TEACHING PRONUNCIATION BY USING BLENDED LEARNING STRATEGY AT STKIP PGRI SIDOARJO

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Abstract

Pronunciation becomes an important part of communication because it functions in a language. People easily misunderstand communication because it depends on how they pronounce sentences well. Moreover, the learning process that is often encountered in classrooms that is commonly used is the traditional method, or commonly called face-to-face learning. Face to face learning makes some students sometimes feel bored to follow it. This research is intended to describe the teaching of pronunciation using Blended Learning as a strategy and also the students' response towards the use of Blended Learning as a strategy in teaching pronunciation and Edmodo as media. The research subjects were first semester students, especially in 2019 A and 2019 C classes in the academic year 2019/2020 STKIP PGRI Sidoarjo. The number of students in the 2019 A and 2019 C classes is 33 students. This research was a qualitative descriptive study, and data were collected from field observation notes and interviews. The findings show that the implementation of the teaching of pronunciation using the Blended Learning strategy has two steps, conventional classes, and e-learning. The lecturer succeeded in implementing the Blended Learning strategy well and in harmony with the sequence; Pre Teaching, While Teaching, and Post Teaching. Based on the results of the questionnaire obtained students have a high interest in learning pronunciation by using Blended Learning as a strategy, with the number of votes agreeing to 89% and 11% disagreeing.

Keywords: *Pronunciation, Blended Learning strategy, Edmodo*

INTRODUCTION

One of the human efforts to interact between two or more people to exchange information, give opinions or transfer ideas, give instructions and so forth is communication. Relating to communication, pronunciation becomes important because of its function in a language. People are easy to get misunderstood in communication because of the way they pronounce sentence well. Suwartono (2006) argues that pronunciation is an essential part of a language because usually the first thing people ask about learning a language is English. Even though after increasing years of language learning, many English learners have great strenuous English pronunciation. Fraser (2000) states that many adult learners say that pronunciation represents one of the most

difficult languages to obtain, and needs help being explained by the teacher. Moreover, the learning process that is often found in the classroom that normally uses is a traditional method, or usually called as face-to-face learning. Face-to-face learning makes some students sometimes feel bored to follow it. This causes the goals of learning by the teacher and the students being incompatible. Thus, the teacher should be aware of the importance of pronunciation a find the appropriate strategy or method in teaching pronunciation. In this 21st-century era teachers must be smart and be able to take advantage of existing technological developments. The process of utilizing technology in learning is usually called electronic learning or e-learning. Some students feel that using face-to-face learning models is too old-fashioned. Thus, the implementation of e-learning in the learning process will not be out of date and provide results that are as expected and more effective.

Review of Literature

The research which is relevant to present the study was done by Nanik Handayani (2019) from Universitas Iqra Buru, Maluku, entitled "BLENDED LEARNING APPROACH IN IMPROVING STUDENTS' SPEAKING SKILL". The problem of this study is the students are quite difficult to improve their speaking ability because they are accustomed to using their native language in their daily life than using English. Then, the purpose of the research is measuring the students' speaking skill achievement through the implementation of the blended learning approach. Moreover, the study used quantitative research using experimental group design to achieve its purpose. The instrument of collecting data used the speaking test which consisted of pretest and posttest and it has been analyzed using the SPSS Program. The subject of His study was The population of this research was the tenth year students of SMA Negeri 1 Buru in the academic year of 2018/ 2019. Furthermore, the results show that the blended learning approach has a contribution of about 11% in improving the students' speaking skill achievement. It suggested paying full attention to the students' activeness and controlling their participation in joining the learning.

METHOD

This study aimed to describe the findings, thus the researcher applies a descriptive qualitative method in conducting the research. Descriptive qualitative method is used together which information about the real condition and situation for the time being. Strengthening this statement, Isaac and Michael (as cited in Sugiarto, 2013,p.30) say that descriptive qualitative method is a method to describe systematically the fact and the characteristics given phenomenon or area of interest, factually and accurately.

Respondents

The subject of the study was the students of a first-semester class, specifically at 2019 A and 2019 C class 2019/2020 academic year of STKIP PGRI Sidoarjo. 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 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.

Instruments

Observation Field Note

In this research, the researcher uses descriptive information to collect data during observation in the class. Observation field notes would be used by the researcher to record the learning process in the class and also the researcher wrote what the researcher heard, saw, experienced, and thought in course of collecting the data in a qualitative study.

Questionnaire

The researcher uses a closed questionnaire to make the students easier to give their opinions in which the optional answers have been prepared by the researcher. The students only need to choose one of the possible answers which appropriate with their difficulty in learning pronunciation.

Interview

The researcher used a free guided interview with a purpose to dig up the detail information related to the main concern of this research. The researcher created the question sheet which was in line with the teacher's teaching strategy and its implementation which was done by the teacher in the pronunciation practice's classroom activities. The researcher also interviewed the students of the subject's class to get the data about the teacher's teaching strategy.

Documentation

The researcher uses the documentation method to collect the data from some documentation related to the research. The document of this study refers to the assignments given by the lecturer to the students during the observation, and also another document.

Procedures

In this research, the researcher uses some techniques in collecting data. Those are observation, questionnaire, and interview.

