

CHAPTER IV

FINDINGS AND DISCUSSION

This section mainly presents the analysis of the data findings and discussions of teaching pronunciation by using a Blended Learning strategy. The presentation of those cases will be explained in the description below:

4.1 Findings

In these findings of the research, the researcher concerns the statement of the problem namely: (1) How is the implementation of Blended Learning strategy in teaching pronunciation? (2) How is the students' response in learning pronunciation by using Blended Learning strategy?. Moreover, the researcher used four kinds of instruments to describe the findings which are observation field notes, documentation, questionnaire and interview. For the first instrument, the researcher observed the conventional classroom activity (face to face method) of teaching pronunciation by using blended learning as the strategy in the first semester of English Education 2019 C Study Program of STKIP PGRI SIDOARJO for six times; 5th of October 2019, 19th of October 2019, 2th of November 2019, 23th of November 2019, 21th of December 2019, and 11th of January 2020. The observation was held from 4:00 to 6:00 p.m. Moreover, the use of documentation of this study refers to the assignments given by the lecturer to the students during the observation. Besides, the researcher uses a closed questionnaire to know the students' responses towards the use of blended learning as the teaching strategy in teaching pronunciation. The questionnaire is distributed

to the first semester of the English Education 2019 A & 2019 C Study Program of STKIP PGRI SIDOARJO. After the researcher distributes and processing questionnaire data, the researcher uses a free guided interview with the purpose to dig up the detail information related to the main concern of this research. The students who will be interviewing come from the result of the questionnaire.

4.1.1 The Implementation of Teaching Pronunciation by Using Blended Learning Strategy at STKIP PGRI SIDOARJO

4.1.1.1 The First Meeting



Figure 4.1 The First Observation Field Note

The first classroom observation was done on Saturday, the 5th of October 2019. Placed at C3 room of STKIP PGRI Sidoarjo, the class started at 4.00 until 6.00 p.m. In the pre-teaching, the lecturer entered the class at 4.05 p.m. The

researcher sat behind the students to observe the teaching-learning process. Before the class was started, the lecturer entered the classroom by bringing learning tools, namely; laptop, loudspeaker, and so forth. The lecturer prepared the laptop, LCD, loudspeaker, and learning material before started the learning activities. Then, the lecturer greeted the class by using English to create an English atmosphere. The lecturer usually greeted the students based on the classroom's and students' present condition. The lecturer used this session to get the students' attention and to get the students ready with the teaching-learning process. The students themselves tended to greet the lecturer based on spontaneous conditions. By such a kind of greeting, the students were able to let the lecturer know their conditions so that the teaching-learning activity could run appropriately with their condition. Before started the lesson, the lecturer usually asked the student's condition at that time. It was very useful because it could make a good psychological relationship between the lecturer and the students.

In while-teaching, the lecturer displayed the syllabus or lesson plan about material that have learned in the previous meeting. The lecturer gave some questions to warm up for the students. The lecturer discussed the video pronunciation project provided by the lecturer, then the lecturer re-explained the

project last week. Next, the lecture gave a clue about the material that will be taught today. The lecture wrote the word "cycle" then asked students how to read that word. The students answered together. Then, the lecture corrected how to read the word 'cycle' correctly. The lecture gave questions to warm up the students about vowel, that is the material that will be learning today. Then, the lecturer asked students to bring the Oxford dictionary at the next meeting.

Still in the core activity, the lecturer taught how to pronounce the sound of vowels in English, then followed by students. Moreover, the lecturer asked students to take out a piece of paper and placed it in front of the mouth. The students followed the lecture's direction to take a piece of paper and turn it in front of their mouths and the lecturer explained the function of put a piece of paper in front of the mouth, which is to learn about plosive sounds. The lecturer continued the next learning material which is about plosive sounds. The lecturer explained the definition of a plosive sound. The lecture directed students on how to practice the plosive sounds by using a piece of paper placed in front of the mouth. Students one by one begin to try to practice the plosive sounds that are instructed by the lecture, accompanied by laughter from the students because some of them have not succeeded in practicing plosive sounds,

the researcher concluded that students felt happy to take the pronunciation subjects.

In between students practicing plosive sounds using paper, the lecture opened the Cambridge Advanced Learner's Dictionary software and explained how to say a few words, for example, the word 'example'. The lecture asked students how to pronounce the word 'example'. Students responded to the lecture question. The lecture operated the Cambridge Advanced Learner's Dictionary software, and asked students to listen carefully to the correct pronunciation of the word 'example'. The students listened carefully to the Cambridge Advanced Learner's Dictionary software through LCD. The lecturer repeated how to say the word 'example'. Students followed the pronunciation method exemplified by the lecture.

Next, the lecturer wrote the tongue twisters' *Peter Piper sentences picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, Where's the peck of pickled peppers Peter Piper picked?* '. The lecture wrote sentence tongue twisters to practice plosive sounds / p / and / t /. The lecturer then explained how to read the tongue twisters sentences and asked students to follow afterward. Students began to laugh because the pronunciation of tongue twisters is almost similar to one

another. The lecture kept repeated the way to read the tongue twisters sentences and followed by students.

In post-teaching, the lecturer did an interaction with the students. Interaction in post-teaching means interaction that happens in the end of the lesson. Maria (2011) states that interaction in post-teaching was divided into two activities, namely motivating to study and end the lesson. The lecturer usually motivated the students to study again at home. It gave a positive effects to the lecturer and the students' relationship. By motivating the students, it made the students feel happy because the lecturer cares about them. Usually, the lecturer said *“Okay, don't forget to practice at home and submit your task on time”*.

Moreover, after build an interaction, the lecturer concluded the material learned today by asking the students. Students could conclude learning activities well. The lecture gave the students a clarifier and summarizes the material learned today. Before closed the lesson, the lecturer asks students if there are questions related to today's learning. Students have no questions because they already understand enough about today's learning, then the lecture gave the project to students to be sent on Edmodo, which is about hobbies, the lecture

explained the terms and conditions of the project for the next meeting, then closes the learning activities.

4.1.1.2 The Second Meeting

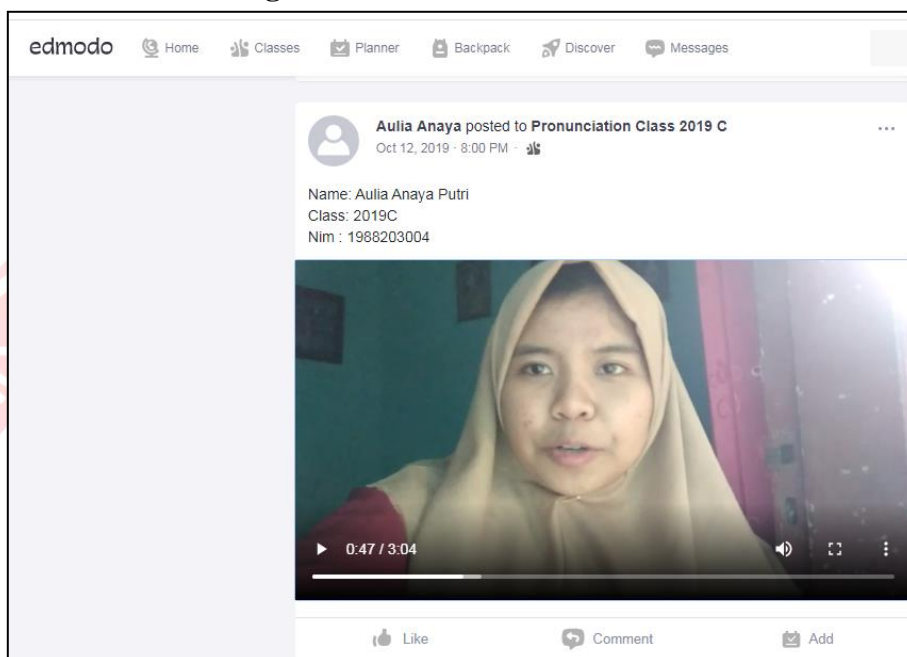


Figure. 4.2 Student's task about hobbies

Next meeting, on the 12th of October 2019, the students have not come to the conventional class, but they already submitted their task that is make a video about hobby and upload it in Edmodo. This is one of the tasks was done by one of the students from English Education 2019 C.

