

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher described the findings of the research to answer the research question which have been stated in chapter I. They 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?.

To answer the questions, the researcher described the result of the class observation and the result of students' perception in questionnaire.

4.1 FINDING

In this part, the researcher described the implementation and the students perceptions of teaching vocabulary using station rotation blended learning model in 2023 class of English Education Study Program at STKIP PGRI Sidoarjo. The researcher conducted the observation in three meetings and duration of each observation was 2 x 50 minutes or 2 SKS. The three meetings were to observe teaching learning process, while in the last meeting researcher also distributed questionnaires to measure students' perception.

4.1.1 Finding of The Implementation of Station Rotation Blended Learning Model in Teaching Vocabulary at STKIP PGRI Sidoarjo

From the class observation, the researcher found the answer of the first statement of the problem which was ask about "How is 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.

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.

4.1.1.1 The First Meeting

At the first meeting which was held on 4th January 2023, the lecturer explained station rotation blended learning model. He also explained that in vocabulary subject, he would use station rotation as the result of his personal observation in teaching such subject. He considered that station rotation would be appropriate for students who are in generation Z. Furthermore, the lecturer also make simulation on how to practice station rotation blended learning model in the classroom.

The lecturer showed the example video of station rotation blended learning model to the students. He also drew the figure of station rotation on the whiteboard. Then he explained toward the implementation of using station rotation blended learning model to the students.

In the last meeting of this session, the lecturer opened question and answer session. However the students understand the explanation of the lecturer. In addition, the researcher found that in the first meeting the station blended learning model was explained clearly by the lecturer and the students understood toward it. Therefore the implementation of the first meeting was done.

4.1.1.2 The Second Meeting

The second meeting was held in 11th January 2023 in E9 room at 10.00 – 11.30 am. This meeting the lecturer presented the syllabus and how the class would run. The lecturer also gave the sample on how to make simulation on certain teaching method.

The lecturer gave the main material toward affixation to the students. He asked to the students generally what affixation is. Some students raised their hand, after that they gave their opinion toward affixation.

After done discussed toward affixation in generally, the lecturer asked the students to devide into three groups or stations. The first station was teacher leading station and it contained ten students. The second station was online learning station and it contained ten students. The third station was offline learning station and it contained nine students.



Picture 4.1.1.2 A
Lecturer is dividing students into three groups

In the first station, lecturer gave direct explanation toward affixation to the students. The students paid attention to the lecturer explanation. After that, the students gave their opinion toward lecturer's explanation.



Picture 4.1.1.2 B
Teacher – led Station

In the second station, the lecturer already had prepared two laptops for this station. In this station, students explored the material through the internet. The students also used their smartphone to explore the material.



Picture 4.1.1.2 C
Online Learning Station

In the third station, the lecturer already had prepared the handout of the material and the questions as the exercise of students toward the material. In this station, students discussed each other toward the material using the handout. After finished discussing, the students answer the questions as their understanding toward the material.



*Picture 4.1.1.2 D
Collaborative Station*

After fifteen minutes, the students should move to other stations clockwise. After students had done all of the station, they presented the material and the lecturer gave the result of the exercise to the students. Those, the researcher found that in the second meeting the lecturer implemented the use of station rotation blended learning model through vocabulary subject within affixation material. In the first meeting, the students had been already got explanation toward station rotation blended learning model hence the station rotation blended learning model can be implemented optimally.

4.1.1.3 The Third Meeting

When approaching a questionnaire, it's crucial to provide thoughtful and accurate responses to ensure the data collected is meaningful and useful. Each question presents an opportunity to offer insights and perspectives that contribute to the overall understanding of the topic at hand. Whether it's a survey about consumer preferences, employee satisfaction, or societal trends, every response adds depth to the analysis and helps to identify patterns and trends.

Moreover, taking the time to fill out a questionnaire demonstrates a commitment to participation and a willingness to engage in the research process. By thoughtfully considering each question and providing genuine answers, individuals can actively contribute to the advancement of knowledge in their respective fields. Ultimately, the quality of the responses directly impacts the validity and reliability of the findings, making it imperative to approach the questionnaire with diligence and sincerity.

