BLENDED LEARNING USING AUTOPLAY MEDIA STUDIO 8 PROGRAM AND EDMODO IN TEACHING PRONUNCIATION PRACTICE

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Abstract

The purposes of this research is to describe the teaching process with blended learning, teaching media used, and the assessment of teaching done in the classroom and online class. The methodology of this study is qualitative descriptive study. The instruments of the research are: first, observation in class; second, questionnaire to know the students' response about Autoplay media studio 8 program as teaching media. The questionnaire consist of 15 items statements; and third, interview to find out the students' opinion about Blended Learning. The data analysis shows that Blended Learning is a method that is effective, interesting, and easy to use. The result of the analysis from the questionnaire and the interview showed that students assume Blended Learning could be applied as a method for Pronunciation Practice class. These finding indicate Blended Learning applied in Pronunciation Practice class helps students to maximize learning time as well as replace time students who can not attend in class.
Keywords: Blended learning, Autoplay media studio 8 program, Edmodo

A. Introduction

As technology grows, there are many ways that can be applied to different things. Education is no different. There are many technological advances that have changed the world of education in the 21st century. Knowing about these advancements and the impact they have on education around the world can show how essential technology is to education. Every application of media is somewhat unique but in any case it must be guided by both general principles of learning and the context in which these principles are employed. For the instructional use of media programs are designed intentionally to make the teaching-learning environment more interesting and effective (Locatis & Atkinson, 1990). Online classroom is one of the first things that many think of when it comes to technology and education. There are many ways that this has been implemented in all levels of school. There are classes that children can take online while they are still in school

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to earn extra credit. There are even online schools that children can do from home as well.

Blended learning may be seen simply as an instrument for making training more efficient and cost effective. And at the other end it may be viewed as a reaction to the commodification latent in many forms of e-learning, an assertion of the qualities of social interaction in physical spaces (Reding, 2003). Therefore, this study concentrates on students who have access to face-to-face classroom sessions in the form of lectures and tutorials and also have access to written materials such as textbooks and summaries of topics, and may also have access to resources provided online through, for example, subject specific websites. There are many definitions about blended learning based on the expert, but the common elements include a combination of face-to- face sessions and the use of technology with an emphasis on the use of the internet (Kerres and Witt, 2003). Also, this combination of teaching approach according to Stacey and Gerbic (2007), where a variety of online resources are provided in addition to face-to-face contact, has been referred to as representing a blended learning approach. Therefore, this study argues that using a combination of teaching approach will enhance students' performance.

Based on the background of the study above, this research is focused to investigate about blended learning in teaching process, teaching media, and teaching assessment using Edmodo and Autoplay media studio 8 program in teaching pronunciation practice. This study is proposed to discover: the process of blended learning in the class and online class on students' pronunciation practice; the implementation of Autoplay media studio 8 program as teaching media on students' pronunciation practice, and teaching assessment using Edmodo on students' pronunciation practice. The other words, purposes of this research is to describe the teaching learning process with blended learning, teaching media using Autoplay media studio 8 program, and the assessment of teaching using Edmodo done in the classroom and online class.

B. Review of Literature

1. Blended Learning

Blended courses (also known as hybrid or mixed-mode courses) are classes where a portion of the traditional face-to-face instruction is replaced by web-based online learning. McGee and Reis (2012) point out that while there is not absolute agreement within higher education on the exact make-up of a blended

course, institutions generally use "blended" (or related terms) to refer to some combination of on-campus class meeting and online activities.

2. **Autoplay Media Studio Media**

Autoplay Media Studio Media is one component of communication, namely as messenger from communicator to communicant. Media is a tool help what can be used as a message channel to achieve the purpose of teaching (Daryanto, 2010). Based on the above opinions, it can be concluded that the media is any tool that serves as a carrier message from communicator to communicant (Syaiful Bahri, 2006:121).

3. **Edmodo**

Edmodo is a free social network for teachers, students, schools, and districts. It was found by Nicholas Borg and Jeff O'Hara in 2012, technologists working at separate area, as a secure social learning platform for students and teachers. Edmodo can be a media for presenting Virtual Learning Environment in teaching and learning (Taylor&Francis, 2012).

4. **Pronunciation**

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

C. **Method**

The data collection steps include setting the boundaries for the study, collecting information through unstructured or semi structured observations and interviews, documents, and visual materials, as well as establishing the protocol for recording information (Creswell, 2014: 209)

Identify the purposefully selected sites or individuals for the proposed study. The idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question. This does not necessarily suggest random sampling or selection of a large number of participants and sites, as typically found

in quantitative research. A discussion about participants and site might include four aspects identified by Miles and Huberman (1994): (a) the setting (i.e., where the research will take place), (b) the actors (i.e., who will be observed or interviewed), (c) the events (i.e., what the actors will be observed or interviewed doing), and (d) the process (i.e., the evolving nature of events undertaken by the actors within the setting) (Creswell, 2014: 209).