Observation

According to Ary (2010), observation is one of the main methods in collecting the data of the human's behavior in qualitative research. In this research, observation is conduct while the lecturer teaches pronunciation practice by using blended learning as the strategy to observe the activities in the class and to observe the students' response towards the teaching-learning process. The field-note is used to write anything which happened along the teaching-learning process.

Questionnaire

In this research, the questionnaire is used to collect information about the students' responses toward the use of blended learning as a strategy in teaching pronunciation. In addition, the researcher uses a closed questionnaire to make the students easier to give their opinions in which the optional answers have been prepared by the researcher.

Interview

According to Moleong (2007,p.186) interview is a meeting of two-person to exchange information and idea through question and responses. The students will be interviewed by the researcher to get the data collection consisting of the materials, activities, media, evaluation, and student problems. Hence, it means that the interview is needed by the researcher to clarify the information which gets. There is a list of questions that are used to get the information needed for the research.

Data Analysis

After collecting the data, the researcher analyzes the data. Wiersma (1991, p.85) views that data analysis in qualitative research is a process of categorization, description, and synthesis.

Identifying Data

The researcher will identify the teaching-learning process in the classroom. The researcher will use the observation field note and give a questionnaire to the the students to collect the data.

Reducting Data

Data reduction means the process of selecting, identifying, classifying and coding the data that are considered important, Sugiyono (2008,p.245). In data reduction, the researcher will analyze the teacher in teaching pronunciation by using a blended learning strategy and analyze the students' responses after teaching pronunciation by using a blended learning strategy.

Classifying Data

The researcher will classify data based on observation which takes from the teaching-learning process in the class when the English teacher would teach about pronunciation. Second, the researcher will classify data from a questionnaire about students' responses regarding the strategy that is used by the teacher in teaching pronunciation.

Displaying Data

Data display meant as organizing data to make a conclusion and determine the next actions. In this step, the researcher presents the data according to the aspects and links to the matters and then analyzing them based on the formulated problem. There are the following steps in the data display. In this step, the researcher uses the formula adapted from Sekartaji, (2013) as follows:

$$\% = \frac{\sum S}{\sum N} \, x100\%$$

$\sum S$: 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 1. The percentage formula of questionnaire

Drawing Conclusion

The last step on the data analyzing qualitative research is drawing a conclusion of verification. It is used to describe the implementation and the students' responses about teaching pronunciation by using a blended learning strategy.

RESULTS AND DISCUSSION

How is the implementation of Blended Learning Strategy in teaching pronunciation?

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, from 5th of October 2019 until 11th of January 2020. The observation was held from 4:00 to 6:00 p.m. 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 the students can followed the steps as well. Moreover, in conventional class, the lecturer succeeded in implementing the Blended Learning strategy well and in harmony with the sequence; Pre Teaching, While Teaching, and Post Teaching.

How is the students' response in learning pronunciation by using Blended Learning strategy?
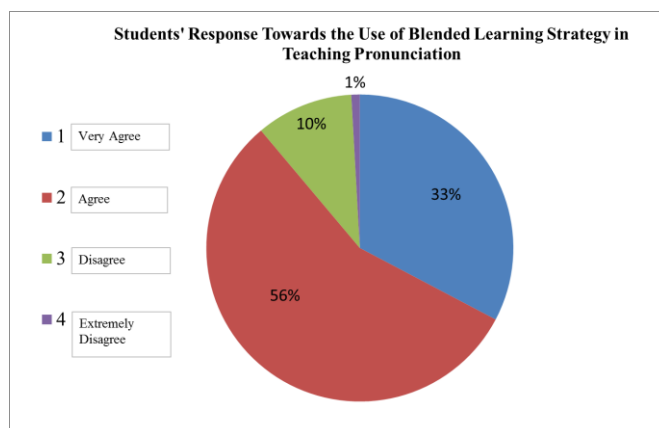

Figure 2. The Students' Response Towards the Use of Blended Learning as the Strategy in Teaching Pronunciation

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 1%, 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.

CONCLUSION

The implementation of teaching pronunciation by using Blended Learning strategy has two steps, conventional class, and e-learning. The lecturer succeeded in implementing the Blended Learning strategy well and in harmony with the sequence; Pre Teaching, While Teaching, and Post Teaching. In a conventional class, the lecture explains the material, and the students can discuss in groups, make presentations or perform simulation activities and practices on learned theories. At the end of the class, the lecture gave several terms for the task that the students should upload on Edmodo. Various strategies can be used in applying this Hybrid strategy. Nevertheless, there is no single model and strategy in the application of Blended Learning model. Lecturers can

apply and modify this approach with different models and different media according to the students' needs. Moreover, the student's response in learning pronunciation by using Blended Learning strategy showed their high interest in using the strategy. Many students enjoy the learning pronunciation by using Blended Learning strategy. They also feel helpful in studying pronunciation by using Edmodo as the media. The media can improve their confidence because they did not afraid to show their ability in front of the lecture and the other students in the class. The result of the students' responses towards the use of Blended Learning as the Strategy in Teaching Pronunciation showed the high-interest. The students who choose agree was 89% and the disagree was 11%. It means that students interest in learning pronunciation by using Blended Learning strategy with Edmodo as the media.

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