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Applying Blended Learning To Teach Vocabulary To Fourth Semester Students For English Department Students At Christian University Of Indonesia Toraja

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Abstarct
The goal of the research is to know the effect of blended learning applied in teaching vocabularies for the fourth semester students. The research used qualitative method. The subject of the research is lecturer and fourth semester students at Toraja Christian University of Indonesia. The data collected by using edmodo as a media that used in pretest and posttest and zoom application used presented. In the research has effective indicator in teaching process. After applying blended learning, the result showed raised score, it can be classified excellent is 4 percent, very good is 28 percent , and fair is 44 percent, and poor is 1 percent
Key words: Blended learning, teaching, vocabularies, edmodo, zoom application

Introduction

Teaching English has developed dramatically in the recent years because globalization impact and everyone should understand English as their International language. There are four skills that should be mastered by students in learning English. They are speaking, listening, reading, and writing. Besides the four English skills, to support the mastery of the four language skills the students should have well understanding of English component. One of English component is English vocabulary. Vocabulary as one of English component is very important to learn. Richard (2005: 5) stated that vocabulary is core component of listening, speaking, reading and writing. Before the students master the four skills they have to know some vocabularies to support them in learning English.

The mastery of vocabulary must exist at every level education, especially at University. The mastery standard is more than 3000 vocabularies including categories advanced readers with tertiary education levels (Depdiknas, 2004). But in fact the mastery of vocabulary, especially in the fourth semester students class d of Christian University of Indonesia Toraja is still lack or far from expectation . This is based on the observation that conducted by the researcher, and based of the Evidenced the researcher found that the use of vocabulary that is still very rarely used and the lack of acquisition of the new vocabulary.

To solve this vocabulary problem, it's inseparable from the creativity of a teacher. In presenting English, especially vocabulary, the teacher should be creative in choosing materials and able to stimulate the students' interest. The teacher needs to manipulate some strategies to support the teaching and learning process. Brown (2001) states that vocabulary is incorporated into communicative task, attention to lexical forms is now more central to the development of language.

One of the solutions to support the teaching process especially in vocabulary is to use blended learning. The used of blended learning especially in teaching vocabulary can make teaching learning process easier. Through blended students can more easily access learning materials. And the learning process can be done anywhere used internet access. In this research the researcher will use Edmodo as media in blended learning. Edmodo is one of the media can be used to teach in blended learning. Edmodo is a closed social network which Jeff O'Hara and Nic Borg founded and managed with the intent of creating an online learning environment for teachers and students to share ideas, assignments and events.

Method

In this research the researchers used Experimental method. Experimental method is the research method used to look for the effect of certain treatments on others under controlled condition. Population is the total of number units or individuals whose characteristics are to be examined , therefore the population in this research is Class D consisting of 20 students.

Sample is a portion of the population whose characteristic are to be studied. To determine the sample of this study the researcher used simple random sampling. Kerlinger (2006:188), Simple random sampling is a method of withdrawing from a population or universe in a certain way, so that each member of the population or universe has the same opportunity to be selected. The research instrument is written test. Test can be defined an assessment intended to measure a test-taker's knowledge, skill, aptitude, physical, fitness, or classification in many other topics. The form of this test that will be used is written test form.

Result

The usage of Edmodo in the classroom

The finding of the research deal with the rate presentation of the students' score obtained test, mean score, standard deviation, test of significance and hypothesis testing. The result of the data was classified from very good until poor classification.

1. Pre-Test

Pre-test is a test given by the researcher to respondents before being given treatment. The following is the Pre Test result table.

Table 3.1 : Pre -test Score

No	Students	Correct answer	Score
1	S1	5	20
2	S2	9	36
3	S3	5	20
4	S4	8	32
5	S5	6	24
6	S6	5	20
7	S7	4	16
8	S8	6	24
9	S9	6	24
10	S10	11	44
11	S11	3	12
12	S12	9	36
13	S13	4	16
14	S14	8	32
15	S15	8	32
16	S16	10	40
17	S17	8	32
18	S18	7	28
19	S19	5	20
20	S20	9	36

Tabel 4.1 show about raw and students score related to pre test that has been conducted by the researcher before doing the treatment. In the table above the researcher present 20 students and its score.

