CHAPTER IV
THE FINDING AND DISCUSSION

This chapter describes and analyzes the data, which are obtained during the research. In this chapter, include the display the result of the observation, interview and questionnaire and discussion about the answer of the research problem.

A. Research Finding

Based on the result of conducting observation, interview and giving questionnaire in tenth grade of visual communication design at SMK Plus NU Sidoarjo about students' attitude toward Blended Learning, and then obtained the following result:

1 **The Implementation of Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo**

This part will explain the teacher's way in implementing Blended learning in English course. To gain the result of the data, the researcher does classroom observation checklist.

The date is, July 25th 2017, is first meeting observation. The teacher enters the class, greets students and asks students' condition . Teacher and student pray together. After that, teacher checks students' attendence. The teacher writes down the topic of materials that have to be learned by students in one semester , assignments and technic of assesments that will be learned by students in the white board.

The teacher asks the students what they do when meet new people. One of teacher said to say hello. Other students said about introduction. Then, teacher appreciates student's answer by saying "good" and give thumb finger. Teacher write down web blog address in the white board and asks students to open the blog. Teacher asks tudents to observe two introduction texts from Hana and Saidah in the blog.

Teacher devides students into bigs two group. Group A reads introduction text from Hana and group B reads letter from Saidah. Every mmber reads each sentence of the text loudly. Teacher writes down students pronounction errors during reading section and drills all students to say the words together. The next activity, every group has to identify the

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introduction points in text that have already read by group members. After that, every group mentions the points loudly. Teacher writes down the points in the white boards. The teacher writes name, address, age, sibling, parent, school, gender, hobby and teacher adds favorite subject in the school as one of the point of introduction. Then, teacher asks student to make self introductin. Students can make self introduction based on the example text. Teacher helps students to translate some difficult words.

During te lesson, One off the student said to teacher " The air onditioner is death mom. I feel hot now". Other student said " kok death?". Other students laugh. But, teacer appreciate what the student said because he tries to speak English. The teacher explain that students can reply the "death" word with "off"

In the end of the lesson, teacher and student conclude the lesson. Teacher asks students to upload their self intoduction in blog colloum after the school and give them example how to do it. the bell rings. Teacher closes the lesson by saying hamdalah together.

The date, August 1st 2017 is second meeting observation. The teacher enters the class, greets students and asks students' condition . Teacher and student pray together. After that, teacher checks students' attendence. The teacher reviews about the points of introduction. Teacher mention two of students' name who haven't upload their self introduction. Teacher ask the reason. Firts student answers that he does not have interet quota and the second student said that he forgets to upload it. Theacher says that students can upload it during rest time or go to coffee shop and upload it there. All of students lought.

Teacher and some students prepare the audio laptop, speaker and LCD projector. They watch the video in the blog together. Teacher ask students to observe the video. Teacher plays the video twice. Students identify the point of introduction in the video. Teacher ask students to answer questions in the blog. Students find difficult to find the aswer some questions and teacher plays the video again. They discuss what Stevan said in his video.

Teacher explains the assignment of this meeting. The students have to make an introduction video with 1 minute minimum duration and upload it in the Youtube. The link is uploden in the blog colloum. The teacher plays video how to make Youtube chanel, upload the video and put link in the blog and gives example. Teacher helps students to open the Youtube aplication and make the chanel. There are some students trying to upload their ownvideo in Youtube. They look happy after success upload video in the Youtube. Other students look at the video that is uploaded. Teacher says that students can use their self introduction last week as the cript to make the video esily.

In the end of the lesson, teacher and student conclude what they have learned. Teacher asks students about what Shane said in his video and remaids the students to make an introduction video after the school. The bell rings. Teacher closes the lesson by saying hamdalah together.

The date, August 22nd 2017is third meeting observation. As like usual, the teacher enters the class, greets students and asks students' condition . Teacher and student pray together. One students enter the class suddenly and reprimands the student because he comes after the teacher enters the class. Teacher asks students why he stay at out of the class during lesson. The teacher ask students to take his tablet pc and stand up in font of the class for 15 minutes. After that, teacher checks students' attendence. The teacher review about the points of introduction. Teacher calls one of sudents name to wear his shoes. Someof students laught.

