

THE IMPLEMENTATION OF STATION ROTATION BLENDED LEARNING MODEL IN TEACHING VOCABULARY.

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ABSTRACT

Nowdays, Indonesia and even various countries around the world continue to strive to get out of the Covid-19 disease outbreak. Still exist online and offline learning (Blended Learning). English is extensively spoken as a 2nd language. English in Indonesia is much more likely to be trained and Learnt handiest as a overseas language. Vocabulary is considered to be the main focus of learning a foreign language. Station rotation model is a learning rotation include only one for online learning and other station may include activities (Nisa & Mubarak, 2018, p. 39). The statement of the problem from this research are (1) How is the implementation of Station Rotation Blended Learning Model in Teaching Vocabulary at STKIP PGRI Sidoarjo? (2) How is the students' perception toward The Implementation of Station Rotation Blended Learning Model in Teaching Vocabulary at STKIP PGRI Sidoarjo? The lecturer used three phase technique in teaching vocabulary using station rotation blended learning model. Three phase technique is a technique which has three main activity in its execution in the class (Abbot, 1981: 101). They are pre-activity, while activity, and post activity. The result of the questionnaire shows strong support for the use of station rotation as teaching and blended learning model. The lecturer could convey the material to the students easily. More than that, lecturer could make more communication and more interaction between lecturer and students. In terms of the learners' perception of using station rotation as learning process model, the result revealed positive experience with this model.

Keyword: *Station Rotation, Blended Learning Model, Teaching Vocabulary*

INTRODUCTION

Unlike in its neighbouring international locations along with Singapore, Hong Kong and Malaysia, in which English is extensively spoken as a 2nd language. English in Indonesia is much more likely to be trained and Learnt handiest as a overseas language. Which means learning and coaching English occurs normally in School rooms, in preference to during daily communique. English beginners in Indonesia do now not have prepared Get right of entry to to the usage of English as a tool of communique for the duration of their each day lives outside the lecture room. As Said by Oxford and Shearin (1994), a overseas language in this context is a language learnt simplest. During formal training. As such, English language coaching and mastering in Indonesia affords. Precise demanding situations that are not encountered in nations which includes Hong Kong, where English is greater Commonly used on a each day basis.

The learning model is a form of teaching plan that pays attention to procedures, this is in line with Briggs' opinion in Djameluddin & Wardana (2019). Thus, the definition of a learning model is a systematic procedure aimed at carrying out the learning process. In choosing a learning model, each educator must know the type of learning of each student so that learning can

be carried out in accordance with the objectives. Learning objectives can be in the form of learning outcomes that can be expressed in the form of behavior and knowledge. The blended learning model is a development of e-learning. Blended learning is one of the innovations of learning activities in obtaining better outputs with combines face-to-face lessons with online teaching (Agustini & Zaharuddin, 2021).

The researcher select STKIP PGRI Sidoarjo as the object of study because the students' English skills in the first semester were different because they came from different educational backgrounds, especially in English. in other hand, this vocabulary subject is one of the basic subject in the first semester. The researcher uses station rotation to help students mastering the vocabulary subject.

REVIEW OF LITERATURE

Hatch & Brown (1995) stated that vocabulary refers to a list or collection of words for a particular language or a list or collection of words that might be used by every speaker of the language. From this statement, understanding can be interpreted as all the words known or used by a person everyone, and that is all the words in a particular language. Cameron (2001) concluded that vocabulary is one of knowledge in language that plays a very important role for students. In mastering a

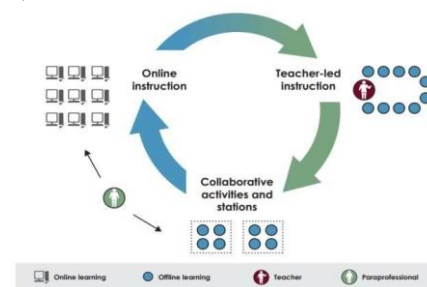
language, this statement emphasizes the importance of understanding in knowledge of a language. According to Linse (2006) vocabulary is a collection of words known by someone. The statement explains that vocabulary is a collection of knowledge that a person knows. It is observed that this definition is different from the definition before. The researcher summarizes that vocabulary is all the words that a person knows and uses in a language with their meanings. In this definition the researcher get complete meaning.