Table 3.2 : Pre-test Category Score

No	Students	Score	Category score
1	S1	20	Poor
2	S2	36	Fair
3	S3	20	Poor
4	S4	32	Fair
5	S5	24	Poor
6	S6	20	Poor
7	S7	16	Poor
8	S8	24	Poor
9	S9	24	Poor
10	S10	44	Fair
11	S11	12	Poor
12	S12	36	Fair
13	S13	16	Poor
14	S14	32	Fair
15	S15	32	Fair
16	S16	40	Fair
17	S17	32	Fair
18	S18	28	Poor
19	S19	20	Poor
20	S20	36	Fair

Table 4.2 show about the students score classification, it determining scoring classification on previous before. Based on the table above, it s

Table 433 Pre-test frequency and percentage

No	Score	Category	Frequency	Percentage
1	80 – 100	Excellent	0	0%
2	60 – 70	Good	0	0%
3	30 – 50	Fair	8	32%
4	0 – 20	Poor	12	48%

The table 4.3 shows that from 20 students, none of the given can be categorized as excellent and good , there were 8 (32 percent) students in fair, and 12 (48 percent) students were in poor classification. Based on the data above shows that most of students (48 percent) were in poor classification. It means that the students have less improvement in their vocabulary mastery before the treatment.

2. Post-test

Post-test is test that given by the researcher to respondents after being given treatment. The following is the table result of post test.

Table 3.4 post-test score

No	Students	Correct answer	Score
1	S1	2	8
2	S2	18	72
3	S3	17	68
4	S4	10	40
5	S5	10	40
6	S6	15	60
7	S7	10	40
8	S8	10	40
9	S9	10	40
10	S10	21	84
11	S11	10	40
12	S12	12	48
13	S13	13	52

14	S14	15	60
15	S15	16	64
16	S16	13	52
17	S17	18	72
18	S18	12	48
19	S19	15	60
20	S20	13	52

The table 4.4 shows about raw and students score related to post test that has been conducted by the researcher after doing the treatment. In the table above the researcher present 20 students and its score.

Tabel 4.5 post-test category score

No	Students	Score	Category score
1	S1	8	Poor
2	S2	72	Good
3	S3	68	Good
4	S4	40	Fair
5	S5	40	Fair
6	S6	60	Good
7	S7	40	Fair
8	S8	40	Fair
9	S9	40	Fair
10	S10	84	Excellent
11	S11	40	Fair
12	S12	48	Fair
13	S13	52	Fair
14	S14	60	Good
15	S15	64	Good

16	S16	52	Fair
17	S17	72	Good
18	S18	48	Fair
19	S19	60	Good
20	S20	52	Fair

The table 4.5 shows about the students score classification, it determining scoring classification on previous before…based on the table above, it show that there are 4 score classification in posttest, those score are poor, fair, good, and excellent.

Tabel 4.6 post-test frequency and percentage

No	Score	Category	Frequency	Percentage
1	80 – 100	excellent	1	4%
2	60 – 70	Good	7	28%
3	30 – 50	Fair	11	44%
4	0 – 20	Poor	1	4%

The table 4.6. shows that from 20 students, there were 1 (4 percent) students in excellent classification, 7 (28 percent) students were in good classification, 11 (44 percent) students were in fair classification, 1 (4 percent) students were in poor classification. Based on the data before shows that there were 7 (28 percent) students were good classification. It means that the students have significant improvement in their vocabulary after the treatment. The classification above showed that the score of students based on pre-test and post-test significantly increase.

Discussion

Edmodo has many useful features designed to complement different types of courses. In particular, it is especially advantageous for:

1. Information sharing.Edmodo enables students to easily communicate with their classmates and instructors. When communicating with classmates, Edmodo allows students to ask each other questions as well as view and respond to each other's questions; they also can share and view information. In my experience, students are quick to respond to one another, which reduces the amount of e-mail messages and saves valuable time. For more difficult questions, instructors can choose to respond directly on Edmodo, which allows all students to view and benefit from these messages. This information sharing ability is also useful for courses in which students need to share links with one another: for example, students

enrolled in a research methods course may share survey links from Google Forms or students taking a public speaking course may share links to video presentations hosted on YouTube.