4.1.1.3 The Third Meeting



Figure. 4.3 The Second Observation Field Note

The second classroom observation was done on Saturday, 19th of October 2019. Placed at C3 room of STKIP PGRI Sidoarjo, the class starts at 4.00 until 6.00 p.m. In the pre-teaching, the lecturer entered the class at 4.10 p.m. The researcher sat behind the students to observe the teaching-learning process. Before the class was started, the lecture entered the classroom by bringing learning tools, namely; laptop, loudspeaker, and so forth. The lecture prepares the LCD, loudspeaker, and other learning material before starting the learning activities. In the English teaching-learning process, the interaction between the lecturer and the students in the whole class usually began when the lecturer greeted them at the beginning of learning activities. Then the lecturer greeted the

class by using English to create an English atmosphere. The lecturer usually greeted the students based on the classroom's and students' present condition. The lecturer used this session to get their attention and to get them ready with the teaching and learning process.

In while-teaching, the lecturer displayed the syllabus or lesson plan and material that will be learning today. The lecturer began with the material in which about fricative consonant. The lecturer wrote some fricative consonant, namely; [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] on the whiteboard, then asked the students how to pronounce that sounds. The lecturer gave an example of how to pronounce that sounds while asking the students whether they have already operated the Cambridge Advanced Learner's Dictionary software or not. The students answered the lecture's question in various ways.

Still in the core activity, the lecturer wrote some words on the whiteboard then asks students how to pronounce those words, i.e *vision*, *television*, *usually*. The students began to pronounce the words on the whiteboard. In whilst-teaching, the lecturer gave a reward to the students in the teaching-learning process. It is very useful to improve interaction. Usually, the lecturer gave a reward to the students when they could answer the lecturer's questions correctly or they can do the exercise

correctly. The kinds of rewarding the students depend on the lecturer. Usually, the lecturer praised the students by saying “good”, “very good” and so forth.

After the lecturer knew the students' response towards the words, the lecturer starts to show some words by using the pronunciation's software and ask students to pay attention and imitated how to pronounce the words according to the pronunciation's software. While the students pay attention to the pronunciation's software, the lecturer explained the definition of the fricative consonant (hissing sound). The lecturer continued the material to the nasal sound and semivowel. The lecture explained the tongue position when producing hissing sound and consonant. The students pay attention carefully to the lecture's explanation.

In between the lecture explained the tongue position when producing hissing sound and consonant, the lecturer explained the task for the next meeting. The lecturer asked the students to make a video about the future dream with two minutes' duration and must contain fricative and nasal sound. The lecturer also explained about the middle test's instructions. The middle test is the mix between the task that the students did about, namely; self-introduction, hobby, and future dreams. The lecturer asked the students to choose one topic between

self-introduction, hobby, and future dreams, after that the students must practice it in front of the class. The students are not allowed to read, because it is focused on pronunciation. Thus, students should be practice more and more. The focus of the middle test's score is on the natural expression, which not allowed to read and must be relaxed.

Next, the lecturer asks the students to brought a piece of paper to come to the lecture and asked the students to practice the middle test in front of the lecture. The lecture told the students that He would write some incorrect words in a piece of paper and asked the students to check on the dictionary how to pronounce those words, thus the students could practice effectively and get a better result. The lecture began to call the students one by one to come forward and start did the scoring. When the students finished reading, the lecture gave the incorrect words that He wrote on the piece of paper and asked the students to check how to pronounce it in the dictionary.

At the end of the lesson, when the students finished come forward, the lecturer asked the students to practice more and more. The lecturer also gave support to the students when they would get the examination. It was very useful to students to assure the students and gave them the spirit to study for the

examination. After that, the lecturer concludes the material that has been learned today. Then the lecturer closes the lessons.

4.1.1.4 The Fourth Meeting

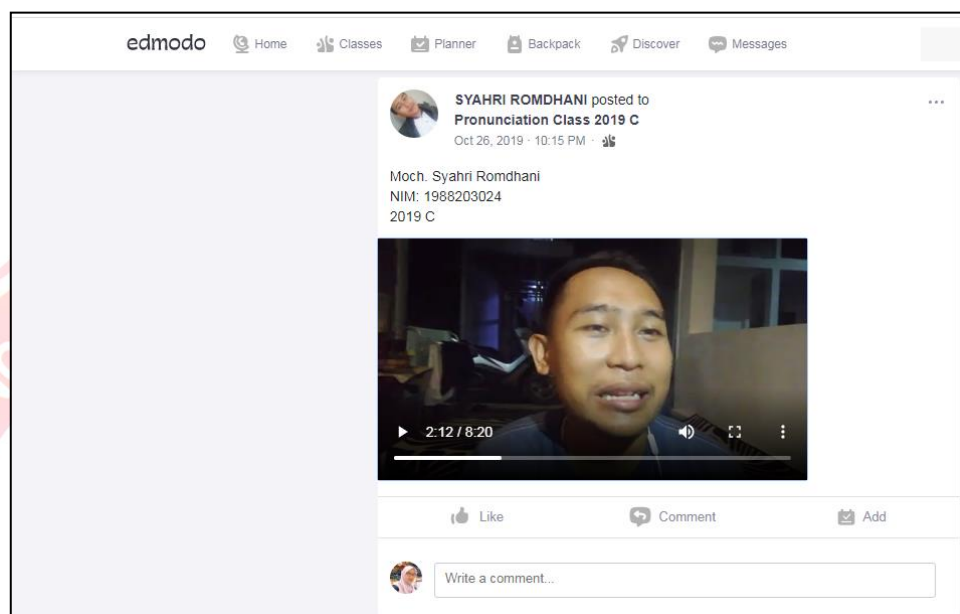


Figure 4.4 Student's task about future dreams

Next meeting, on the 26th of October 2019, the students have not come to the conventional class, but they already submitted their task that is making a video about future dreams and uploads it in Edmodo. This is one of the tasks was done by one of the students from English Education 2019 C.

4.1.1.5 The Fifth Meeting



Figure 4.5 The Third Observation Field Note

The third classroom observation was done on Saturday, 2th of November 2019. Placed at D3 room of STKIP PGRI Sidoarjo, the class started at 4.00 until 6.00 p.m. The lecturer entered the class at 4.18 p.m. The researcher sat behind the students to observe the teaching-learning process. In this face to face class, the lecturer didn't bring any learning tools, namely; laptop, loudspeaker, and so forth. In the English teaching-learning process, the interaction between the lecturer and the students in the whole class usually began when the lecturer greeted them at the beginning of learning activities. Then the lecturer greeted the class by using English to create an English atmosphere. The lecturer usually greeted the students based on the classroom's and students' present condition. The

lecturer used this session to get their attention and to get them ready with the teaching and learning process.