The third meeting was held in 18th January 2023 in D3 room at 10.00 – 11.30 am. In this meeting, the lecturer gave the evaluation toward the affixation. The lecturer asked to the students if there are some questions. The students made a resume toward the affixation as their understanding. In the last meeting, the lecturer shared the questionnaire to the students. The questionnaire was made in the google-form. The students filled the questionnaire with their smartphone.



*Picture 4.1.1.3
Students filled questionnaire*

4.1.2 Finding of The Students' Perception Toward The Implementation of Station Rotation Blended Learning Model in Teaching Vocabulary at STKIP PGRI Sidoarjo

In this part the reasearcher 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).

Vocabulary is important to learn.

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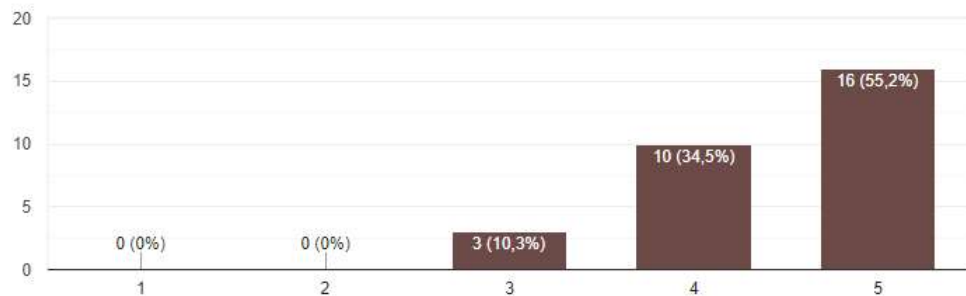


Figure 4.1.2 A
The result of questionnaire number 1

The students perception to the questionnaire number 1 (Vocabulary is important to learn). 55,2% students said they strongly agree, 34,5% students said they agree, and the rest 10,3% students said they neutral toward vocabulary is important to learn.

The application of the station rotation blended learning model makes students active in vocabulary class.

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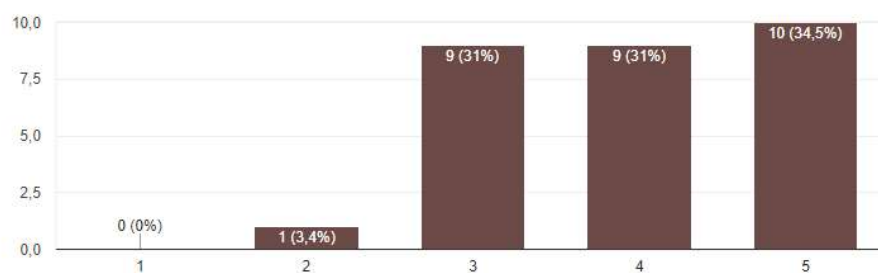


Figure 4.1.2 B
The result of questionnaire number 2

For the questionnaire number 2 (The application of the station rotation blended learning model makes students active in vocabulary class). 34,5% students

said they strongly agree, then 31% students said they agree, and 31% students said they neutral that the application of the station rotation blended learning model makes students active in vocabulary class. Although 3,4% students said disagree about that.