Teacher comes to a students and says " That brooch looks nice on you". The students says" Than you mam. You look beautiful today". Teacher says" Thank you". The teacher asks students to open the blog about compliment and congratulation. Teacher asks students to observe the pictures in the blog. Teacher asks them to identify implement and congratulation expression and the respon. Teacher asks some sudents to practice the dialogs in the pictures. The student asks " what is the different between congratulation and compliment?". Teacher answers the question by giving the example. The teacher said that what she did in the bigining of class is compliment. Then, teacher takes art work of the student in the

class. Teacher asks " whose work is this?". The students says "That's mine mom". Other student says " His art work won school competition mom. He got second winner". Teacher says "Fantastic, congratulation to be second champion (shake hand)". The student respons " Oh, Thank you mom". Teacher says " This is the exmample of congratulation. You got it?". The students nod their head as the sign that they understand what the teacher say.

After that, teacher asks students to make a group in pairs. They have to find the congratulation expression in the video. Students mention the expression by turns. Then, teacher asks ever students to make the dialog about complement and congratulation. The teacher looks around and helps students. One of the students Suddenly, The bell rings. Teacher explain the assignment briefly and teacher closes the lesson by saying hamdalah together.

The assignment is uploading students' work in their own blog. But, some of the students collect ther work in Whatsapp group and some of them make it in video fomat and put the link in the blog colloum.

The date, august 29th 2017 is fourth meeting observation. As like usual, the teacher enters the class, greets students and asks students' condition . Teacher and student pray together. After that, teacher checks students' attendence. The teacher review last material about compliemenet and congratulation. Students mention some expression and responds about them.

Teacher asks students to make the dailog about compliment or congratulation in pairs. The teacher asks them to come forward and practice the dialog. Students access the blog as the refference to make the dialog. Next, students practice the dialog in front of the class until the end of the class. Some students repeat the dialogs because there are some words that are wrong in pronouncing. When the bell rings, teacher and student close the class by praying together.

2   **Kind of Blended Learning Used by Teacher at Tenth Grade of SMK Plus NU Sidoarjo**

The interview was conducted by the researcher after teaching practice of teacher; exactly it was supported by

recording. This interview questions are ready to support the questionnaire to get data of this research. Then, the researcher describes the answers as these following descriptions:

a. Awareness about Blended Learning

   Teacher is aware about the blended learning because her school implements learning based on technology. The teacher also finds some literatures to arrange the curriculum teaching. Teacher expressed "*I use flipped classroom model*". The teacher tries to find fit model of Blended Learning to her students.

b. Students' attitude towards Blended Learning

   Blended learning will influence students' attitude during learning process. Teacher said that *"The students will face new experience because most of them are used to get traditional learning before"*. This learning method is new for most of student. They try to adapt with it. Teacher can know the students' attitude through observation. To follow up the students' attitude, teacher will create good atmosphere during the learning process, increase the quality of learning process and solve students 'problems in learning.

c. Challenge of Implementing Blended Learning

   Teacher said that she has some challenges in implementing Blended learning. Teacher has to always update about new technology and learning material to support learning process. Teacher should find proper material that relevant with student Islamic culture. Teacher accustoms students to common with online learning because most of them are used to with traditional learning.

3 **Students' Attitude towards Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo**

   To determine the students' attitude towards Blended learning of visual communication design at tenth grade, the researcher used questionnaire. In fulfilling the questionnaire, if the column ―yes‖ had been fulfilled dominantly, it indicated that students' attitude is positive. On the other hand, if the column ―no‖ had been fulfilled dominantly, it automatically indicated that students' attitude is negative. The questionnaire

had been given to 27 students from tenth grade of visual communication design. To know the questionnaire result, the researcher displayed by this table below:

Table 4. 1
Students believe that Blended learning gives them
opportunity to acquire new knowledge

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
27	100%	-Students get more knowledge -It is easy and interesting -It has more learning resources	0	0%	

Based on the data that shown on Table 4. 1, we can see that all of students are agree with this strategy which gives them opportunity to acquire new knowledge. So, based on that, we can conclude that students' perception towards moving seat is *Very positive*.

Table 4. 2
Students believe that convenience is an important feature of
Blended learning

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
27	100%	-Students can open the lesson material wherever and whenever -It helps me to understand the material	0	0%	

Based on table 4. 2, the result shows that all of students are 100% agree with convenience as an important feature of Blended learning. All 27 students agree and none of them disagree. So, students' perception is *Very Positive*.