In while-teaching, the lecturer asked the students whether they have downloaded the Live Transcribe App or not. Then the lecturer asked the students to practice their pronunciation by using the Live Transcribe App to check their ability in pronunciation and also speaking English. After that, the lecturer told the students to practice future dreams' material and asked the students to come forward one by one without bringing any text. The students began to practice by themselves, while the lecture told the students that for the next meeting it will be off because of Maulid Nabi. After that, the students one by one came forward and practiced about their future dreams.

Before closed the class, the lecturer explained again about the middle test's instructions to make a video about one of three topics between self-introduction, hobby and future dreams in six minutes duration. The lecturer also asks the students to practice more and more to get a better score. Then the lecture closes the class.

4.1.1.6 The Sixth Meeting

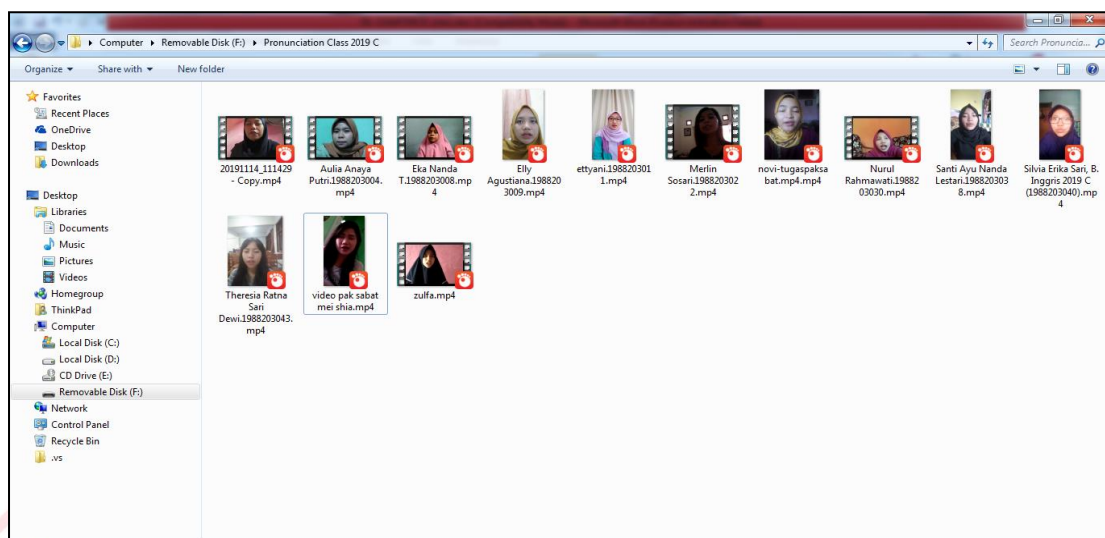


Figure 4.6 Student's task about making a video in 6 minutes duration

Since there are terms and conditions in uploading a video on Edmodo, the students decided to submit the task through flash disk. The terms about uploading the video on Edmodo should be 4,6 MB minimum. Because the video has six minutes duration, thus the size of the video around 100 MB and can be more dependent on the quality of the video. Hence, the student's task can not be submitted through Edmodo because of the size of the video, but the task can submit by another media, i.e flash disk.

4.1.1.7 The Seventh Meeting



Figure 4.7 The Fourth Observation Field Note

The fourth classroom observation was done on Saturday, 23th of November 2019. Placed at D1 room of STKIP PGRI Sidoarjo, the class starts at 4.00 until 6.00 p.m. The lecturer entered the class at 4.22 p.m. The researcher sat behind the students to observe the teaching-learning process. Before the lecturer started the lesson, the lecturer greeted the class by using English to create an English atmosphere.

In-while teaching, the lecturer opened the Cambridge Advanced Learner's Dictionary software. While preparing the material that will be taught, the lecturer gave His feedback about the students' task. The students listened to the lecture's feedback carefully. After that, the lecturer opened the syllabus and told the students about the material that will be learn today. The students pay attention to the lecture's explanation. Next,

the lecturer asked the students who bring the Oxford Dictionary or not then asked the students to open the last page. The students who brought the Oxford Dictionary started to open the last page. The lecturer explained how to pronounce the phonetic symbols contains on the last page. Then, the lecturer operated Cambridge Advanced Learner's Dictionary software and showed some words, i.e eat, easy, east, even, please, feel, team, teeth, see, and so forth. After that, the lecturer told the students how to pronounce those words according to the software.

Before closed the class, the lecture explained the task for the next meeting, which is make a video about describing something/descriptive text and submit on Edmodo. After told the students about the task instructions, the lectured then closed the class by greeted “good evening”.

4.1.1.8 The Eighth Meeting

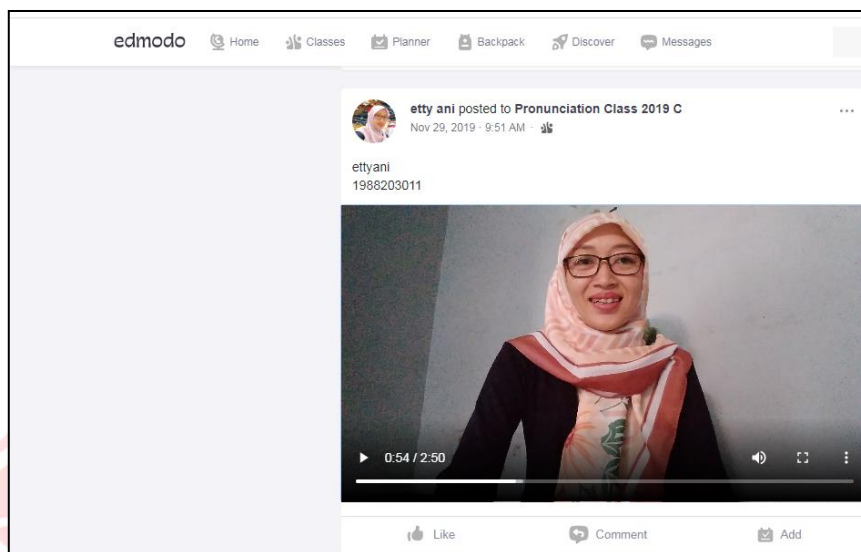


Figure 4.8 Student's task about describing something

Next meeting, on the 29th of November 2019, the students have not come to the conventional class, but they already submitted their task that is making a video about describing something and upload it on Edmodo. This is one of the tasks was done by one of the students from English Education 2019 C.

4.1.1.9 The Ninth Meeting



Figure 4.9 The Fifth Observation Field Note

The fifth classroom observation was done on Saturday, 21th of December 2019. Placed at D3 room of STKIP PGRI Sidoarjo, the class started at 4.00 until 6.00 p.m. The lecturer entered the class at 4.18 p.m. The lecturer entered the classroom by bringing learning tools, namely; laptop, loudspeaker, and so forth. The researcher sat behind the students to observe the teaching-learning process. The lecturer prepared the laptop, LCD, loudspeaker, and learning material before starting the learning activities. Before the class was started, the lecture entered the classroom by bringing learning tools, namely; laptop, loudspeaker, and so forth. The lecturer prepared the laptop, LCD, loudspeaker, and learning material

before started the learning activities Then, the lecture greeted the class by using English to create an English atmosphere. The lecturer usually greeted the students based on the classroom's and students' present condition. The lecturer used this session to get the students' attention and to get the students ready with the teaching-learning process.

In while-teaching, the lecturer asked the students to prepare a piece of paper and told the students about the material that will be learn today, which is about word stress. The lecturer explained word stress, after that, the lecturer asked students to watch the video displayed through the LCD. Students watched the video carefully. The lecturer asked students to imitate the word stress pronunciation in the video. The lecturer asked students to come forward one by one to present the result of their practice. The lecturer gave the students four minutes to practice. The word stress has been prepared by the lecturer. The word stress contains one-syllable until four syllables. Students began to come forward one by one. While students come forward one by one, the lecturer asks the students to count the correct word by themselves, and submit the paper to the lecturer.