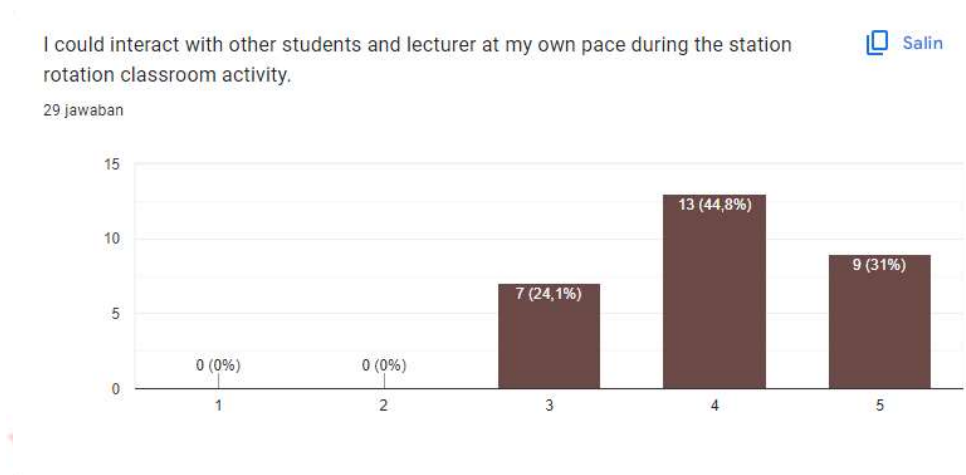


Figure 4.1.2 C
The result of questionnaire number 3

The questionnaire number 3 is “I could interact with other students and lecturer at my own pace during the station rotation classroom activity”. 31% students answered option SA, which is strongly agree. 44,8% students answered option A, which is agree that students could interact with other students and lecturer at the own pace during the station rotation classroom activity. Although 24,1% students neutral with that.

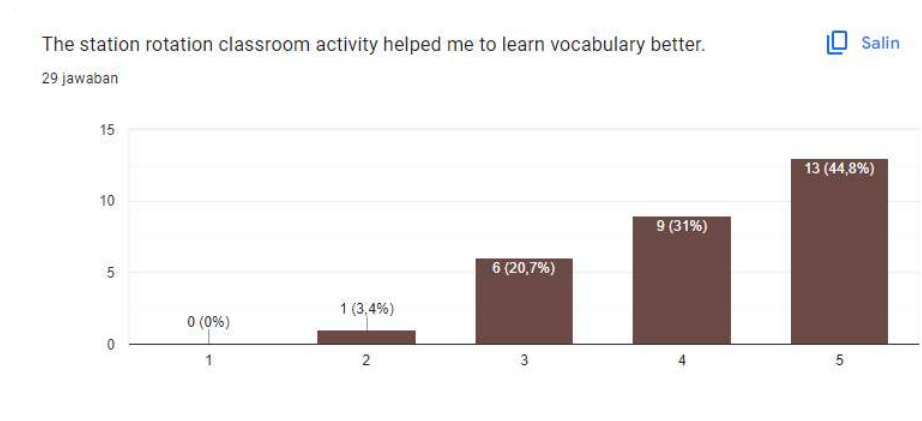


Figure 4.1.2 D
The result of questionnaire number 4

Questionnaire number 4 is “The station rotation classroom activity helped me to learn vocabulary better”. 44,8% students answered option SA which is strongly agree, while 31% answered option A which is agree, and 20,7% students answered option N which is neutral that the station rotation classroom activity helped students to learn vocabulary better. Even there are 3,4% students that answered option D which is disagree with that.

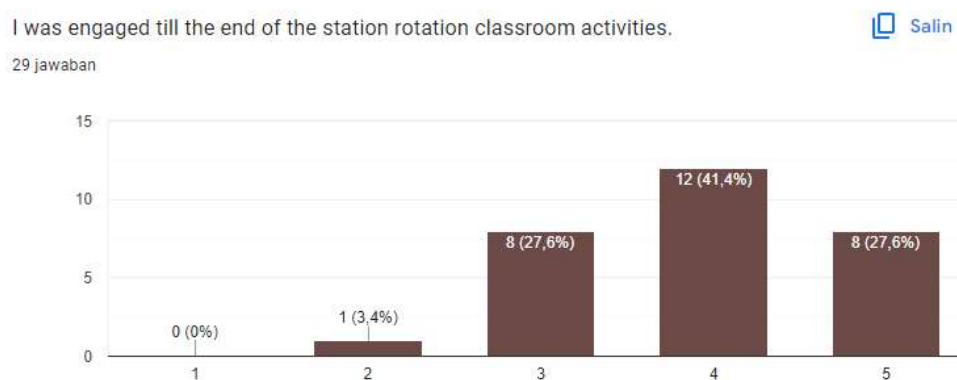


Figure 4.1.2 E
The result of questionnaire number 5

Next is questionnaire number 5 (I was engaged till the end of the station rotation classroom activities). 27,6% students answered option SA, strongly agree. Rest 41,4% students answered option A, agree, and 27,6% students answered N, neutral. Although 3,4% students said disagree about that.

