

**LAPORAN AKHIR
PENELITIAN REGULER**



**THE IMPLEMENTATION OF BLENDED LEARNING IN TEACHING
PRONUNCIATION AT HIGHER EDUCATION AS THE REALIZATION OF
SCHOOL FROM HOME**

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**LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS PGRI SEMARANG**

2020

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RINGKASAN

COVID-19 forces school from home including higher education. What looks harder in teaching pronunciation is the feedbacks from the lecturer. Feedbacks do important job in this case, they will inspire students to improve their pronunciation to be better and better while by schooling from home the students need to be more active and independent. Therefore, lecturers has applied blended learning. The primary focus of this research was to explain the implementation of blended learning in teaching pronunciation as well as to find out the students' perception of blended learning in teaching pronunciation. Blended learning in this study involved the use of English Pronunciation Application (EPA), voice note in What's App Group, you tube, and voice recorder through email. It was a descriptive quantitative research of which the subject was the students in one class consisting of 28 students. The data were collected by giving pre-test, treatments using those tools mentioned, post-test, distributing questionnaire and interviewing the students. The data were analyzed quantitatively supported by the interview data. The results showed that teaching pronunciation by implementing blended learning in this pandemic situation were still able to improve students' competency to have proper pronunciation. The interview showed that the students were satisfied with blended learning implementation eventhough the offline learning remains to be their favorite learning process over the blended one.

Kata kunci: Implementation, blended learning, teaching pronunciation, higher education

LATAR BELAKANG

Since March 2020, Indonesia has implemeted social distancing its capital and surrounding areas and limit people's movement regions to contain the spread of the coronavirus that has killed more than 500 people. As Covid-19 continues to spread, countries around the globe are implementing measures to contain the pandemic, from mass testing to national quarantines and physical distancing. This has forced all educational activities; such as K-12 schools to universities, to develop policies to school from home to promote social distancing which can slow down virus transmission in schools and surrounding communities.

In these situations, online class becomes the best solution to safe education as one of the major drivers of human capital development. This has raised concerns among

government, teachers and parents over the continuation of students' education during the pandemic. To address this challenge, many governments have introduced distance learning programs to allow students to continue studying from home. Then, it appears the platform delivers suboptimal learning outcomes such as zoom, google classroom, spada, big blue button, what's App, etc.

There are some methods which can be implemented during this distance learning period; one of the most known methods is blended learning. Blended learning is a face-to-face learning (conventional) method accompanied by online learning; it is often defined as the combination of face-to-face and online learning (Garrison, 2011). A blended learning environment is a flexible approach, which combines traditional face-to-face instruction with computer-mediated or online instruction (Bonk and Graham, 2012, Gecer, 2013, Graham, 2013, Oliver and Stallings, 2014). With this statement, learning activities can be carried out anywhere and any time. Until now, blended learning can be done online through the internet in the form of education platforms, applications, etc.

Teaching pronunciation is not an easy job. That is why learning pronunciation tends to be deleted as Ocvika (2017) said that teachers are lack of pronunciation's theory knowledge and most of them only teach pronunciation once yet expect the students to master it right away. On the other hand, Pronunciation is an important part of foreign language learning because it directly affects the students' communicative competence. Limited pronunciation skills can reduce learners' confidence, limit social interaction, and negatively affect the speaker's credibility and ability estimates. English pronunciation is considered to be a difficult thing for EFL learners because it is very different from the mother tongue they usually use in their daily lives.

According to Gilakjani (2012), in learning pronunciation, learners must also become part of the learning process, actively involved in their own learning. Furthermore, he stresses that lecturers must be more active in supporting students so that the learning process is more optimal. With the instructor acting as a 'speech coach' rather than a mere pronunciation checker, feedbacks will inspire students to improve their

pronunciation. Which, of course, this relationship between teachers and students becomes even more difficult to form during this pandemic, where both cannot meet face to face. So, to get around this, the application of an appropriate learning model becomes very important for the achievement of satisfying learning processes and results.

With this backdrop in mind, this research aims at explaining the implementation of blended learning in teaching pronunciation as well as finding out the students' perception of blended learning in teaching pronunciation

TINJAUAN PUSTAKA

SOCIAL DISTANCING

Coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus (WHO, 2020). The best way to stay safe from this virus is by realizing social distancing. Social distancing, also called “physical distancing”, means keeping space between yourself and other people outside of your home (CDC, 2020). Further, MDH explains Social distancing refers to measures being taken to restrict where and when people can gather in order to stop or slow the spread of infectious disease (2020). Therefore, it is the only solution to make COVID-19 virus stop to spread out.