Before closed the class, the lecturer gave the task's instructions to the students for the next meeting. Students must

look for a British news anchor's video on YouTube. Even though the video duration is long, the students only need three minutes of it. Students must write the transcribe, and practice it again and again. Next meeting, the transcribe should be brought at the conventional class and didn't need to upload on Edmodo. The lecture closes the class.

4.1.1.10 The Tenth Meeting



Figure 4.10 The Sixth Observation Field Note

The sixth classroom observation was done on Saturday, 11th of January 2020. Placed at D3 room of STKIP PGRI Sidoarjo, the class starts at 4.00 until 6.00 p.m. The lecturer entered the class at 4.11 p.m. The researcher sat behind the students to observe the teaching-learning process. In this face to face class, the lecture didn't bring any learning tools, namely; laptop,

loudspeaker, and so forth. Before the class was started, the lecture greeted the class by using English to create an English atmosphere.

In the core activities, the lecturer explained the scoring rubric or criteria about the final exam. The criteria scoring rubric would focus on five aspects, namely; sound production (25 points), stress (25 points), intonation (25 points), speech fluency (25 points), performance (5 points), then the lecture explained of each criterion to the students, and the students listen to the lecture carefully. After the lecture explained the scoring rubric of the final exam, the lecturer asked students who not come forward yet at previous meetings to come forward presenting about word stress. Students who still not come forward began to come forward. The lecturer also allowed the students who want to practice their word stress in front of the lecture to practiced in order to know the students' word stress pronunciation was correct or not, thus the lecture will gave His review of it. The students who want to practice their word stress began to come forward.

Before closed the class, the lecturer reminded the students to practice more so they can achieve the scoring rubric. The lecture explained that He already gave three weeks to prepare, so there is no excuse for the students to unprepared. The lecture

delivered His thankful to the students and appreciates the students who sent the video and followed the class, then the lecture closed the class.

4.1.2 The Students Response in Learning Pronunciation by Using Blended Learning Strategy at STKIP PGRI SIDOARJO

This section aimed at answering the second statement of the problem that is the students' response in learning pronunciation by using the Blended Learning strategy. After the teaching-learning process was implemented in the class, the researchers distributed questionnaires directly to respondents who learned pronunciation using a blended learning strategy, namely 2019 A and 2019 C STKIP PGRI SIDOARJO school year 2019/2020.

The questionnaire used was a questionnaire that was adapted from previous researchers. The total statement items in the questionnaire were 35 statement items, consisting of 15 items regarding students' perception of pronunciation practice 'subject, and 20 items about students' perception of the Blended Learning strategy.

In agreement with (Bertaux, 1981, p.35; Guest et al, 2006; Esch & Esch, 2013, p.228), says that 15 numbers are simple to research are the smallest acceptable in qualitative research, the subject of the study is the students of a first-semester class, specifically at 2019 A and 2019 C class 2019/2020 academic year of STKIP PGRI Sidoarjo. The number

of students in grades 2019 A and 2019 C is 33 students. This amount is sufficient with the minimum criteria to conduct the research.

Data collection is done by visiting respondents directly to submit and collect questionnaires. The sample in this study there were 29 samples. The number of questionnaires distributed was 29 copies, and the returned questionnaires were the same number, namely 29 copies.

4.1.2.1 The Results of the Questionnaire

After the teaching-learning process was implemented in the class, the researcher gave 29 questionnaires to the students to know the students' responses towards learning pronunciation by using Blended Learning strategy. The researcher distributed the questionnaire to the students and explains to the students how to fill the questionnaire.

The researcher asks the students to write their name and class to categorize the subjects of the research since the subjects of the research was 2019 A and 2019 C class 2019/2020 academic year of STKIP PGRI Sidoarjo. The result of recapitulation students' responses converted into a pie chart described in the following figure:

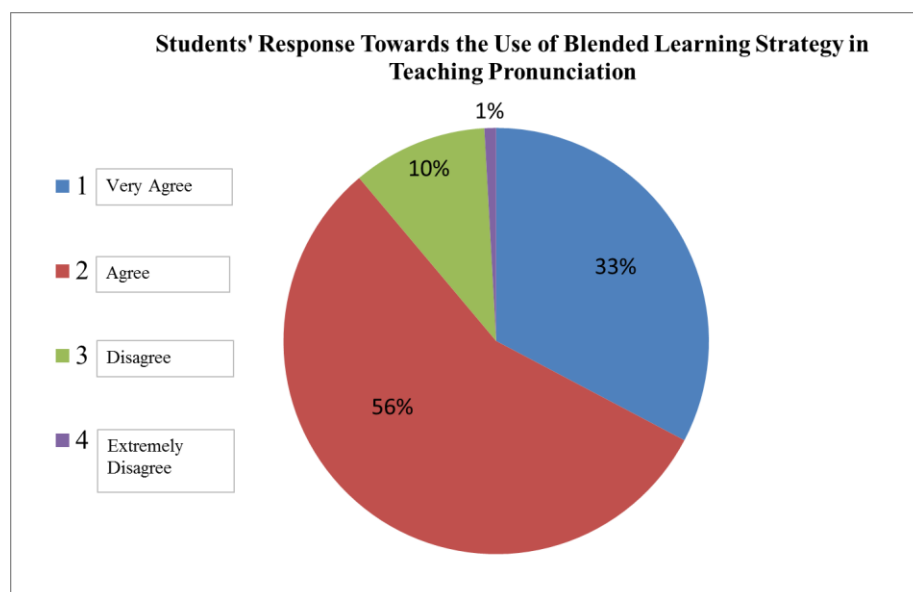


Figure 4.11 The result of Questionnaire

Based on the data above, it showed that the students mostly agree with the use of Blended Learning as a strategy in teaching pronunciation. It strengthens by the percentage of the students' responses that is 56%, which means that more half of students like learning pronunciation by using Blended Learning strategy. Besides, according to the data, the students who feel disagree with the use of blended learning as the strategy in teaching pronunciation is 10%, which means that under 50% of students did not like learning pronunciation by using Blended Learning strategy. Thus, it can be concluded that the students agree with the use of blended learning as the strategy in teaching pronunciation.

4.2 Discussion

This section aimed at describing the result of the data that the researcher get from observation field note, questionnaire, and interview. After the researcher gets the data from the observation field note, questionnaire and interviews, the researcher would describe those data in this discussion part to make the reader understand in reading the data.

4.2.1 The Observation Field Note

To describe the observation field note, the researcher focused on how to implement teaching pronunciation by using Blended Learning strategy as the researcher's statements of the problem in conducting this research, which described the implementation of using Blended Learning strategy in teaching pronunciation, thus, the researcher would be focused on every single step the lecturer did in implementing the strategy.

When applying this research, six meetings were being conducted which could be described as follows, at the first meeting, overall the lecturer was very good and disciplined in teaching. The lecturer does the teaching-sequence well, both in pre-teaching, while-teaching, and post-teaching. In pre-teaching, the lecturer entered the classroom by bringing learning tools, namely; laptop, loudspeaker, and so forth. The lecturer also prepared the laptop, LCD, loudspeaker, and learning material before started the learning activities.