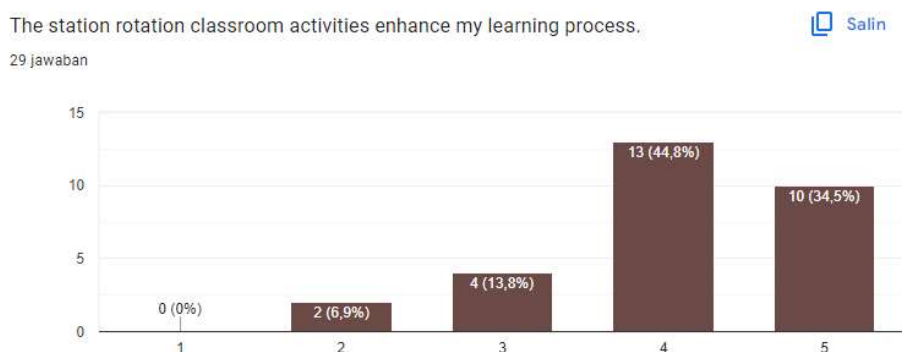


Figure 4.1.2 F
The result of questionnaire number 6

Questionnaire number 6 (The station rotation classroom activities enhance my learning process) had positive respond also from the students. 34,5% students answered option SA, strongly agree. Rest 44,8% students answered option A, agree, and 13,8% students answered N, neutral. Although 6,9% students said disagree about that.

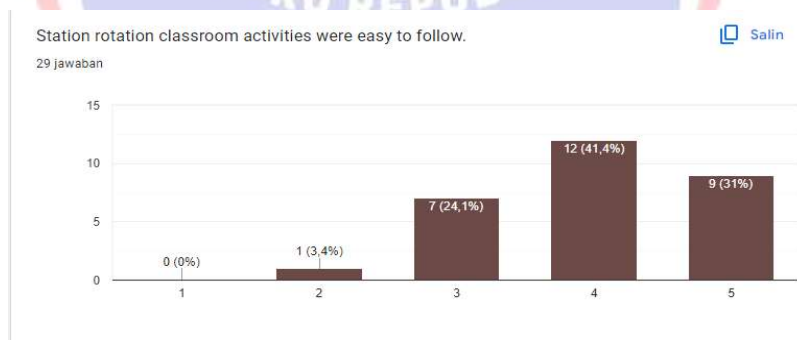


Figure 4.1.2 G
The result of questionnaire number 7

Questionnaire number 7 (Station rotation classroom activities were easy to follow). 31% students answered option SA, strongly agree, 41,4% students answered option A, agree. So that the students agree that station rotation classroom activities were easy to follow. Although there are few student neutral with that (24,1% students answered option N, neutral and 3,4% students answered option D, disagree).

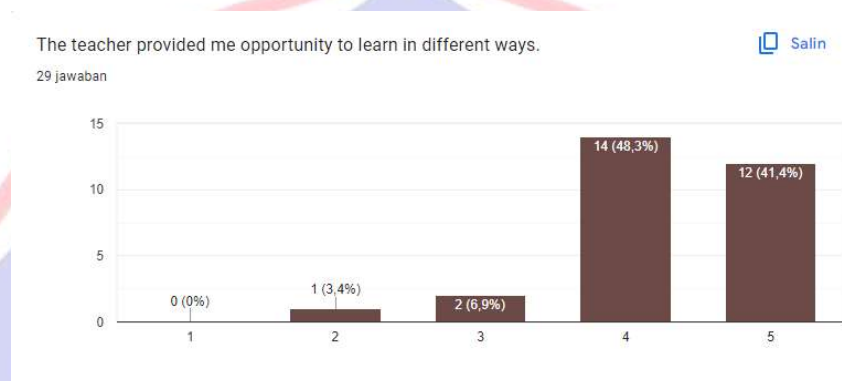


Figure 4.1.2 H
The result of questionnaire number 8

Then questionnaire number 8 is “The teacher provided me opportunity to learn in different ways”. Most students answered positif option. 41,4% students answered option SA, strongly agree. Then 48,3% students agree and 6,9% students neutral that the teacher provided opportunity to learn in different ways. Although there are 3,4% students disagree with that.

The teacher encouraged students to work together and help each other.