BLENDED LEARNING

Blended learning has been defined as a mixture of traditional learning and online learning (Williams, 2002; Osguthrope & Graham, 2003). It is also defined as the integration of e-learning tools such as virtual learning environment with face-to-face learning (Welker & Berardino, 2006). The aim of this type of learning is to join the advantages of face to face classroom learning with the advantages of e-learning to enhance the learning environment (Bleed, 2001).

Steps of blended learning offer guidance for lecturer and students in the process of

designing and implementing blended learning in university courses. Bath and Bourke (2010, p. 6) have explored these steps of blended learning, all in an effort to learn more about how to improve the lecturer's and students' learning and success in listening. The following is the steps of blended learning Bath and Bourke (2014, p. 6):

- a. Plan the integrated blended learning into your course followed by:
 - 1) What is the situation?
 - a) Developing new course
 - b) Redesigning course
 - 2) What is the course context?
 - a) Course level considerations
 - b) Program, Faculty, Group influences
 - 3) Who are the students?
 - a) Year of study (1st year students or later year students)
 - b) Class numbers (is it a large class or a small class)
 - c) Student type (international or national students, students from a low/high socio-economic background, age students, students with work/ family commitments)
- b. Design and develop the blended learning elements:
 - 1) Content and resources
 - a) Lecturer materials
 - b) Lecturer recordings
 - c) Virtual classroom
 - 2) Digitized reading or documents
 - a) Learning support resources
 - b) Assessment
 - c) Communication
- c. Implementing the blended learning design:
 - 1) Implementing blended learning course
 - a) Getting the students ready for blended learning
 - b) A good ending
 - d. Review (evaluate) the effectiveness of blended learning design)
 - 1) Peer evaluation
 - a) "Classroom" performance
 - b) Learning materials
 - 2) Student learning
 - a) Student's self-reported knowledge
 - b) Student work
 - 3) Student experiences
 - a) Informal feedback
 - b) Student Evaluation of Teaching
 - c) Customized course survey.

Based on the description of the theories that have been explained, blended learning is important to build students' interest in learning, moreover with the development of information technology in education that has given rise to a new environment called blended learning, in this case the role of teachers to foster their students' interest is needed. Blended learning is a combination of online class and traditional class, with the use of various technologies. The benefits of blended learning are to improve the learning effectiveness, that students will gain more experience and knowledge, and it also has the potential to balance out and optimize the learning program development and the deployment of cost and time.

TEACHING PRONUNCIATION

Pronunciation is an important part of foreign language learning because it directly affects the students' communicative competence. Limited pronunciation skills can reduce learners' confidence, limit social interaction, and negatively affect the speaker's credibility and ability estimates. English pronunciation is considered to be a difficult thing for EFL learners because it is very different from the mother tongue they usually use in their daily lives. Donal (2016) states that the reasons why learning another language pronunciation is difficult; first, some sounds of the new or target language do not exist in the learner's native language. The second is in the difference of distribution between native language and the target language. It causes non EFL learners tend to make error in pronunciation.

COVID-19 makes teaching pronunciation harder than usual. Although lectures can be held face-to-face via video conferencing or voice notes, in fact not all students have good access even to just send a message. Nadiem Makarim considers that there are still gaps in Indonesian education (detik.com, 2020). In fact, pronunciation in formal education really requires practice and guidance from lecturers during the process.

What looks harder in teaching pronunciation using blended learning is the feedbacks from the lecturer as well as how the lecturer knows that the students are shaping their mouth properly or not. Feedbacks do important job in this case, they will inspire students to improve their pronunciation to be better and better. Therefore, the students need to be more active and independent, while the lecturer must support the students so that the learning process becomes more optimal.

HIGHER EDUCATION

According to britannica.com, higher education institutions include not only universities and colleges but also various professional schools which provide training in areas such as law, theology, medicine, business, music, and art. The term is not limited only on universities, but it also deals with vocational schools, speciality institutions and basically all education institution beyond secondary level.

Higher education is about developing people who can lead, who can produce new ideas, who can see new opportunities and find new ways to solve old problems; it has a role to play in preparing people to move beyond the present and be able to adapt to a future that can not be anticipated now (Harvey, L., & Knight, P. T., 1996:10). This idea is in line with what is known in Indonesia as *tridharma perguruan tinggi* (Three Pillars of Higher Education), comprising Education, Research and Community Service. A college graduate must practice the three *dharmas*, in order to be worthy of becoming a scholar, a future leader.