Moreover, the lecturer greeted the class by using English to create an English atmosphere. The lecturer usually greeted the students based on the classroom's and students' present condition. The lecturer used this session to get the students' attention and to get the students ready with the teaching-learning process. The students themselves tended to greet the lecturer based on spontaneous conditions. By such a kind of greeting, the students were able to let the lecturer know their conditions so that the teaching-learning activity could run appropriately with their condition. Before started the lesson, the lecturer usually asked the student's condition at that time. It was very useful because it could make a good psychological relationship between the lecturer and the students.

Moreover, in while-teaching the lecturer displayed the syllabus or lesson plan to students, which is very good for making students know what material will be learned on that day. After presenting the syllabus, the lecturer gave questions to warm up for the students. Discussion about the material that has been previously studied by lecturers in while-teaching is also useful to keep students focused and concentrated on the learning activities they have done. After the lecturer reflected on the learning activities carried out last week, the lecturer linked to today's material, it was very good to provoke students'

responsiveness. After that, the lecturer continued the learning activities with vowel material. Not to forget, the lecturer showed the pronunciation clearly and asked the students to follow. The use of the Cambridge Advanced Learner's Dictionary software which is linked to the loudspeaker and projector is also very effective in helping students' pronunciation. At the end of the lesson, the lecturer concluded today's material by ask students what they have learned today. Students can conclude learning activities well. Do not forget, the lecturer always gave instructions related to the next assignment that must be uploaded by students at Edmodo. Students pay close attention to the direction of lecturers and are active in asking questions related to the assignments given by lecturers.

In the second meeting, in while-teaching, the lecturer presented the syllabus in starting the core learning activities, this helped students understand the direction and objectives of learning to be achieved. Lecturers did a question and answer while explaining learning material, this is very good for testing the level of student understanding and the level of concentration of students. The used of Cambridge Advanced Learner's Dictionary Software by lecturers linked to loudspeakers and projectors is also very effective in helping

students' pronunciation. Besides using the Cambridge Advanced Learner's Dictionary Software, the lecturer also asked students to practice sound using a piece of paper placed in front of their mouths, which is very good for making the students intense practicing and also helps students understand more about the material being learned. In post-teaching, the lecturer concludes today's material by asks the students what they have learned today. Students can conclude learning activities well. Moreover, the lecturer gave instructions related to the next assignment that students must upload to Edmodo.

At the third meeting, the lecturer did not brought the learning tools, but the lecturer still did the teaching sequence well, both in pre-teaching, while-teaching, and post-teaching. The use of learning tools by lecturers is adjusted to the learning objectives to be achieved at the meeting. Greeting students using English when entering class is always done by lecturers in pre-teaching activities. In while teaching in this meeting, the lecturer did not conveyed the learning material to be learned but instead asks students to practice the material that was learned at the previous meeting in front of the lecturer without carrying text. Furthermore, the lecturer reminded the students to use the live transcribe application to check the level of students' pronunciation and speaking skills. In post-teaching,

the lecturer gives instructions related to the next assignment that students must upload at Edmodo. In addition, the lecturer motivated the students to practice more and more to get a better score.

At the fourth meeting, in starting while-teaching, the lecturer gave feedback related to students' assignments at the previous meeting at Edmodo. Students listen to feedback from lecturers in earnest. Then learning continues with the use of the Oxford Dictionary. The lecturer asked students to open their own Oxford Dictionary and explain the learning material. In post-teaching, the lecturer gave instructions related to the next assignment that students must upload to Edmodo.

At the fifth meeting, in initiating while-teaching, the lecturer asked students to prepare a piece of paper and gave instructions to students that the meeting would discuss word stress. Then, the lecturer continued to explain the material about word stress while playing the video connected through the projector about the word stress material. Students follow and listen to explanations well. In practice, the lecturer asked students to progress one by one, practicing word stress that is displayed on the video. Word stress has been prepared by the lecturer. Students record the word stress that has been provided by the lecturer, and ask students to count themselves the

number of words that have the correct pronunciation, then ask students to collect the paper. Then, for the next meeting, the lecturer asked the students to look for a British news anchor video on YouTube and record the transcript. The transcript was brought to the next meeting, namely in the conventional class, and students were not asked to upload videos on Edmodo.

At the sixth meeting, the lecturer only explained the scoring rubric for the final exam. The lecturer asked students who haven't come forward yet at previous meetings to come forward presenting about word stress. At this meeting, the lecturer no longer explained the learning material, but only asked students to complete the assessment.

Based on the results of observation, the researcher could conclude that Blended Learning as the strategy in teaching pronunciation was implemented successfully and useful to stimulate the ideas to teach pronunciation practice. When Blended Learning strategies are implemented, the students were enthusiastic to follow the teaching-learning process, and it was explained that Blended Learning could bring the students into a new teaching-learning process. Thus, it could make the students interested in learning pronunciation because the implementation of the Blended Learning strategy was interesting, up to date, and easy to follow.

Furthermore, based on the observation, the researcher did not find any missing material or steps both from the lecturer and the students. The lecturer carries out the steps properly and in order, so students can follow well. In addition, Marianne, Donna, and Janet (2000) argue that the goal of teaching pronunciation to ESL / EFL learners is not to make them sound like native speakers of English. They overstate that establishing intelligible pronunciation should be the necessary component of oral communication.

4.2.2 The Questionnaire

In this section, the researcher will explain in detail how the researcher processes the questionnaire data. After the questionnaire was distributed to respondents, the researcher input respondents' answers in Excel to find out whether the answers given by respondents were appropriate or not.

In table 4.1, at the statements column, there are X1, X2, X3, X4 in which it is the number of questions (statement), i.e; X1 is the question number 1, X2 is the question number 2, and so forth. The researcher gave a yellow highlighter mark on statements number 1 through 15 for students' perceptions about pronunciation, and statements numbers 16 to 35 for students' perception about Blended Learning strategy. In the left column, the researcher writes the initials of the respondents who have

filled out the questionnaire. This initial is useful for researchers in conducting interview sessions to respondents who are considered less amenable to learning pronunciation using a Blended Learning strategy so that researchers can draw conclusions and suggestions for further research. Then, in the lowest column, there is a value of 4, value 3, value 2 and value 1 which is a recapitulation of the answers of each respondent. In the total column in the lowest column, it shows the number 29 which means the questionnaire is valid or by the number of statements given by researchers. Thus, from the data it can be read that; The 1st respondent, in the 1st question He/She gives 3 scores for that statement, means that He/She agrees with that statement. While in the 14th question, for example, He/She gives 2 scores for that question, it means that He/She disagrees with that statement. Moreover, the data of the table below shows the resume of each value.

Table 4.2 showed a recapitulation of each value given by the respondent in 29 statements. For example, respondents with the initial AB give a value of 4 (strongly agree) to 8 statements randomly out of 35 statements, a value of 3 (agree) to 20 statements randomly out of 35 statements, value 2 (disagree) to 7 statements randomly out of 35 statements, and a value of 1 (strongly disagree) in 0 statements or no statement that he gave

value strongly disagree. From the table, researchers can draw the conclusions of the respondents who gave the most negative vote points on the questionnaire that has been given, then take follow-up by conducting interviews.

After the researcher recapitulates each value given by the respondent in 29 statements, then the researcher recapitulates each value (points) in each questions or statements into a table to be processed into a percentage as a whole.

Moreover, on table 4.3, after the researcher recapitulated each value given by the respondent in 29 statements, then the researcher recapitulated each value (points) in each question or statement into a table to be processed into a percentage as a whole. Moreover, the table 4.3 showed the resume of each value in each question or statement. For instance, at statements number 1, 14 respondents give 4 points in which He/She very agrees with that statement, 15 respondents who give 4 points in which He/She agrees, and so forth.