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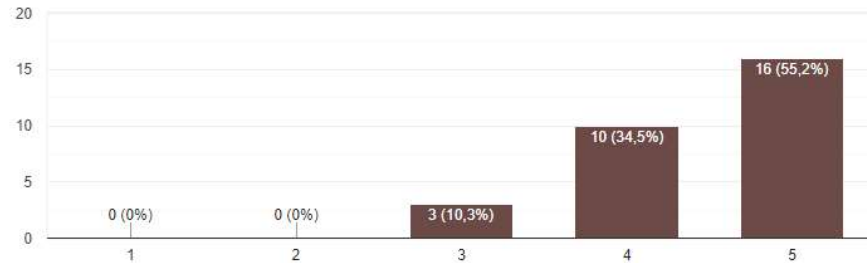


Figure 4.1.2 I
The result of questionnaire number 9

Questionnaire number 9 (The teacher encouraged students to work together and help each other) has very positif respond. 55,2% students answered strongly agree (option SA). Then 34,5% students answered agree (option A) and 10,3% students answered neutral. So that all of students agree that the teacher encouraged students to work together and help each other.

The station rotation blended learning model has been a benefit to all students in the campus.

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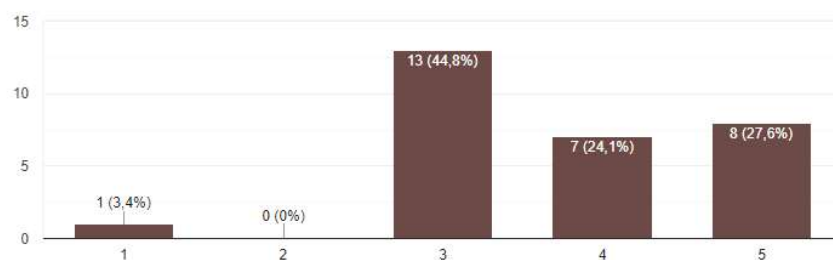


Figure 4.1..2 J
The result of questionnaire number 10

Questionnaire number 10 (The station rotation blended learning model has been a benefit to all students in the campus). 27,6% students answered option SA,

strongly agree, 24,4% students answered option A, agree. So that the students agree that the station rotation blended learning model has been a benefit to all students in the campus. Although there are student neutral with that (44,8% students answered option N, neutral and 3,4% students answered option SD, strongly disagree).

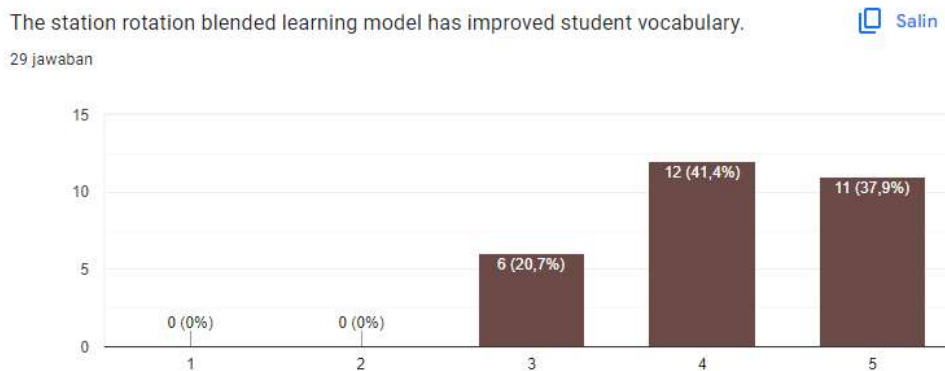


Figure 4.1.2 K
The result of questionnaire number 11

Next is questionnaire number 11 (The station rotation blended learning model has improved students vocabulary). All students had answered positif options. 37,9% students answered opstion SA, strongly agree, 41,4% students answered option A, agree. Rest 20,7% students answered option N, neutral. Which mean that all students agree that the station rotation blended learning model has improved students vocabulary.

