number 14, that “*I learned some things that were surprising or unexpected*”.

The last is the analysis of students’ motivation for batch 2017. The interpretation for students’ in batch 2017 is high, both in general, and based on each construct of ARCS (attention, relevance, confidence, and satisfaction). The mean score for Attention (A) is 3.53 or 71%, Relevance (R) is 3.28 or 66%, Confidence (C) is 3.79 or 76%, Satisfaction is 3.95 or 79%, and the total of mean score is 3.66 or 73% from 61 respondents in batch 2017. The detailed information on students’ motivation in term of ARCS in batch 2017 as follows:

Table 4.15 The Interpretation of Percentage for batch 2017

<b>IMMS Dimension</b>	<b>Mean</b>	<b>Median</b>	<b>Mode</b>	<b>(Percent)</b>	<b>Interpretation</b>
Attention	3.53	4	4	71 %	High
Relevance	3.28	3	3	66 %	High
Confidence	3.79	4	4	76 %	High
Satisfaction	3.95	4	4	79 %	High
<b>Total</b>	<b>3.66</b>	<b>4</b>	<b>4</b>	<b>73 %</b>	<b>High</b>

In overall, the number or score that most often exists on the result of the questionnaire from batch 2017 is 4, the median score is 4, and the average of score is 3.66. This indicates that the result of the questionnaire is centered on score 4, it means that most of students of batch 2017 are “agree” about the statements in the questionnaire. It also shows that all the interpretation is “high” to all of ARCS, and also for the total of ARCS. The illustration of comparison for the mean score in of ARCS as follows:

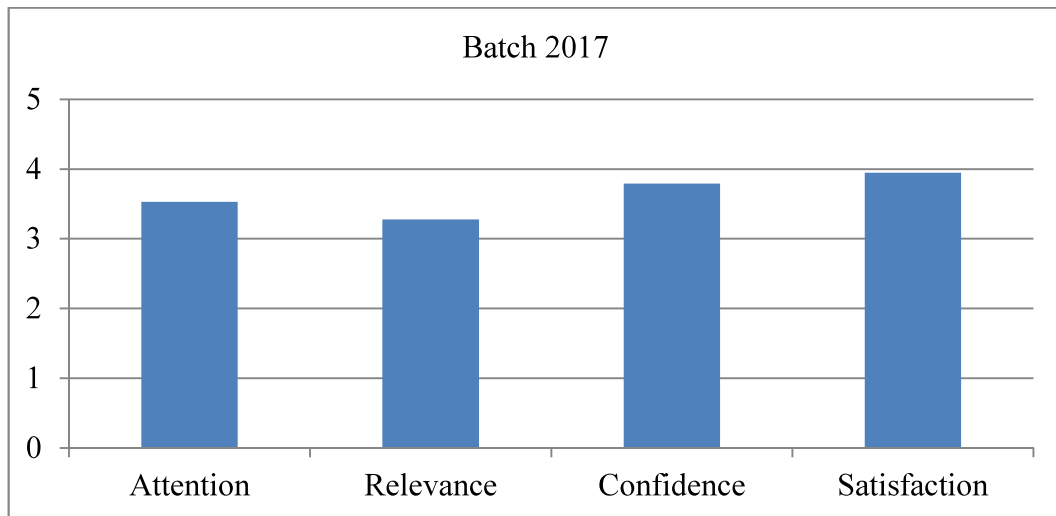


Figure 4.5. Mean Score for Batch 2017

As seen in the diagram above, the highest mean score for batch 2017 is Satisfaction (S), Relevance (R) and Confidence (C) have the same mean score, and the lowest score is Attention (A). If refers to the result of the questionnaire, the questions with the highest mean score is the question number 13 from Satisfaction (S). The mean score for this question is 4.1. It means that, most of students of batch 2017 agree to the statement in question number 13, that *“I really enjoyed studying on google classroom”*. The questions in the questionnaire with the lowest mean score are the question number 11, which is from the subscale Relevance (R), and question number 15, which from the subscale Attention (A). The mean score for both of these questions is 3.3. It means that, most of students in batch 2017 are “neutral” to the statement in question number 11, *“there are explanations or examples of how people use google classroom in lesson”*, and question number 15, that *“the style of lesson (using online materials) is boring”*.

In conclusion, as mention in the theoretical framework that the results of the students' motivation in using learning media, which is using blended learning will be mapping based on the mean score for ARCS (attention, relevance, confidence, and satisfaction).