According to the table 4.3, the percentage of point 4 (very agree) who given by respondents in statements number 1 until 35 is 332 points, the percentage of point 3 (agree) given by respondents in statements number 1 until 35 is 570 points, the percentage of point 2 (disagree) given by the respondents in the statement number 1 until 35 is 104 points, and the percentage

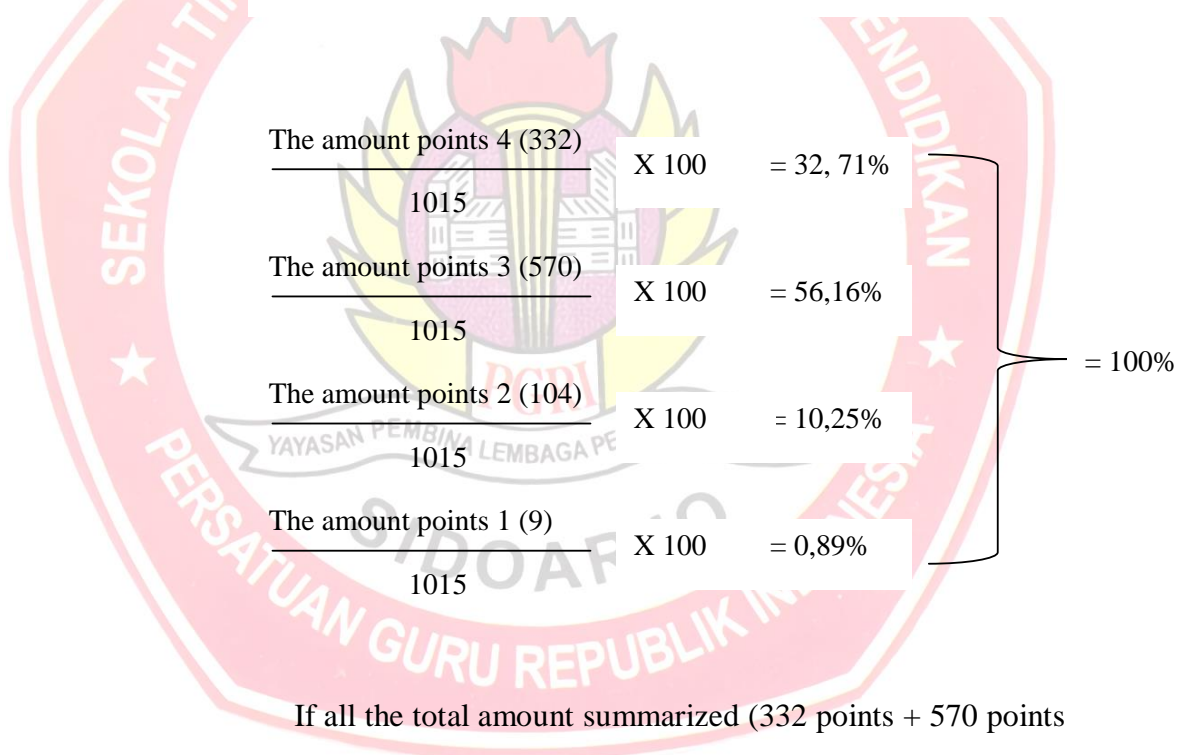
of point 1 (extremely disagree) given by the respondents in the statement number 1 until 35 is 9 points. Furthermore, the data percentage below the subtotal is the count of the student's responses by using the formula:

$$\% = \frac{\sum S}{\sum N} \times 100\%$$

ΣS: the number of respondents who choose one of the degree of agreement
ΣN: the total number of respondent × the number of questionnaire

Adapted from: Sekartaji (2013)

Figure. 4.12 The percentage formula of questionnaire



If all the total amount summarized (332 points + 570 points + 104 points + 9 points) then, the result is 1015. In addition, 1015 is get from 35 statements x 29 respondents, (35 x 29 = 1.015). It means the data is accurate or appropriate. Thus, the data above can be processed into a pie chart as below

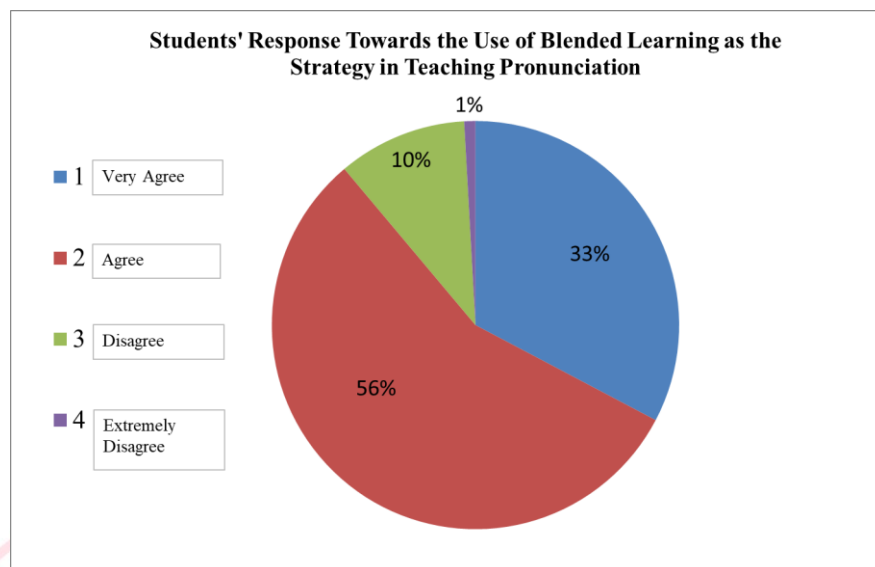


Figure. 4.13 The Result of Questionnaire

The table 4.4 showed the detailed information from the circle diagram of students' responses to the use of blended learning as a strategy in teaching pronunciation in the outline. Moreover, the table 4.4 shows in detail where the data source came from. The data comes from the calculation of the percentage of votes that are grouped into small aspects that are used by researchers as an objective to be measured.

For instance, on table 4.4, in the aspect of the pronunciation of Independence of Learning, it contained in the questionnaire numbers 3, 5, 9, 10, 12, and 15. Statements number 3 gets 29 votes in agreement and 0 votes in disagreement. Statements number 5 gets 29 votes in favor and 0 votes in disagreement. Statements number 9 gets 27 votes in favor and 2 votes in disagree. Statements number 10 gets 25 votes and 4 disagrees.

Statements number 12 gets 29 votes to agree and 0 votes disagree. Statements 15 get 19 votes and 10 disagrees. Moreover, all of those have a total of 158 agree and 16 disagree. After that, each of the votes was presented with the result of 16% agree from the Independence of Learning aspect, and 2% disagree from the Independence of Learning aspects. Calculations of 16% and 2% are obtained using the following formula;

$$\% = \frac{\sum S}{\sum N} \times 100\%$$

$\sum S$: the number of respondents who choose one of the degree of agreement

$\sum N$: the total number of respondent \times the number of questionnaire

Adapted from: Sekartaji (2013)

Figure. 4.14 The percentage formula of questionnaire items

$$\frac{\text{The amount of Positive Voice (158)}}{1015} \times 100 = 16\%$$

$$\frac{\text{The amount of Negative Points (16)}}{1015} \times 100 = 2\%$$

After each percentage of each aspect is added together, a percentage of each variable is obtained, for instance, pronunciation with a total of 40% positive sounds, and 3% negative sounds. While in the blended learning aspect, a total

of 49% positive votes and 8% negative votes were obtained.