Blended learning is a combination of traditional and modern learning. Blended learning combines aspects of web/internet-based learning, streaming video, synchronous and asynchronous audio communication with traditional "face-to-face" learning (Izzudin Syarif, 2012). Blended learning is basically a combination of the advantages of learning carried out face to face (face to face learning) and virtually (e-learning). Online learning or e-learning in blended learning is a natural extension of classroom learning which uses a face-to-face learning model (Izzudin Syarif, 2012).

Thorne (2003) explained that blended learning is the most logical evolution in learning. Blended learning provides a solution to the challenge of tailoring learning and development to individual needs. Blended learning is an

opportunity to integrate the innovative advances and technology offered by online learning with the best interaction and participation of traditional learning. Blended learning is a mixture of multimedia technology, CD ROM video streaming, virtual classes, email, online text animation combined with traditional forms of classroom training.

Station rotation model is a learning rotation include only one for online learning and other station may include activities such as doing discussion or face-to-face learning with teacher, and another is small group or group projects (Nisa & Mubarak, 2018, p. 39). Station Rotation model is a part of Blended Learning (Soselisa et al., 2020, p. 109). According to Nisa & Mubarak, (2018, p. 39) the aims of blended learning that combines the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences. Station rotation is one of the blended learning models that combines information and communication technology in learning in traditional classroom (Soselisa et al., 2020, p. 109).



Station Rotation Model


According to Robbins (2003) perception as the process taken by individual to govern and to interpret perception of sensory to give significance in their environment. Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Perception allows us to take the sensory information in and make it into something meaningful.

RESEARCH METHOD

The researcher applied a descriptive qualitative method. It supported by Iqbal Hasan (2002: 22) which states that this descriptive qualitative method was used to systematically describe the facts or characteristics of a particular population or field. Based on the definition above this research aimed to describe the implementation of station rotation blended learning model and students perception toward it. Qualitative study deals with data that are in the form of words or pictures rather than number or statistics (Ary, 2016). The data in this study are mainly in written, or when it is spoken subscribed into written form (using field note). The results of the observation, questionnaire and field note was the main data that collected and

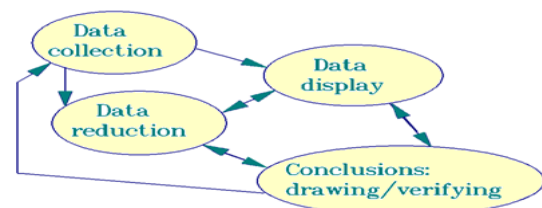
analyzed. All activities in teaching vocabulary based on using station rotation blended learning model was the researcher's data.

The study used field note and questionnaire responses. Below is the illustration on how the data collected differently based on each research questions.

	RQ 1 How is the implementation of Station Rotation Blended Learning Model in Teaching Vocabulary at STKIP PGRI Sidoarjo?	• Observation
	RQ 2 How is the students' perception toward The Implementation of Station Rotation Blended Learning Model in Teaching Vocabulary at STKIP PGRI Sidoarjo?	• Questionnaire

Step by step for the research; First, asked the observation letter from the office university. Next, made an appointment with the lecturer of vocabulary. After that did the obsercation for 3 (three) meetings in the class with field note. Then, in the last meeting, the students got the questionnaire. Finally, found and analyze the instruments that have been researched (field notes and questionnaires).

This study refered to Miles, Huberman, and Saldana (2012) to analyze the elicited data.



The flowchart of procedures of data analysis

The data of this research based on the observation field note and questionnaire. In analyzing the data. The researcher identified the teaching learning in the classroom. The researcher observed station rotation method in Vocabulary class. To made the process of observation easier, the reasercher used observation field notes and questionnaire to the students to collect the data.

The data obtainable from the test and analyzed by Likert Scale procedures indicating whether one strongly agree (SA), agree (A), undecided (U), disagree (D), or strongly disagree (SD) with each statement. Each response associated with point value an individual. Score determined by summing the point value of each statement. (1) Questionnaire To analyzed the research data, the researcher applied likert scale. Likert scale used to measure some different things such as, attitude, opinion, and perception from someone or group toward the social phenomena in a researching. The social phenomena specifically determined by the researcher. Therefore, this research variable is the students' perception in using English as medium of instruction in the class.