In higher education, just like in schools in general, there are also curricula and other educational components. Learning in higher education is carried out based on a regulated curriculum and learning design. Currently, higher educations in Indonesia are back under the auspices of the Ministry of Education and Culture, having previously been under the auspices of the Ministry of Research, Technology and Higher Education.

PREVIOUS STUDIES

There are some previous studies that had been conducted and related to the topic of the researcher's study. There was study conducted by Yoon, SY (2011) entitled "The Impact of Blended Learning on Teaching and Learning English Pronunciation." In her study, Yoon investigated the students' perspectives and effectiveness of blended learning in English pronunciation skills, and to explore gender differences in blended learning. The subjects of this study consist of 173 Korean university students, and quantitative data including questionnaire and pre-experiment were collected. She later found out that students' perspectives in blended learning, its components, and tools were very positive. Blended learning was found to be effective in the development of segmental and suprasegmental pronunciation skills. Lastly, there were few significant gender differences found regarding social aspects of online interaction.

The next study was conducted by Alastuey and Perez (2013), entitled "Evaluation of a Blended Learning Language Course: Students' Perceptions of Appropriateness for

The Development of Skills and Language Areas.” In their research, they studied the perceptions of students regarding the utility of Information and Communication Technology (ICT) in all language skills and areas in a blended course of English as a Foreign Language, which completely incorporated ICT, and contrasted these expectations with those of pupils of a blended course of Spanish as a Second Language with a lower degree of ICT integration. Later on, they found that both student populations that had not used ICT much for language learning previously, that their ratings varied depending on use of ICT in their course and that students with an increased use of technology in their courses seemed to realize its true potential for productive skills, but also some of its disadvantages. Eventually, this study encourages the use of ICT for language learning, showing that students had very positive perceptions of its usefulness, and recommends adding guides and training to blended learning experiences to diminish the number of students rejecting the use of ICT.

Based on those previous studies, there are some differences between the previous studies and the current research. The differences are about the focus and the subject of the study. The current research focuses explaining the implementation of blended learning in teaching pronunciation as well as finding out the students’ perception of blended learning in teaching pronunciation in *Universitas PGRI Semarang*.

RESEARCH ROAD MAP

Before conducting this research, the researchers have been doing similar topic which are pictured as follows:

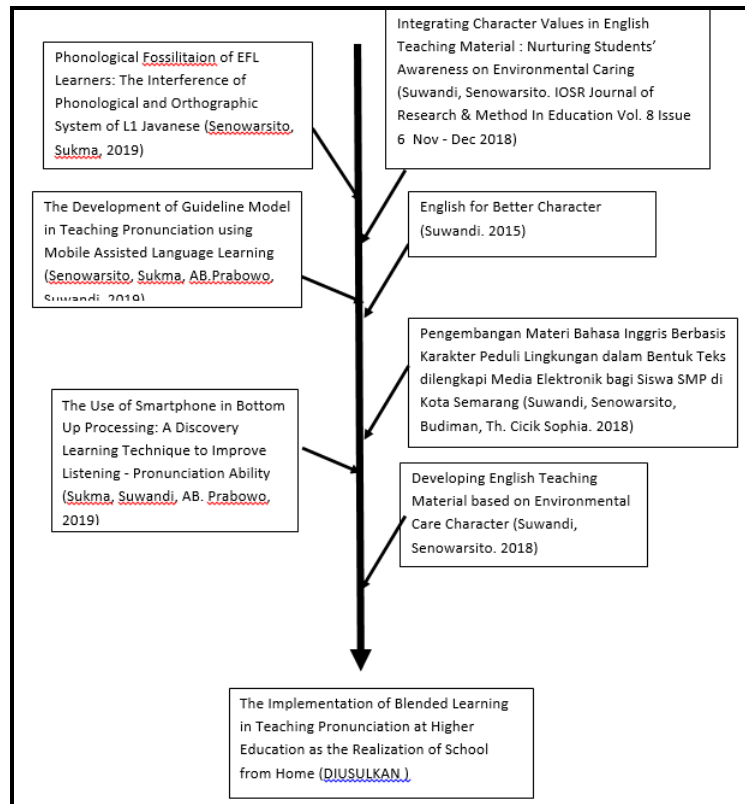


Figure 1. Road Map of the research

METODE

The research applied descriptive quantitative as the research design since it wants to see whether the students' grades are improved or not by implementing blended learning in teaching pronunciation. The purpose of a descriptive study is to provide a picture of a situation, person or event or show how things are related to each other and as it naturally occurs (Blumberg, Cooper and Schindler, 2005) while quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest (Gay, Mills, & Airasian, 2009).