Thus, it produces a pie chart as follows:

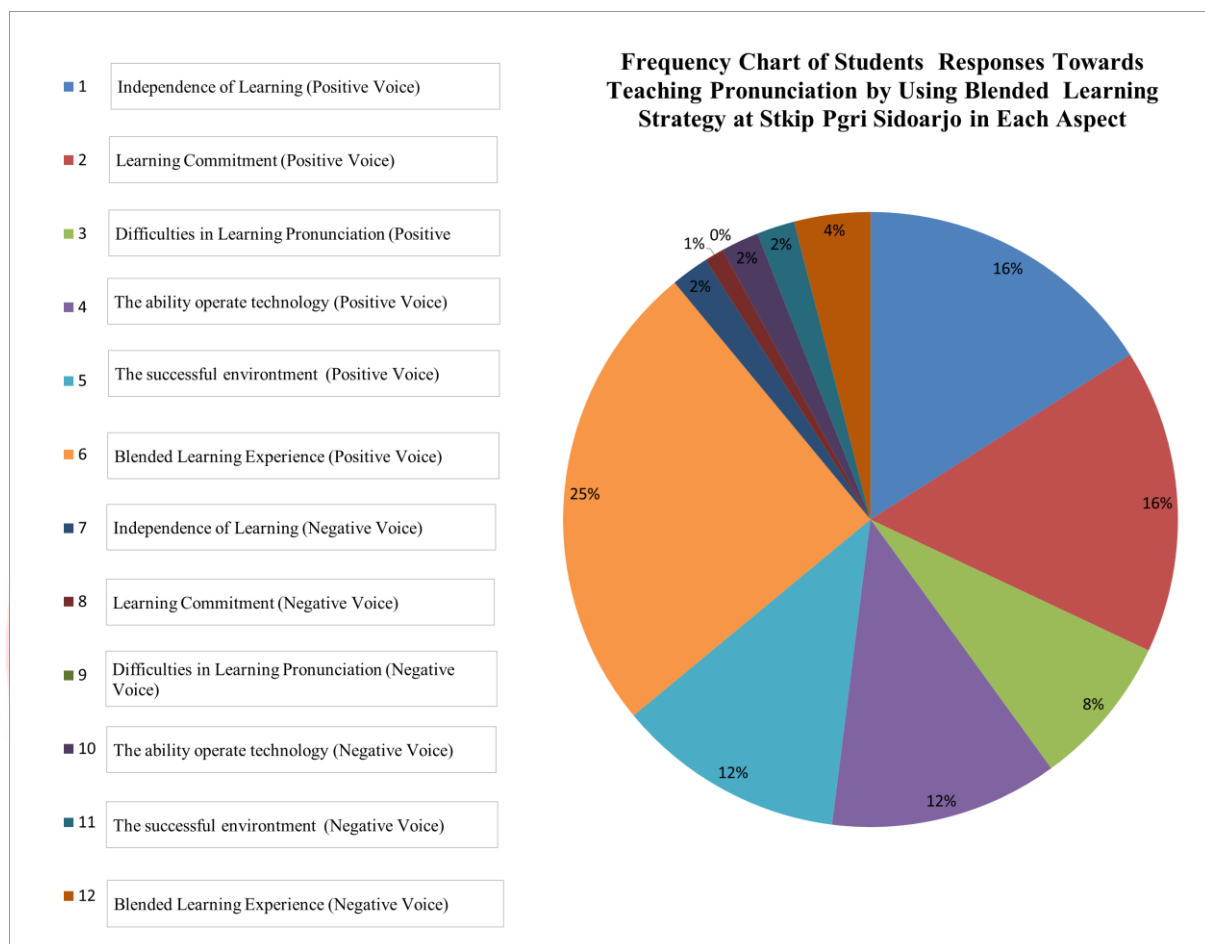


Figure 4.15 Detail Information Frequency Chart of Students Responses Towards Teaching Pronunciation by Using Blended Learning Strategy at Stkip Pgri Sidoarjo in Each Aspect

The pie chart diagram above showed the percentage of each aspect measured. From that diagram, it can be seen that in the aspect of Independence of Learning, it has a percentage of 16% in positive votes and 2% in negative votes, in the Learning Commitment aspect, it has a percentage of 16% in positive votes and 1% in negative sounds, and so forth.

Furthermore, after a pie chart containing the percentage of each aspect is presented, the researcher also presents a pie chart that contains the percentage of total positive and negative sounds from both variables, namely pronunciation, and blended learning. The percentage of positive and negative sounds from the two variables is presented in the pie chart in the figure below:

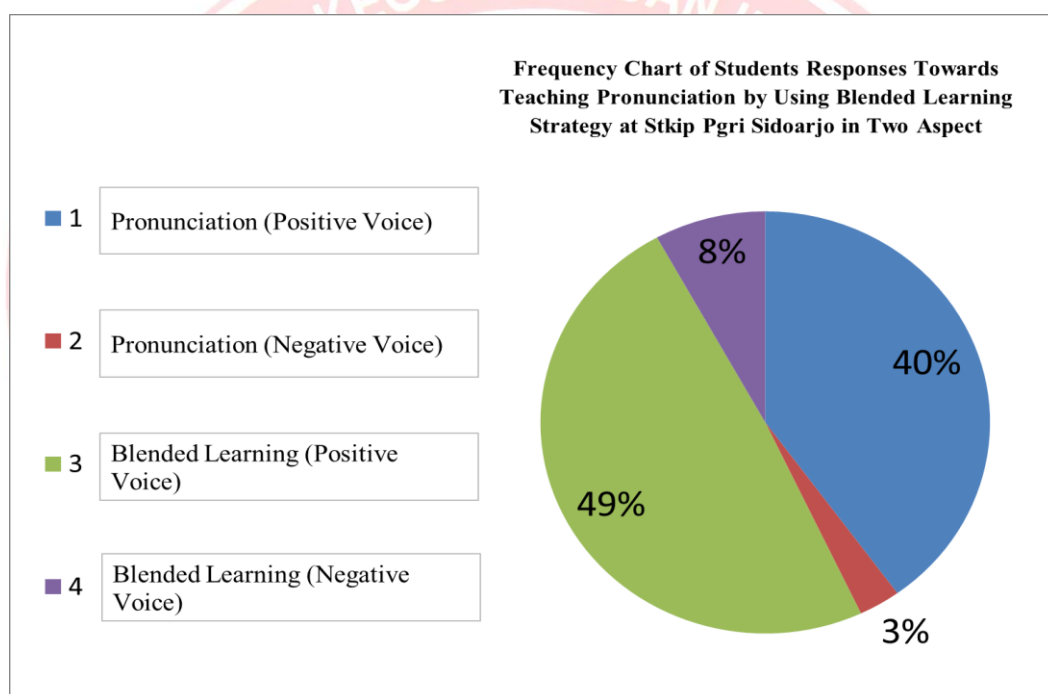


Figure 4.16 Detail Information Frequency Chart of Students Responses Towards Teaching Pronunciation by Using Blended Learning Strategy at Stkip Pgri Sidoarjo in Two Aspect

4.2.3 The Results of Interview

The Researcher has finished conducting interviews with several students regarding their response to teaching pronunciation by using blended learning strategies. The selection of students who interviewed is based on the results of the questionnaire, which is the student who has the most disagree voice on the questionnaire that has been given. Because the researcher uses the type of closed questionnaire, where the respondent can only respond according to the choices that have been provided, for this reason, the researcher conducted an interview session to explore further information related to the opinions of respondents regarding teaching pronunciation by using Blended Learning strategy, the researcher conducted an interview session with several respondents selected. Based on the data found, the researcher discovered that many problems could help the students in building their attention in learning the English process. To describe the researchers' findings after conducting an interview, the researcher will explain these findings into two main points, namely 1) Students' perspective about learning pronunciation, 2) Students' perspective about the use of Edmodo as a media in learning pronunciation by using Blended Learning strategy. Those two main points could be described as follows:

1) The students' perspective about learning pronunciation

After the researcher conducted an interview session with the respondent, the researcher can conclude that the respondent felt like learning English and considers English to be an important language to learn. However, four out of six respondents stated that one of the difficulties in learning English is pronunciation. Following are some of the respondents' statements related to the pronunciation factor in learning English;

“The pronunciation and the grammar” – EN

“Because of the pronunciation and word stress” – NA

“Grammar, pronunciation” - AM

Respondents stated that pronunciation is very influential in learning English because it is very difficult for L2 to imitate pronunciation like a native speaker. As stated by Ramelan (1999), as foreign speakers, Indonesian students often make mistakes in pronunciation. The first reason is the different elements between the target language and the native language. Moreover, problems in the pronunciation of English words may be caused by the related sounds between the native language (L1) and the target language (L2) with slightly different qualities.