FINDINGS

The lecturer used three phase technique in teaching vocabulary using station rotation blended learning model. Three phase technique is a technique which

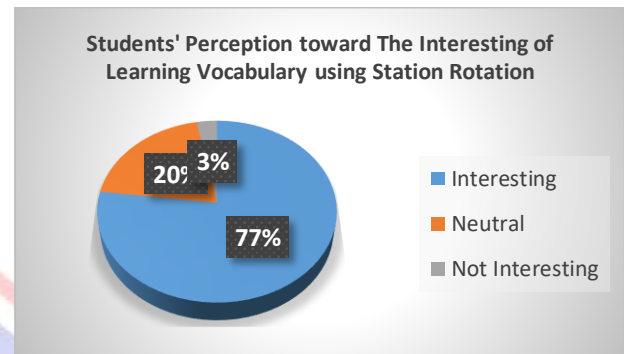
has three main activity in its execution in the class (Abbot, 1981: 101). They are pre-activity, while activity, and post activity. Pre-activity here means the lecturer give the explanation toward station rotation blended learning model to the students. The lecturer present the headline of the material to the students. The lecturer conveys the purpose of vocabulary subject using station rotation. There are also questions and answers session. While activity means the lecturer elaborated the activities using station rotation. First, the lecturer gave the instruction to make three groups or three stations. The lecturer elaborated the function of each station. Second, the lecturer prepared two laptop for learning tools for online instruction in online learning station, while for group discussion the lecturer gave a print out about the material. After that, the lecturer give specific instruction for every station on learning about the material. The lecturer gave instruction for teacher-led station. Then, the Lecturer instructed all station to rotate into different station. Finally, the lecturer gave instruction for all station to present their result. Post activity means the lecturer did the evaluation to the students for the material that they had discussed. And then the lecturer shared the questionnaire to the students. In the last meeting, the lecturer opened question and answer session then made a closing.

There are three meetings in the implementation of station rotation blended learning model in teaching vocabulary. The first meeting, the lecturer explained the station rotation blended learning model. The second meeting, the lecturer implemented the station rotation blended learning model within affixation material. The third meeting, the lecturer shared the questionnaire.

The researcher showed the students' perception based on the questionnaire that was given to the students in the last meeting of observation class. There are 15 questions toward station rotation blended learning model which is used in their class (2023 A Class of English Education at STKIP PGRI Sidoarjo). According to Sugiyono (2018:152), the likert scale is a scale used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena. With a Likert scale, the measured variables are translated into indicator variables. The researcher used 5 indicators. There are 1) Strongly Disagree, 2) Disagree, 3) Neutral, 4) Agree, 5) Strongly Agree.

According to the result of the questionnaire, the researcher classified into 3 groups of the students' perception toward the interesting of using station rotation in learning vocabulary. The classification are

Interesting, Neutral, and not Interesting. The result was shown below;



The Interesting of Students Perception toward Station Rotation

The result is positive. It was faced with 77% students interested with station rotation blended learning model. Although less than 5% students disagree with few points based on the questionnaire. They felt not too comfort to active in their class. They feel more comfortable to discuss with their teacher directly or face to face than discuss with their friend. Thus, the lecturer should give motivation to the students who feel ashamed to speak in the class. For example, she can personally discuss with the students that fell ashamed to speak in front the class. Therefore, that students can present in the class with more confident. Another example, the lecturer can point the students who are not active in the class during teaching learning process. Then the students can be more encouraged to speak in front the class. After that the students who are ashamed to speak in the class can

build interaction with the lecturer and the students.

CONCLUSION

Station Rotation is good method to help students obtained their knowledge toward the material, based on three meetings class observation. The result of this study indicated strong support for the use of station rotation as teaching and blended learning model. The lecturer could convey the material to the students easily. More than that, lecturer could make more communication and more interaction between lecturer and students. Not only lecturer and students, but also students and students could make more interaction.

The students were interested in station rotation blended learning model which was implemented in their class. The result of questionnaire also indicated that students really interested teaching learning process with station rotation. It was proofed by 77% students really interested learning using station rotation. The lecturer made interesting practice with station rotation model. They were more active in groups in their class when using station rotation model. Not only between lecturer and students, but also students to another students.

In terms of the learners' perception of using station rotation as learning process model, the result revealed positive experience with this model. Station rotation

model could be used as attempts to help students to enrich their knowledge toward their material easier.

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