The subject of this research was the fourth semester of English Department in *Universitas PGRI Semarang* in the academic year 2019/2020 and the sample was taken using purposive sampling consisting of 28 students.

The research used test, questionnaire, and interview to obtain the data. The data were collected by giving pre-test, treatments using English Pronunciation Application (EPA), voice note in What's App Group, you tube, and voice recorder through email, post-test, distributing questionnaire and interviewing the students. The data were analyzed quantitatively supported by the interview data. They are in the form of pre-test and post-test of the students in order to know whether they are any improvement or not after the students were treated by those tools in blended learning. To analyze the data of the close-ended questionnaire, the researchers calculate the percentage of the students' answers in each item of the questionnaire. It is used to find out the impact of blended learning in improving students' ability in pronunciation skill with the following formula:

$$\text{Percentages} = \frac{\text{number of respondents who choose the answer (fo)}}{\text{total respondents (N)}} \times 100\%$$

In addition, the researchers also calculated the mean score of each item of the questionnaire being reviewed. It is used to interpret the positivity of respondents' respond with the following formula:

$$\text{Mean score} = \frac{(f1n1)+(f2n2)+(f3n3)+(f4n4)+(f5n5)}{\text{total respondents (N)}}$$

According to Su'adah (2015), there are five criteria of mean score namely very low, low, medium, high and very high. If the mean score in high level, it means positive perception, but if the mean score is low, it means negative perception. The following is the interpretation of the mean score:

Table 1. Interpretation of Mean Score

No	Mean Score	Interpretation
1.	1.00 - 1.80	Very low
2.	1.81 - 2.60	Low
3.	2.61 - 3.40	Medium
4.	3.41 - 4.20	High

5.	4.21 – 5.00	Very High
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Source: Su'adah (2015)

Furthermore, to support and clarify the answer of the closed-ended questionnaire, the researchers did phone call interviews, which researchers then describe and made a qualitative review of all the data gathered, by concluding the majority of the responds given by the respondents.

All of those plans had been done within the following stages.

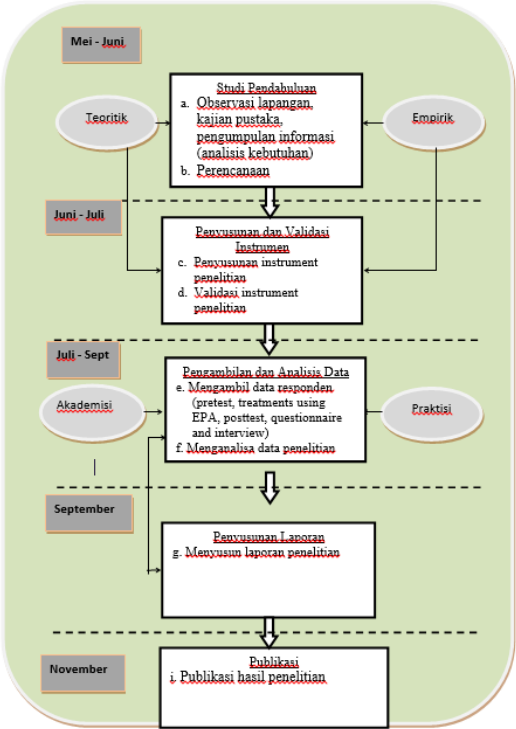


Figure 2. The Stages in Research Process

HASIL PELAKSANAAN PENELITIAN

RESEARCH RESULTS

The instruments given by the students were a pronunciation **test** consisting of 135 (one hundred and thirty five) words coming from 44 (forty four) different English sounds. Therefore, each student pronounced the one hundred and thirty five words

individually. To answer the aim of the research, the researchers described the result of pre-test (before the students received any treatments), then the students got the treatments (the treatments were using English Pronunciation Application, voice note in What's App Group, you tube, and voice recorder through email) which had been done during the semester sessions, and the last is Post-test (after the students received any treatments). The scores are described in the following table while the analysis of transcription can be seen in the Appendix.