Table 4. 3
Blended learning activities are interactive

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
27	100%	-Blended Learning brings students closer to the teacher -Students is not afraid to talk or communicate with teacher	0	0%	

From the data on Table 4. 3, we can see that 27 students agree that blended learning activities are interactive. This means students' perception is *Very Positive*

Table 4. 4
Blended learning makes my English language skills better

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
22	81,4 %	-All of the page and content in the blog uses English -Students will ask the teacher when I don't know about	5	18,5 %	-Not really, I barely use English in Blended Learning -I am not really learn English

		something in English lesson -Students can chat with foreigner -Students can watch a lot of video of conversation on Youtube -Students can find another resource from Google to support my assignment			from lesson

Based on the data that displayed on Table 4. 4, the result shows that 22 students or 81,4% of them agree with English language skills better because of Blended Learning. Meanwhile 5 students or 18,5% of them disagree. So, based on the fact that the agree is more dominant. It means that students' perception on behavior specific praise is Very *Positive*.

Table 4. 5
Blended learning is easy to follow

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
26	96,2 %	-The instruction is clear and there is example -Learning system makes me relax -Students can use online or offline dictionary to understand the instruction	1	3,7%	-Student still confuses about the instruction in the blog

Table 4. 5 shows that 26 students or 96,2% of them are agree, but 1 student or 3,7% of them disagree. So, based on that, we can conclude that Blended learning is easy to follow for students is *Very Positive.*

Table 4. 6
Blended learning enhances the interaction between teacher and student

Answer					
Agree			Disagree		
Freq uent	Perce ntage	Note	Freq uent	Perce ntage	Note
26	96,2%	-Teacher always helps students when they are in trouble -Teacher delivers the lesson material in fun atmosphere	1	3,7%	-Student sometimes confuses about teacher instruction

Based on the result from Table 4. 6, we can see that 26 students or 96,2% agree, but 1 student or 3,7% of them disagree. In conclusion, the interaction between teacher and student towards blended learning is *Very Positive*.

Table 4. 7
Tasks in Blended learning are clear

Answer					
Agree			Disagree		
Freq uent	Perce ntage	Note	Freq uent	Perce ntage	Note
19	70,3%	-Students ask to teacher when I don't know the instruction -Students pay attention to steps how to do the task -The instruction is easy to follow -The instruction use	8	29,6%	-Students confuse about the instruction

		easy and simple language			

From the result on Table 4. 7, the data shows the different perception between students. 19 students or 70,3% of them agree, and 8 students of 29,6% disagree. In conclusion, students' perception towards tasks in Blended Learning is *Positive*.

Table 4. 8
Blended learning gives me enough time to do my tasks

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
8	29,6%	-Students can do the tasks wherever and whenever I want -Students can do our homework every time or everywhere -The tasks are interesting	19	70,3%	-Blended learning wastes more time rather than using books -Students have many tasks from other subject

Based on Table 4. 8, students have different opinion towards time for doing task in Blended Learning. It shows 8 students or 29,6% of them agree. Otherwise, 19 students or 70,3% of them disagree. The data shows that the students' perception is N*egative*.

Table 4. 9
Learning English is essential in today's world

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
27	100%	-It is international language and I must learn it -Students know how to speak with English native speaker -Many works require English language ability -English provides more job opportunities -Most of technology use English instruction	0	0%	

From the data that displayed on Table 4. 9, it shows that all students or 100% of them agree with essential of learning English in today's world. Based on that result, students' perception towards Learning English is *Very Positive*.

Table 4. 10
English language will help students in their future career

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
27	100%	-English helps me to communicate when I work on abroad -English ability	0	0%	

		helps me in interview job			

Based on the result from Table 4. 10, we can see that 27 students or 100% agree with help of English language in students' future career. In conclusion, students' perception is *Very Positive*.

Table 4. 11
The school has proper audiovisuals aids for learning English

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
21	77,7%	-School provides all of the equipments needed to support learning process such as fast internet connection, PC tablet for learning, projector and sound system	6	22,2%	-Internet connection sometimes is low in break time

Based on the Table 4. 11, students have different view towards proper audiovisuals aids for learning English in their school. 21 students or 77,7% agree, but 6 students or 22,2% of them disagree. So, based on the data we can conclude that students' perception toward audiovisuals aids for learning English in their school is *Positive*.

Table 4. 12
Students feel confident in using Tablet pc

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
26	92,5%	-Students are proud of using tablet for my learning -Students can learn without printed book	1	7,4%	-Student is not really often using tablet pc

From the result on Table 4. 12, the data shows 26 students or 92,5% of them agree, and 1 student or 7,4% disagree. In conclusion, students' confident towards using Tablet pc is *Very Positive*.

Table 4. 13
Students enjoy using Tablet pc for their study

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
25	96,2%	-Students can reduce paper and printed book usage -Students can save the trees -Students don't need to bring many books to school	2	3,7%	-It is harder to use than what I thought

From the data that displayed on Table 4. 13, it shows that 25 students or 96,2% of them agree and 2 students or 3,7%. So, we can conclude that students' perception towards using Tablet pc is *Very Positive*.