The station rotation blended learning model has increased student motivation to learn.  Salin

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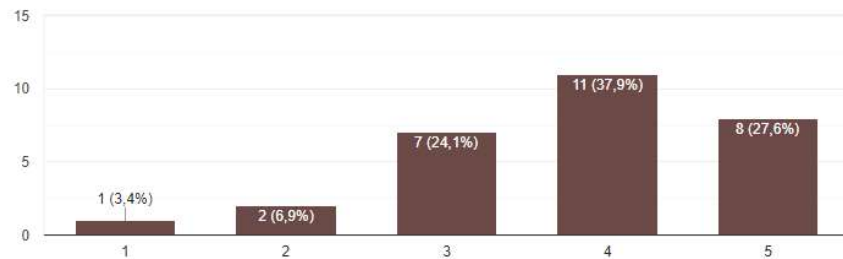



Figure 4.1.2 L
The result of questionnaire number 12

Questionnaire number 12 (The station rotation blended learning model has increased student motivation to learn). 27,6% students answered option SA, strongly agree, 37,9% students answered option B, agree, and 24,1 students answered option N, neutral. So that the students agree that the station rotation blended learning model has increased student motivation to learn. Although there are few student disagree with that (6,9% students answered option D, disagree and 3,4% students answered option SD, strongly disagree).

The station rotation blended learning model has improved teacher to student interaction.  Salin

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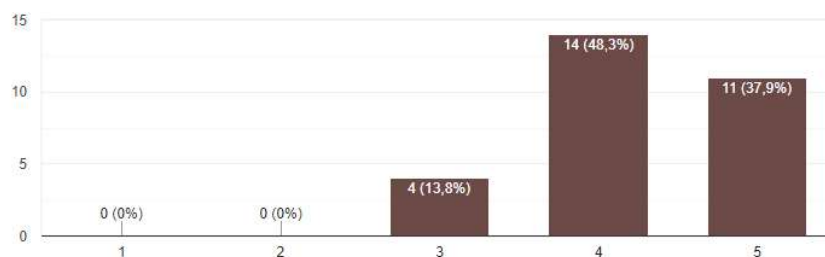


Figure 4.1.2 M
The result of questionnaire number 13

Then questionnaire number 13 (The station rotation blended learning model has improved teacher to student interaction) had positif respond also from the students. 37,9% students answered option SA which is strongly agree, 48,3% students answered option A, agree, rest 13,8% students answered option N which is neutral. So that all of students agree that the station rotation blended learning model has improved teacher to student interaction.

The station rotation blended learning model has improved student - to - student collaboration.

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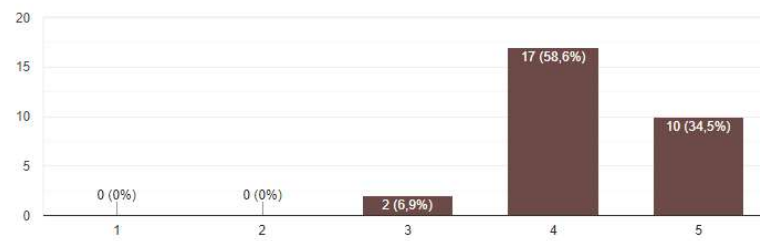


Figure 4.1.2 N
The result of questionnaire number 14

Questionnaire number 14 (The station rotation blended learning model has improved student - to - student collaboration) had positif respond also from the students. 34,5% students answered option SA which is strongly agree, 58,6% students answered option A, agree, rest 6,9% students answered option N which is neutral. Which mean that all of students agree that the station rotation blended learning model has improved student - to - student collaboration.

The station rotation blended learning model has allowed students to personalize learning.

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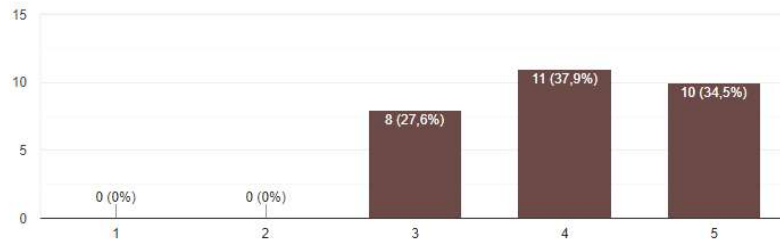


Figure 4.1.2 O
The result of questionnaire number 15

Last questionnaire number 15 is “The station rotation blended learning model has allowed students to personalize learning”. 34,5% students answered strongly agree (option SA), 37,9% students answered agree (Option A). Then 27,6% students had chosen neutral (option N). It means that most students agree that the station rotation blended learning model has allowed students to personalize learning.