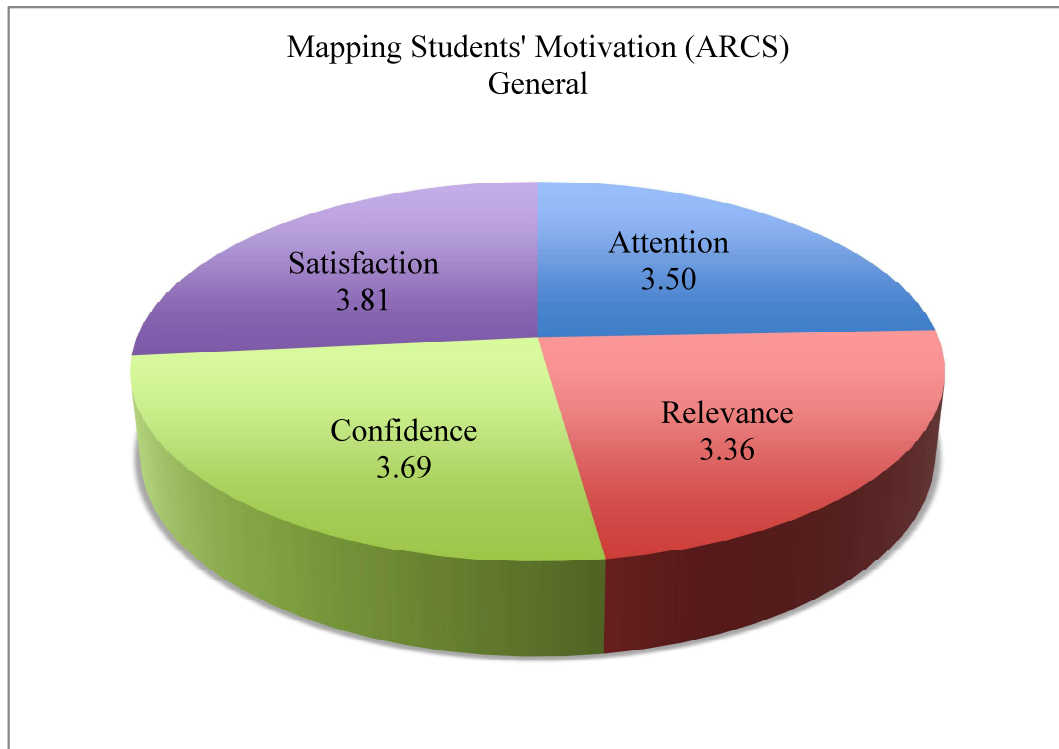


Figure 4.6. The Mapping of Students' Motivation

Based on the mapping of students' motivation above, if it is assumed that students' motivation is like a full circle, which there is four constructs of ARCS in it. So, in the illustration of students' motivation above, it can be seen that there is no significant difference between Attention (A), Relevance (R), Confidence (C), and Satisfaction (S). In addition, as explained before that the interpretation of percentage "high" for all constructs of ARCS and also "high" in the total or the cumulative of students' motivation in using blended learning.

The ANOVA test for analyzing the difference of mean score for each batch as follows:

Table 4.16 ANOVA Test

<b>Batch</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	36.256	28	1.295	1.198	.243
Within Groups	159.993	148	1.081		
Total	196.246	176			

Based on the ANOVA test above, using a confidence level of 95% of the data available. The Sig. score is .243; therefore it can be conclude that there is no significant difference between students' motivation in each batch. The detailed information of mean scores on students' motivation both in general and each batch as follows:

Table 4.17 The Comparison of Mean

<b>IMMS Dimension</b>	<b>General</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Attention	3.50	3.23	3.45	3.63	3.53
Relevance	3.36	3.28	3.50	3.39	3.28
Confidence	3.69	3.37	3.50	3.87	3.79
Satisfaction	3.81	3.60	3.79	3.75	3.95
<b>Cumulative</b>	<b>3.60</b>	<b>3.33</b>	<b>3.52</b>	<b>3.71</b>	<b>3.66</b>

Overall, there is no significant difference mean score, percentage and interpretation between all of students from batch 2014 to 2017, based on each batch, and based on each component of ARCS (attention, relevance, confidence, and satisfaction). All of them have "high" interpretations for all constructs of ARCS (attention, relevance, confidence, and satisfaction). The range of the mean score is from 3.23 (the lowest) to 3.95 (the highest) of mean score, where all of



them have “high” interpretation. This means that students’ motivation in using learning media, in terms of using blended, which using Google Classroom is “high” in terms of ARCS (attention, relevance, confidence, and satisfaction).

The comparison of students’ motivation, in terms of ARCS (attention, relevance, confidence, and satisfaction) both in general and each batch as follows:

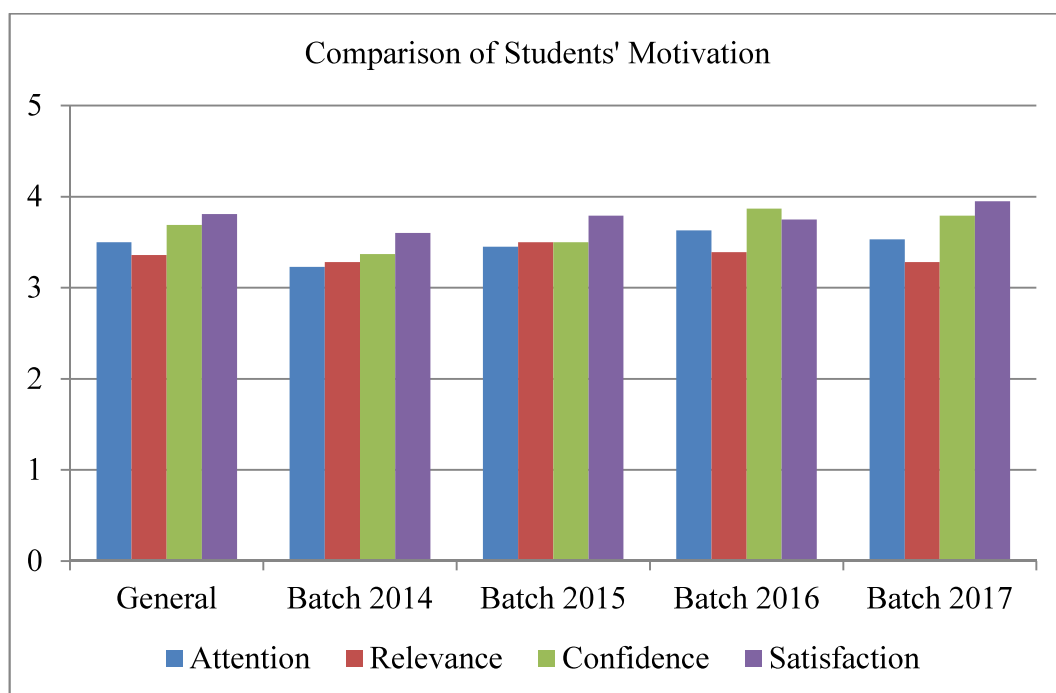


Figure 4.7. The Comparison of Students’ Motivation

In addition, this might happen because all of the teachers in English language education, Islamic University of Indonesia, use Google Classroom in the same ways. They use Google Classroom for upload materials, share announcement, and posting assignment. All of these activities are “asynchronous” method, and there is no “synchronous” method. So, it can be conclude that the teachers have already used Google Classroom well. It can be seen from the stable

students' motivation in terms of ARCS, both in general and based on each batch, which is all of them having “high” interpretation in all of the components of ARCS (attention, relevance, confidence, and satisfaction).

#### 4.2.2. Students Perceive Google Classroom in Positive Motivation

As mention before, there are 10 questions for positive statements in the questionnaire, and there are 177 students in the sample. It means that there 1,770 responses for all of the questions for the positive statements. The detailed information about the spread of students' responses as follow:

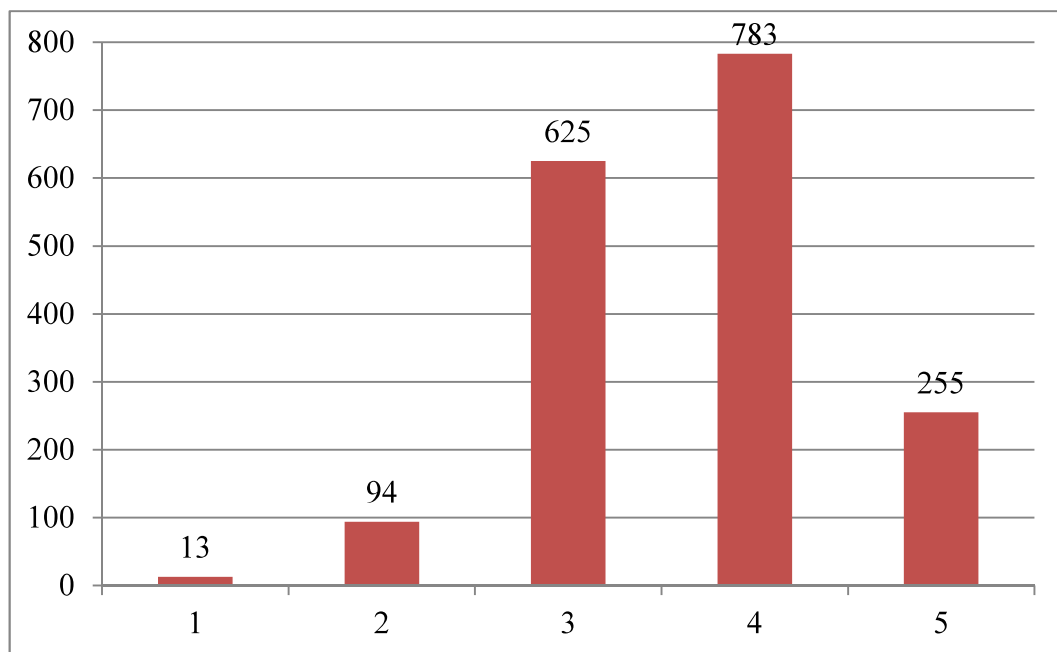


Figure 4.8. The Spread of Students' Responses for Positive

From the chart above, the scale that most often choose is scale “4” and followed by scale “3”. It indicates that most of students agree about the positive statements in the questionnaire. The highest score in the positive statements are

question number 1 and question number 13, “*When I first learned about Google Classroom, I had the impression that it would be easy for me*” and “*I really enjoyed studying on Google Classroom*”.

The detailed information about students’ motivation for the positive statements in the questionnaire as follows:

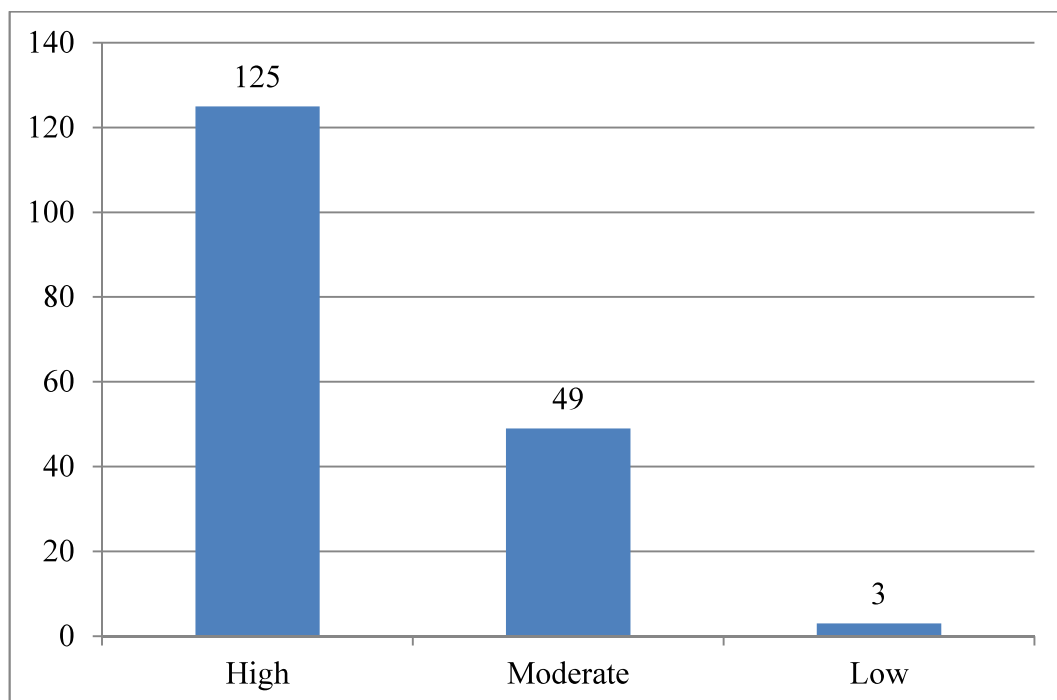


Figure 4.9. The Number of Students’ Motivation in Positive Statements

From the chart above, there are 125 or 70.6% students with “high” motivation for positive statements, 49 or 27.7% students with “moderate” motivation, and 3 or 1.7% students with “low” motivation for positive statements in questionnaire. This interpretation is based on Mochtari and Sheorey (2002) that has been explained in the previous chapter.

### 4.2.3. Students Perceive Google Classroom in Negative Motivation

As mention before, there are 5 questions for negative statements in the questionnaire, and there are 177 students in the sample. It means that there 885 responses for all of the questions for the negative statements. The detailed information about the spread of students' responses as follow:

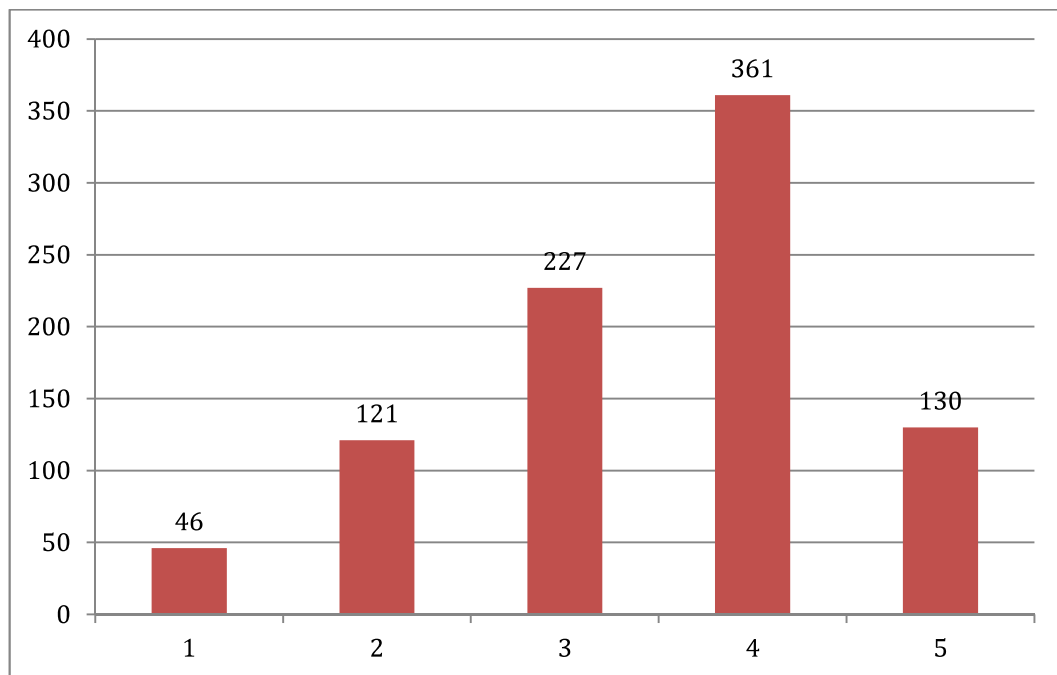


Figure 4.10. The Spread of Students' Responses for Negative

From the chart above, the scale that most often choose is scale “4” and followed by scale “3”. It indicates that most of students disagree about the negative statements in the questionnaire. The highest scores are question number 3 and 5. It means that, most of students disagree to the statements number 3 and 5, “*Studying with Google Classroom was more difficult to understand than I would like for it to be*” and “*Google classroom was so complicated to handle*”.