Table 4. 14
Students would be interested in studying courses that use Blended Learning

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
26	92,5%	-Students get more challenge -Students enjoy interacting with my teacher -Students feel tired when I do tasks in book -Students prefer learn using tablet and get online material than traditional learning	1	7,4%	-Student likes traditional learning

From the result on Table 4. 14, the data shows 26 students or 92,5% of them agree, and 1 student or 7,4% disagree. In conclusion, students' confident towards using Tablet pc is *Very Positive*.

Table 4. 15
Blended learning is useful

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
23	85,1%	-Students can understand material by watching video -Students can access lesson material easily	4	14,8%	-Not all of my friends can speak English

		-Students can apply the lesson in my project of another lesson and daily activity			

From the result on Table 4. 15, the data shows 23 students or 85,1% of them agree, and 4 students or 14,8% disagree. In conclusion, the useful of Blended Learning for students is *Very Positive*.

Table 4. 16
Most of the time we talk Bahasa during the English lessons

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
14	51,8%	-Students always try to speak English during lesson -Students will ask to teacher if I don't know to say a word -Students feel confident speaking English	13	48,1%	-Students are difficult to arrange sentence -Students don't know how to say words in English

From the result on Table 4. 16,14 students or 51,8% of them agree, and 13 students or 48,1% disagree. In conclusion, students' perception towards talking Bahasa during English lesson is *Neutral*.

Table 4. 17
Students not only open the blog for doing task and during lesson

Answer					
Agree			Disagree		
Frequent	Percentage	Note	Frequent	Percentage	Note
27	100%	-Students open the blog to understand more or rememorize the lesson material -Students like the blog view	0	0%	

From the result on Table 4. 17, all of students or100% of them agree. In conclusion, students' activity in opening blog is *Neutral*.

Based on the data which are displayed on the table 4. 3until 4. 19, it describes the result of the questionnaire about students' attitude towards Blended learning in English course. So, the descriptive calculation from the table is:

The alternative answer for Agree (F1) : 377
The alternative answer for Disagree (F2) : 61
Total of the answer (N) : 438
The percentage calculation of "Agree" answer:

$$P = \frac{F1}{N} \times 100$$

P = $\frac{377}{438}$ X 100

=86,0%

The percentage calculation of "Disagree" answer:

$$P = \frac{F2}{N} \times 100$$

P = $\frac{61}{}$ X 100

$$438$$
$$=13,9\%$$

Based on the calculation, we can see that the "Agree" answer is more dominant than the "Disagree" answer. So, based on that fact we can conclude that students' attitude towards Blended learning in English course of visual communication design at SMK Plus NU Sidoarjo is generally Very *Positive* because the result is 86,0% and it is included in 81-100% range. Students' reaction faced with a new and demanding type of problem in their English study

B. Discussion

In this discussion, this part discuss those findings by reflecting on some theories related for implementation kind of Blended learning and students' attitude towards Blended learning in English course of visual communication design at SMK Plus NU Sidoarjo.

1 The Implementation of Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo

According to the findings, there are 4 kinds of Blended learning which one of them has four sub-models.[1] In the learning process, the teacher designs her English course using Blended Learning based on flipped classroom model in the activities that are held. It is found in the first and second meeting when the teacher conveyed the schedule of the course. The students were asked to open the blog in the class and do the groups work. The task delivers online. So, the students can do the task wherever and whenever they want. This way will give the students opportunity to do their own learning, build their self-discipline and individual responsibility.[2] Students usually

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[1] H. Stalker & M. B. Horn, *Classifying K–12 blended learning. Mountain View (*CA: Innosight Institute, Inc, 2012). access in 15 june 2017 at http://www.innosightinstitute.org/innosight/wpcontent/uploads/2012/05/Classifying-K-12-blended-learning2.pdf

[2] Research on The Use of Khan Academy in School. From:https://www.sri.com/sites/default/files/publications/2014-03-07_implementation_briefing.pdf. Access on August, 19th 2017.

do the tasks in the night at home or another place because they have full day school.