1. **Observation**

A qualitative observation is when the researcher takes field notes on the behavior and activities of individuals at the research site. In these field notes, the researcher records, in an unstructured or semistructured way (using some prior questions that the inquirer wants to know), activities at the research site. Qualitative observers may also engage in roles varying from a nonparticipant to a complete participant. Typically these observations are open-ended in that the researchers ask general questions of the participants allowing the participants to freely provide their views (Creswell, 2014: 209).

2. **Interview**

In qualitative interviews, the researcher conducts face-to-face interviews with participants, telephone interviews, or engages in focus group interviews with six to eight interviewees in each group. These interviews involve unstructured and generally open-ended questions that are few in number and intended to elicit views and opinions from the participants (Creswell, 2014: 209-210).

3. **Questionnaire**

During the process of research, the researcher may collect qualitative documents. These may be public documents (*e.g.*, newspapers, minutes of meetings, official reports) or private documents (*e.g.*, personal journals and diaries, letters, e-mails). Have a participant keep a journal or diary during the research study. The researcher used questionnaire as the diary report to get the data about students' responses while using blended learning as the teaching method (Creswell, 2014:210).

D. **Finding and Discussion**

The result shows that the implementation of blended learning is influential and directly proportional of student learning outcomes. The research done by observing when the lecturer implements the blended learning method in the

pronunciation practice class is student interest with this new method. At the start of learning, everything went normally. In the observation they are very enthusiastic about the new media they use. Coupled with the many videos, pictures and songs that are contained in Autoplay media studio 8. Until the end of face-to-face meetings, lecturers and researcher provide information about online classes, where students will get the material and tasks that must be done and collected online.

As the result of the interview, most students argue that blended learning is a new method that is very good and easy to use. This method is also suitable when applied in pronunciation practice class because it makes it easier for them to increase knowledge about technology. Overall, students argue that blended learning is an effective method because with this method, they not only get the material source from the book. Some students who can not attend in face-to-face class can still follow the material by accessing the material or attending an online class. They can also access assigned tasks and exchange ideas with friends by joining class groups.

The conclusion of the questionnaire that contains all about blended learning process, the use of Autoplay media studio 8 program as teaching media, and Edmodo as media of teaching assessment, about 50.01% - 74.99% (Base part of the student agree with the statement).

From the implementation of blended learning using Edmodo and Autoplay media studio 8 in this study, researcher can explain some reviews about the advantages and limitations during the research. Here are the reviews:

a. Application of blended learning as a new method, here students get the advantage that students can access the material and get tasks that have been uploaded on online teaching media wherever and whenever, it is very profitable for students who can not attend classroom meetings. There is also disadvantages to be gained from blenden learning is that teachers need to prepare time to develop and manage e-learning system learning, such as developing materials, preparing assessment, appraising, and answering or giving statements on forums or groups submitted by learners.

b. Use of Autoplay media studio 8 programs as a teaching media. This is the first time students use this program as a teaching media. The benefit of using Autoplay media studio 8 program is it has Feature that is easy to understand despite the first

use, but students can maximize the use of teaching media very well. The limitation of this teaching learning process is the appearance that can not be enlarged according to the size of the PC screen. So when displayed using LCD Projector (in focus), the image will look small. So it is less support when used in a room large enough.

c. And in this study is also the first time students use Edmodo as a media of discussion, collection of tasks, and teaching assessment media. The benefit, students can follow the flow of task collection and assessment well. Teachers can also use Edmodo to instruct, assign, and discuss with their students online at the same time simultaneously. And the disadvantage gained for several days observing the process of collecting tasks are a signal conection to access Edmodo. So there is a delay in collecting tasks, students have to find a place with a good signal connection.

E. Conclusion

The aim of this research is to investigate teaching process, teaching media, and teaching assessement in Pronunciation Practice class through blended learning class using Edmodo and Autoplay media studio 8 at the second semester students study program of University of PGRI Ronggolawe (UNIROW) Tuban which consists of 17 students of 14 female and 3 male.

Hence, the researcher gives some conclusions based on the discussion of the research in the previous chapter. She concludes that:

First, The use of Autoplay media studio 8 program in the blended learning method done well. This media is very easy for teachers to convey material, and the students are also very enthusiastic because they can focus more on the material by using Autoplay media studio 8. There is no significant contraint encountered even though this was the first time students were introduced and used Autoplay media studio 8 as their learning media.

Second, online class also done very well. The final task as an evaluation of the given material uploaded to Edmodo complete with commands and instructions to do it. So that their work is also uploaded to Edmodo, here the goal is to minimize excessive discussion. Also to know the understanding of the students in the

materials that have been given with the treatments given to the research process took place. The results are quite satisfactory, almost all students collect the assigned tasks, and also can be concluded that students' understanding of the material is quite good as well. this shows that the online class is running successfully and the media is also appropriate.

F. Sugesstion

The researcher suggests that the lecturer should keep the spirit of the students to remain in the interest of good learning. Because all this time researchers know that lecturers are always active using a variety of learning media and fun that can foster students' interest. By developing learning media is expected not only learning materials delivered, but also not wasting current technological developments.

Considering pronunciation lessons do require the right media to support the development of students' abilities. Blended learning experiment is one good thing, because in this case the students will benefit to get the facility easier to access the task wherever and whenever.

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