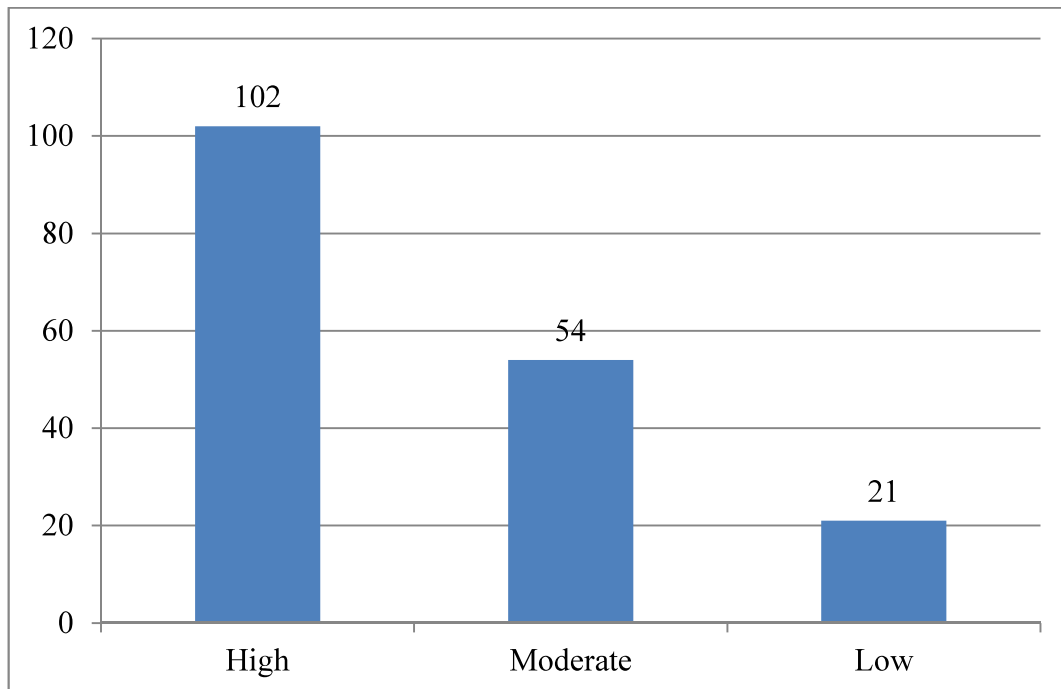


Figure 4.11. The Number of Students' Motivation in Negative Statements

From the chart above, there are 102 students with “high” motivation for negative statements, 54 students with “moderate” motivation, and 21 students with “low” motivation for negative statements in questionnaire. This interpretation is based on Mochtari and Sheorey (2002) that has been explained in the previous chapter.

#### 4.2.4. The Lecturers Use of Google Classroom for Students

The first is for the general, which is from batch 2014 to batch 2017. In general, there are 149 or 84% respondents said that the teachers use Google Classroom for upload materials, 106 or 60% respondents said that the teachers use it for share announcements, 131 or 74% respondents said that the teachers use it

for posting assignments, 13 or 7% respondents said that the teachers use it for giving feedbacks, 4 or 2% respondents said that the teachers use it for quiz, and 35 or 20% respondents said that the teachers use Google Classroom for others used. The detailed information about the teachers' use of Google Classroom in general as follows:

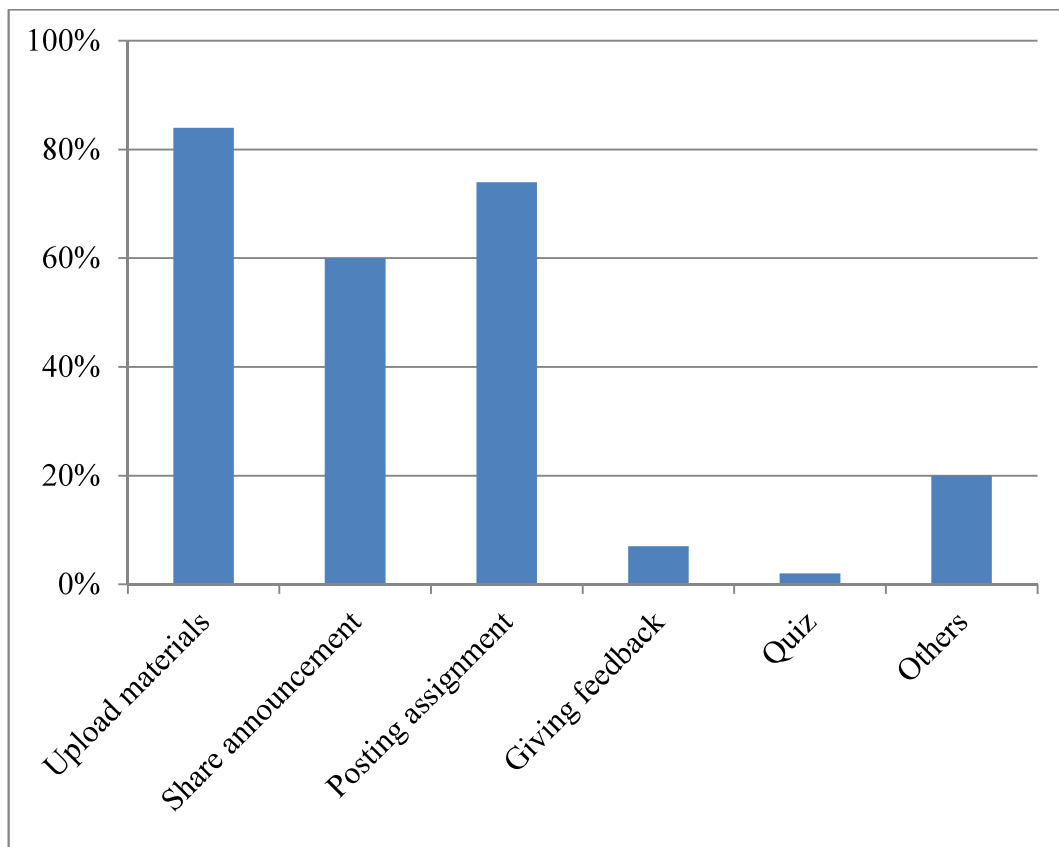


Figure 4.12. The Lecturers Use of Google Classroom in General

After discussing about the teachers use of Google Classroom in general, then discuss about the teachers use of Google Classroom in each batch. The first is the teachers' use of Google Classroom in batch 2014. The detailed information about the teachers' use of Google Classroom in batch 2014 as follows:

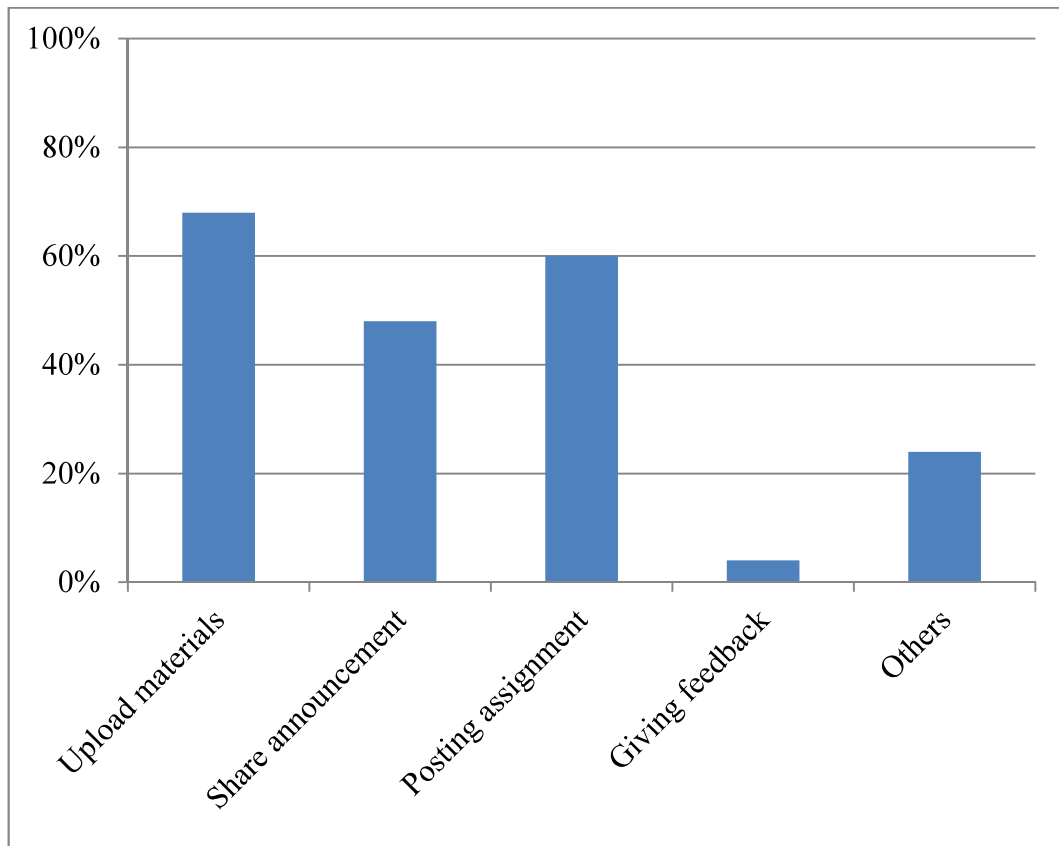


Figure 4.13. The Lecturers Use of Google Classroom in Batch 2014

Based on the chart above, it shows that 17 or 68% respondents said that the teachers use blended learning for upload materials, 12 or 48% respondents said that the teachers use it for share announcements, 15 or 60% respondents said that the teachers use it for posting assignments, 1 or 4% respondent said that the teachers use it for giving feedbacks, and 6 or 24% respondents said that the teachers use it for others used.

The second is the teachers' use of Google Classroom in batch 2015. The detailed information about the teachers' use of Google Classroom in batch 2015 as follows:

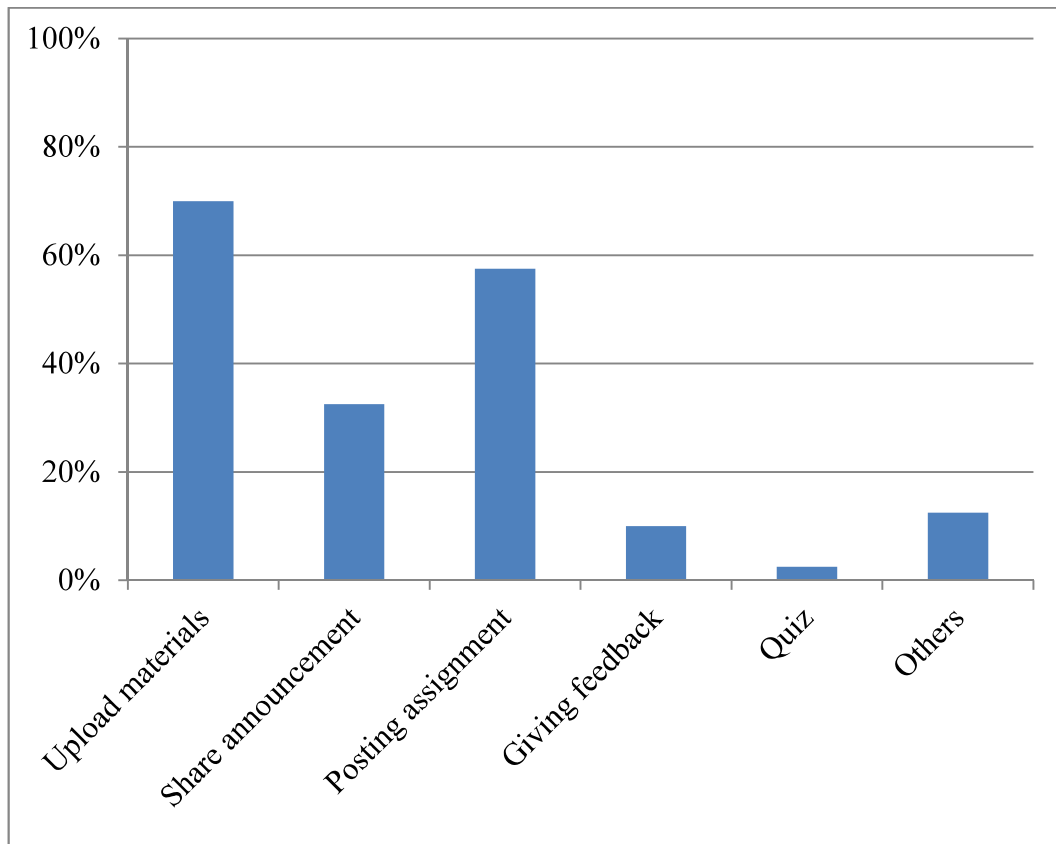


Figure 4.14. The Lecturers Use of Google Classroom in Batch 2015

Based on the chart above, it shows that 28 or 70% respondents said that the teachers use blended learning for upload materials, 13 or 32.5% respondents said that the teachers use it for share announcements, 23 or 57.5% respondents said that the teachers use it for posting assignments, 4 or 10% respondents said that the teachers use it for giving feedbacks, 1 or 2.5% respondent said that the teachers use it for quiz, and 5 or 12.5% respondents said that the teachers use it for others used.

The third is the teachers' use of Google Classroom in batch 2016. The detailed information as follows:



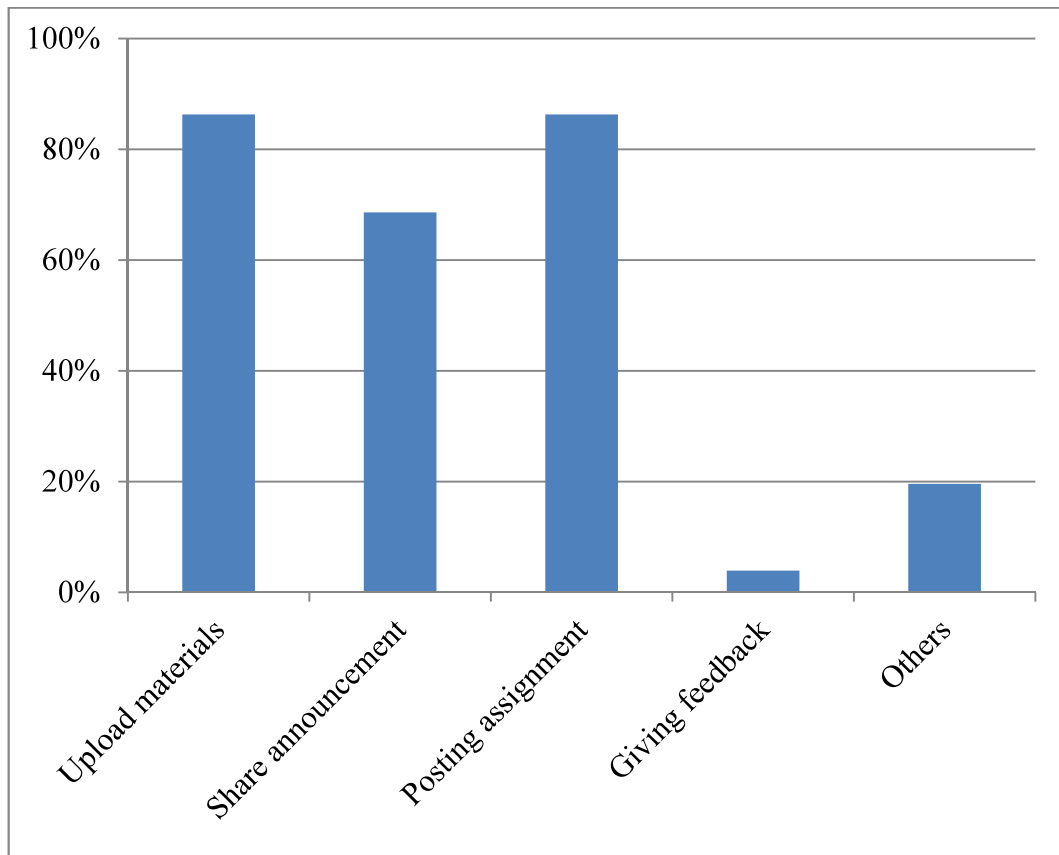


Figure 4.15. The Lecturers Use of Google Classroom in Batch 2016

Based on the chart above, it shows that 44 or 86.3% respondents said that the teachers use blended learning for upload materials, 35 or 68.6% respondents said that the teachers use it for share announcements, 44 or 86.3% respondents said that the teachers use it for posting assignments, 2 or 3.9% respondents said that the teachers use it for giving feedbacks, and 10 or 19.6% respondents said that the teachers use it for others used.

The last is the teachers' use of Google Classroom in batch 2017. The detailed information about the teachers' use of Google Classroom in batch 2017 as follows:

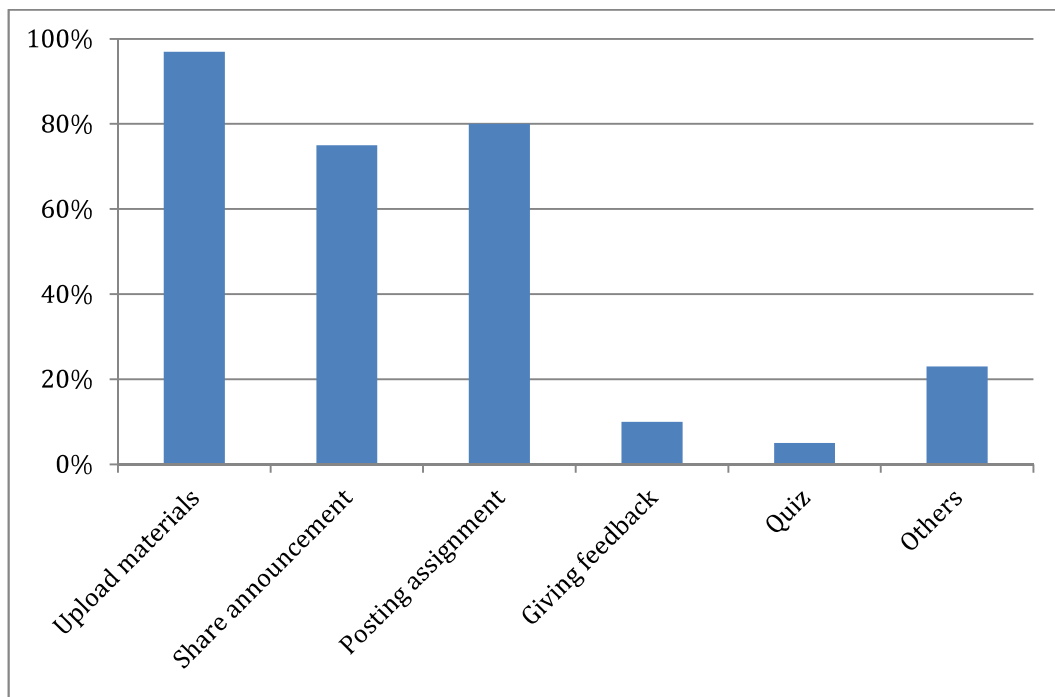


Figure 4.16. The Lecturers Use of Google Classroom in Batch 2017

Based on the chart above, it shows that 60 or 97% respondents said that the teachers use blended learning for upload materials, 46 or 75% respondents said that the teachers use it for share announcements, 49 or 80% respondents said that the teachers use it for posting assignments, 6 or 10% respondents said that the teachers use it for giving feedbacks, 3 or 5% respondents said that the teachers use it for quiz, and 14 or 23% respondents said that the teachers use it for others used.

The next discussion is about the connection of this research to the previous researches. There are three parts of the connections between previous researches to this research. As mention before, in the review relevant studies that, Gonen and Akbarov (2016) found that the use of learning media, which using Schoology is turning out to be a valuable program, when used as a motivator in

ESL classes. A valuable program when used as a motivator in ESL classes because the students' motivation is high when learning by using of schoology. It means that the finding of this research and Gonen and Akbarov's research is similar, which have 'high' motivation of students in using learning media. They use Schoology, while this research is using Google Classroom.

The connection between this research and Kurt and Keçik' (2017) research is about the topic and the instrument. Instructional Material Motivation Survey (IMMS) is the instrument that they used for instructional materials. As their research question "Do ARCS model based instructional materials have effect on students' instructional materials' motivation?" Also, the IMMS can help the teacher to measure the students' motivation. So, this research and Kurt and Keçik' (2017) research have the same instrument, which is IMMS to measure students' motivation, and also have the same topic, which instructional materials.

The similarity between this research and Alajab and Hussain's (2015) research is that learning media, which is using Learning Management System (LMS) have a significant to students' motivation, especially higher or college students. Although, they used LMS for teaching Scientific English, while this research for English Language Education. It indicates that, the use of LMS is suitable for adult learners.

In conclusion, the similarities between this research and relevant researches above are: the motivation is important, IMMS is suitable or valid to be used to measure students' motivation, and Google Classroom is effective for higher education. It means that, this research is already on the track.