2. group work.Edmodo allows for the easy creation of small student work groups. Each group has the ability to create a team name and work within an individualized space where they can share ideas, articles, news, and resources with each other. This feature is especially relevant in courses with group projects such as a research methods course in which students may need to share empirical articles, post measures, talk about stimuli, or coordinate group face-to-face meetings.
3. mobile notifications.When creating their accounts, students have the ability to select whether they want to send or receive mobile notifications from their instructors in the form of either an e-mail message or a text message. For example, instructors can use this feature in the case of having to cancel class; students can use this feature to notify an instructor that they are running late for an office visit.
4. assignments and grading. Adding assignments on Edmodo is simple. Although these assignments appear similar to a typical post on a social networking site, the post also includes an area for students to upload any assignment materials. Grading can be handled directly on Edmodo through an easy-to-complete touchscreen device, and students can view their grades immediately on the site. In this instance, Edmodo can be used in lieu of a classroom management system and enables students to manage their classroom information on one site instead of two sites.
5. control and visibility. Instructors can maintain a degree of supervision and management by maintaining access of conversations on the website. You can determine if your students are sharing information, if they are uploading materials to share with one another, and if they are responding to each other's posts. Similarly, you can delete inappropriate posts as needed and monitor website in the event that issues arise.

Based on the data above that can be explained into table below:

Table 4.7 Descriptive Statistics
T Test Sample Analyzed Result

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	27.2000	20	8.85913	1.98096
	post test	52.0000	20	16.61958	3.71625

Table 4.7 shows that the statistical summary of the students' mean score and the standard deviation both in pre-test and post-test. The mean score of the

result of the students' pre-test was 27,2 and the mean score of the students' post-test was 52. The students' standard deviation of the pre-test was 8,8 and the students' standard deviation in post-test was16,6 . It means that the mean score of the post-test was higher than the mean score of pre-test and so does the standard deviation. Thus, it can be concluded that the use of blended learning can improve students' vocabulary .

In other to know whether or not the mean score was different from two test (pre-test and post-test), the researcher used the t-table. The following table shows the result of the t-test calculation:

Table 4.8 Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pre test - post test	24.8000	14.65965	3.27800	31.66093	17.93907	7.566	19	.000

The table 4.8 indicates that the value of the t-test (7.566) was higher than the value of the t-table 2.093 . It indicates that there was a significant difference between the result of the students' pre-test and post-test. This can be seen of comparing t. test and t table for the level of significance (p) 0, 05 and df 19. Based on the analyzed above, it means that H0 is rejected and H1 is accepted hence the researcher concluded that blended learning effective in used in teaching vocabulary .

The statistical analysis from the result of the students' vocabulary mastery before teaching through blended learning was still low. It was approved by the result of the pre-test before the treatment that were there 20 students, none of the given can be categorized as excellent and good , there were 8 (32 percent) students in fair,and 12 (48 percent) students were in poor classification. Based on the data above shows that most of students (48 percent) were in poor classification. It means that the students have less improvement in their vocabulary mastery before the treatment.

After implementing blended learning, there were a significant improvement. There were 20 students, there were 1 (4 percent) students in excellent classification, 7 (28 percent) students were in good classification, 11 (44 percent) students were in fair classification, 1 (4 percent) students were in poor classification. Based on the data before shows that there were 7 (28 percent) students were good classification. It means that the students have significant improvement in their vocabulary after the treatment. The

classification above showed that the score of students based on pre-test and post-test significantly increase.

Conclusion

Based on the finding on the discussion, the researcher concludes that the use blended learning is effective to improve students' vocabulary. It is based on the following evidences:

The value of the t-test (7.566) was higher than the value of the t-table 2.093 . It indicates that there was a significant difference between the result of the students' pre-test and post-test. This can be seen of comparing t test and t table for the level of significance (p) 0, 05 and df 19. Based on the analyzed, It means that H0 is rejected and H1 is accepted hence the researcher concluded that blended learning effective used in teaching vocabulary

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