Unfortunately, the teacher left one of the aspects from the strategy that delivers content and instruction of subject online from a remote location. It was happened because teacher delivered content and instruction of subject online from a remote location before the course begin. The teacher always uses the material in the blog for classroom activity. The teacher wants to integrate the course with technology by using Tablet pc during Lesson. Moreover students do task by using Tablet pc. They did not need paper in most of activity. Paperless course helps students to manage the lesson material and access information about it.[3]

2 Kind of Blended Learning Used by Teacher at Tenth Grade of SMK Plus NU Sidoarjo

Teacher has been using flipped classroom model because she believes that this model is suitable with her student. In J. Daniel research showed that students who frequently used technology at home and at school for schoolwork are easier to get high levels of achievement.[4]

This method is new for most of the students. This method will give the learning experience for them. This method influences students' attitude during learning process. Fabunmi state that students' attitude towards learning is influenced by the characteristics of the classroom environment.[5] Teacher can know the students'

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[3]Jeremy Fei Wang, "Creating A Paperless Classroom with The Best of Two Worlds". *Journal of Instructional Pedagogies*. Marietta College. From:

http://www.aabri.com/manuscripts/09270A.pdf. access on August, 19th 2017.

[4] J. Daniel. House, "Effects Of Computer Activities And Classroom Instructional Strategies On Science Achievement Of Eighth-Grade Students In The United States And Korea: Results From the Timss 2007 Assessment." *International Journal Of Instructional Media* 38.2, 2011, 197-208. Academic Search Premier.

[5]. Fabunmi, A.A. Isaiah, "Class factors as determinants of secondary school student's academic performance in Oyo State. Nigeria". J. Soc. Sci., 14 (3), 2007, pp. 243-247

attitude through observation. Teacher will observe the students experience during learning process.

There are some challenges in implementing Blended learning. Teacher has to always update about new technology and learning material to support learning process. Teacher should find proper material that relevant with student Islamic culture. Material that was appropriate for a particular class needs to have an underlying instructional philosophy, approach, method and technique which suit the students and their needs. They should have correct, natural, current and Standard English. Teacher needs to look for good materials, both commercial and non-commercial, all the time. They also need to be aware of commercialism and copyright issues concerning materials. Teacher also should consider their culture background. Teacher may adapt, supplement, and elaborate on material and also monitor the progress and needs of the students and finally evaluate students. The role of teachers is to help learners to learn. Students should be the center of instruction and learning. Teacher accustoms students to common with online learning because most of them are used to with traditional learning.

3   Students' Attitude towards Blended Learning at Tenth Grade of SMK Plus NU Sidoarjo

According to the findings, there are three components of attitude that are observed by the researcher in teaching English using blended learning at tenth grade of SMK Plus NU Sidoarjo. Therefore, the discussion of the findings as follows:

a.   Cognitive : Beliefs, Idea or Opinion about The Object

Based on the result of some points in the questioner, the students thought that Blended learning gives them opportunity to acquire new knowledge, makes my English language skills better. Students stated that blog is used by the teacher has many learning resources. All of information in the blog use English. This force the students to find the meaning if they find

difficult word. Although some students argued that they don't really learn English from lesson.

Blended learning enhances the interaction between teacher and student. Teacher helps students when they need help. Teacher delivers the lesson material in fun ways. Teacher ask student to do group work. Students' belief that Blended learning activities are interactive, clear and easy to follow. Teacher gave simple direction to do the task in the blog. But almost a half of students thought that Blended learning didn't give enough time to do tasks because they also have others tasks from different subject.

All students agreed that learning English is essential in today's world and it will help students in their future career because most of jobs are required to master English language. So, the students have high enthusiast learning English. The school also supports students by providing proper audiovisuals aids for learning English.

b. **Affective : Emotional or Feeling about The Object**

Based on the findings, most of students feel confident in using Tablet pc because they can learn without printed book. It economized the use of paper and save trees. Students enjoy using Tablet pc for their study because they didn't need to bring many books to school. I was heavy for them. Jukes stated that the students used to graphic, entertainment, fantasy, the Internet will motivate the "digital" generation of students and boring.[6]

Students were interested in studying courses that use Blended Learning. Blended learning combines offline learning and online learning. They could learn English and new technology or application that support their department. If they cannot open the blog by using their tablet pc, they will use their own phone to open the blog.

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[6] I. Jukes, T. McCain, L. Crockett, *Understanding the Digital Generation – Teaching and Learning in the New Digital Landscape*. (Canada: 21st Century Fluency Project Inc., 2010)

c. **Behavioral : An Intention to Behave in A Certain Way toward The Object**

Based on finding, a half students talk Bahasa during the English lessons and others are talk bahasa. This happen because some of them are difficult to arrange the sentence and have poor vocabularies. During observation, the researcher found that students always try to speak English. In the first meeting one of the student said breavely "*The air condition is death mom*". Then, teacher appreciated the students do and corrected the sentence.

Students not only open the blog for doing task and during lesson but also understanding learning material. Students said that the blog view is good. It is motivate them to design their own blog better.