In addition, even though had some obstacles and challenges in learning pronunciation, respondents stated that they did pronunciation practice outside of teaching-learning activities in various styles. Six respondents stated that they more often use technology in practicing their pronunciation, one of those ways is by using a smartphone, by utilizing an internet connection and several smartphone applications related to pronunciation, i.e; YouTube, Cambridge Dictionary App, listening music, and so forth.

However, respondents stated that they were still using the Cambridge Advanced Learner's Dictionary software provided by the lecturer. Hence, there are some of the respondents' statements related to using the Cambridge Advanced Learner's Dictionary software in pronunciation practice;

“Iya, lebih sering pakai hp. Kalau aplikasi paling biasanya pakai kamus yang dikasih sama dosen. Jadi kadang pakai laptop juga.” – EN

“Pernah. Kalau pakai HP biasanya ngikutin dari kamus yang dikasih sama dosen, pakai Cambridge, kalau nggak gitu pakai Google translate” – AN

“Pernah. Kalau pakai HP biasanya pakai aplikasi Cambridge Dictionary, trus YouTube..” – IE

Based on the results of the interview, the researcher can conclude that the respondent still has a strong desire to

learn pronunciation even though there are some challenges, especially for L2. The results of the interview also showed that the role of technology in the 21st era could have a positive impact on the education environment if utilized properly. The development of smartphone technology with easy access anywhere and anytime could be one of the media for learning English.

- 2) Students' perspective about the use of Edmodo as a medium in learning pronunciation by using Blended Learning strategy

After the researcher conducted an interview session with the respondent, the researcher could conclude that the respondent understood with the terms of the Blended Learning strategy. Respondents can explain about Blended Learning strategy with their perspectives. Respondents can explain the Blended Learning strategy applied by lecturers in teaching pronunciation. Hence, there are some of the respondents' responses regarding the steps taken by the lecturer in implementing the blended learning strategy.

“Menurut saya sejauh ini membuat lebih PD dalam pengucapan. Menambah wawasan juga, soalnya belum pernah tau spesifik dalam Bahasa Inggris, kayak pronunciation, jadi sangat membantu sekali, trus cara dosen menjelaskan sangat detail jadi membuat kita lebih mengerti. Trus janga waktu

untuk membuat video juga seminggu, jadi ya efektif menurut saya” – EN

“Ya, yang diterapkan oleh dosen kita saat ini, untuk offline itu kita face to face, beliaunya mengasih materi kepada kita dan nanti itu kita disuruh belajar praktek, bikin video, nah video nya itu harus bagus gitu, kemudian di upload ke Edmodo, jadi jangka waktunya itu satu minggu. Ya saya lihat sejauh ini sih berhasil, karena dosennya selalu konsisten dalam melakukan blended learning” – AK

” Kalau selama ini sih, selang seling ya antara face to face sama online nya. Jadi umpama pada minggu ini kita tatap muka, kemudian dikasih tugas untuk di upload di Edmodo. Trus kadang di kelas dosen itu menayangkan video contoh pronunciation yang bagus ala native itu gimana.. seperti itu. Dan juga dikasih aplikasi kamus. Jadi kita disuruh belajar cara pronunciation lewat PC/Laptop” – IE

Furthermore, regarding the use of Edmodo as a medium in teaching pronunciation by using Blended Learning strategy, the researchers can conclude that there are still some obstacles felt by respondents in the learning process. Some of the obstacles felt by respondents namely; internet connection, video quality, and the process of uploading videos to Edmodo. Hence, there are respondent's explanation regarding the obstacles in using Edmodo, namely;

“Ya itu.. sinyal. Kadang ngirim video jam segini, jam segini belum ter-upload gitu kadang. Ukuran

videonya juga mempengaruhi kan, minimalnya berapa, maksimalnya berapa” – EN

“Kadang kalau upload suka nggak selalu bisa, kadang juga udah nunggu lama, ternyata nggak bisa-bisa. Sejauh ini cuma di proses upload video, terus koneksi, terus ukuran videonya harus kecil, minimal 4,6 MB. Kalau misal 30 Mb gitu nggak bisa.” – NA

“Ya mungkin itu proses peng-upload-an ke Edmodo, itukan nggak tentu videonya, ada yang panjang ada yang pendek, hambatannya itu ketika videonya panjang, kayak susah untuk menguploadnya. Kadang nggak bisa, kadang ada masalah, gitu” – AK

“kalau selama ini sih mungkin kendalanya teknis ya. Jadi kita tugasnya disuruh upload di Edmodo, terkadang itu kan file nya besar, itu kan butuh koneksi yang bagus, kan koneksi internet di Indonesia itu kan kadang kenceng kadang enggak gitu, nah untuk mengatasi hal itu kita harus meng convert, setelah di convert nggak keluar gambarnya, itukan masalah gitu. Lebih ke teknis” – IE

From the results of the interview, the researcher can conclude that subjects have understood the importance of learning pronunciation in learning English, and have understood the concept of Blended Learning as a strategy in teaching pronunciation conducted by lecturers. Regarding pronunciation practice, most subjects stated that pronunciation is one of the materials in learning English that is difficult to learn. As a society that does not use English in daily life or second language, subjects feel

helped by the existence of aids in practicing pronunciation skills, such as Cambridge advanced learners dictionary software, YouTube, various smartphone English applications, and others.

In addition, in its application, the subject understands and can explain well the concept of Blended Learning strategy applied by the lecturer. Subjects can understand and follow learning activities well. Subjects can explain the strengths and weaknesses felt by learning pronunciation using the Blended Learning strategy. Although there are some shortcomings and there are still some students who choose conventional methods over Blended Learning, but researchers can conclude according to the fact that the opinion is due to obstacles experienced in the process of uploading assignments to Edmodo.

Furthermore, because the lecturer uses Edmodo as a medium in teaching pronunciation using the Blended Learning strategy, researchers can infer the positive and negative aspects of using Edmodo as a medium in teaching pronunciation using the Blended Learning strategy. Based on the data obtained, the positive aspect felt by respondents by using Edmodo as a medium in teaching pronunciation using Blended Learning strategy is the ease of Edmodo

access that can be accessed anywhere, anytime, even through a smartphone. Thus, students can participate in learning activities well. However, the students felt many obstacles or difficulties experienced in the process of uploading tasks to Edmodo, both technically and non-technically. Hence, the researcher can conclude that using Edmodo as a medium in implementing Blended Learning strategies is not a must but can be created by the teacher depending on the situation, curriculum, or objectives to be achieved.