4.2 DISCUSSION

In this part, the researcher discussed toward researchers’ statement of the problem that are 1) How is the implementation of station rotation blended learning model in teaching vocabulary at STKIP PGRI Sidoarjo? And 2) How is the students’ perception toward the implementation of station rotation blended learning model in teaching vocabulary at STKIP PGRI Sidoarjo?”.

4.2.1 Discussion of The implementation of Station Rotation Blended Learning Model in Teaching Vocabulary

From the class observation, the researcher found the answer of the first statement of the problem which was ask about “How is 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 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.

There are few differences way that conveyed the material between the lecturer who the researcher observed with the researcher in previous study. In previous study, the researcher used quantitative research method. While in this study, the researcher used qualitative research method. Therefore, in this study the researcher used numbers as supporting data, not the main result data.

However, they had same technique when using station rotation blended learning model. They use pre-activity, main activity, and post activity. All of the study had more interactive class in their class.

4.2.2 Discussion of The students’ perception toward the implementation of Station Rotation Blended Learning Model in Teaching Vocabulary

In this part, the researcher described the answer of the second statement of the problems which asked toward “How is the students perception toward the implementation of station rotation blended learning model in teaching vocabulary at STKIP PGRI Sidoarjo?”. There are 29 students in 2023 A English Class at STKIP

PGRI Sidoarjo who answered the questionnaire that was given by the researcher in the last meeting of observation.

There are 15 question in the questionnaire. The researcher used a likert scale to know students' perception toward teaching vocabulary using station rotation blended learning model. 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 quistionnaire, the reseacher 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;

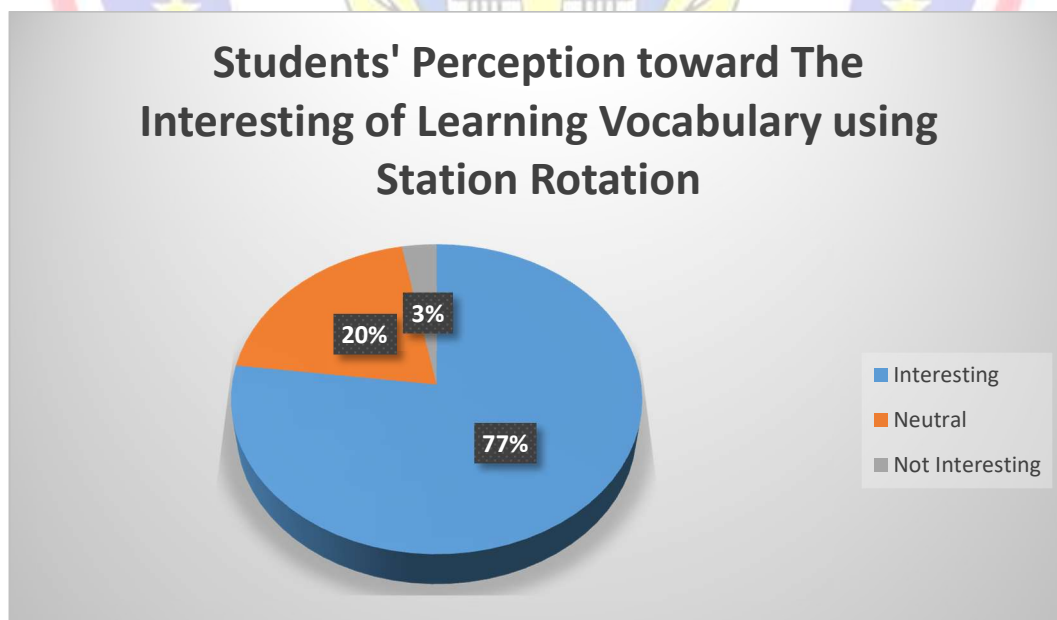


Figure 4.2.2
The Interesting of Students Perception toward Station Rotation

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.

In previous study, the result of using station rotation method was also positive. It was proofed by the result of the interaction in the class. The students could answer the material question optimally.

In addition, the researcher found that station rotation blended learning model is very useful model for teaching. Based on the result of questionnaire. Then the students can understanding easier the lesson because of using station rotation blended learning model.