Table 2. The scores of Pre-test and Post-test

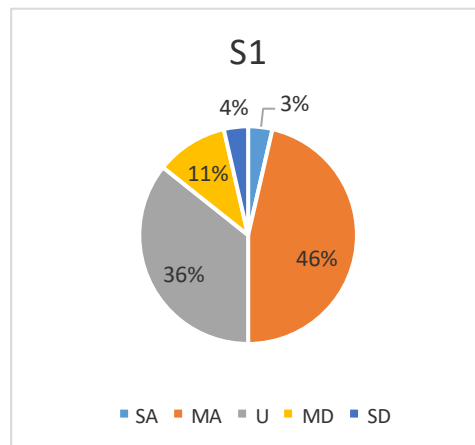
NO	RESPONDENT	PRE-TEST		POST-TEST	
		INCORRECT ANSWER	SCORE	INCORRECT ANSWER	SCORE
1	R-1	23	56	2	99
2	R-2	38	49	17	89
3	R-3	21	57	8	95
4	R-4	18	59	6	96
5	R-5	26	55	15	90
6	R-6	13	61	3	98
7	R-7	17	59	17	89
8	R-8	19	58	5	97
9	R-9	12	62	4	97
10	R-10	16	60	1	99
11	R-11	23	56	11	93
12	R-12	25	55	5	97
13	R-13	20	58	18	88
14	R-14	33	51	1	99
15	R-15	12	62	23	85
16	R-16	34	51	4	97
17	R-17	15	60	7	95
18	R-18	17	59	5	97
19	R-19	19	58	9	94

20	R-20	20	58	7	95
21	R-21	21	57	12	92
22	R-22	24	56	16	89
23	R-23	40	48	7	95
24	R-24	17	59	6	96
25	R-25	21	57	6	96
26	R-26	15	60	6	96
27	R-27	16	60	13	91
28	R-28	22	57	6	96
	MEAN		57		94

Table 2 shows the mean score of the students for their pre-test and post-test. It can be seen that the mean score pre-test is 57 while the mean score post-test is 94. It can be concluded that the treatments give improvement for the students.

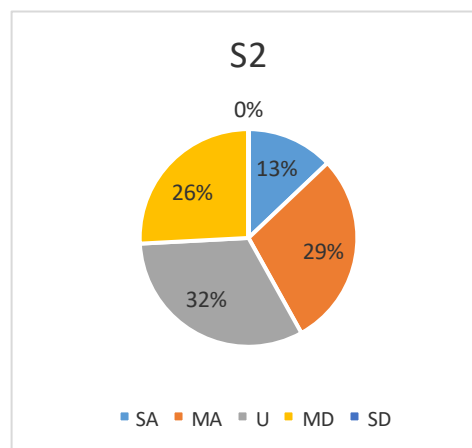
The other instruments in this research is **questionnaire** consisting of 20 items to find out students' perception of blended learning in teaching pronunciation. The findings are presented one by one started from the first until the last one, as follows:

Graphic 1. The Result of Statement Number 1



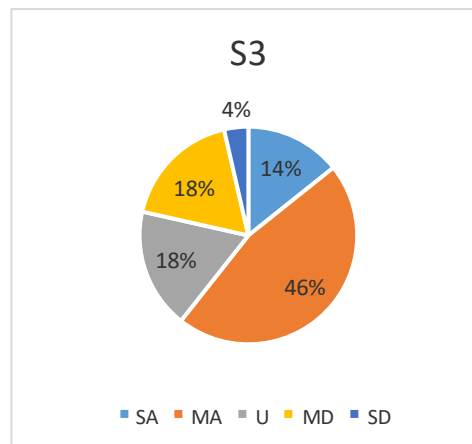
Statement number 1 is about if students understand the concept of blended-learning very well. The above graphic shows that 3% of the students strongly agree with the statement, 46% of the students moderately agree, 36% of the students undecided yet, 11% of the students moderately disagree and 4% of the students strongly disagree with the statement. The mean score of the statement number 1 was 3,4. It is categorized as **medium** level.

Graphic 2. The Result of Statement Number 2



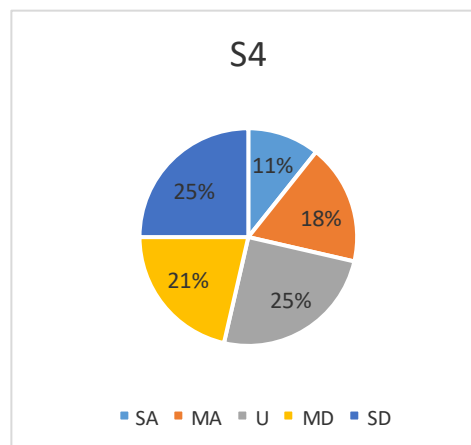
Statement number 2 is to find out if students are used to study independently. The above graphic shows that 13% of the students strongly agree with the statement, 29% of the students moderately agree, 32% of the students undecided yet, 26% of the students moderately disagree and none of the students strongly disagree with the statement. The mean score of the statement number 2 was 3,4. It is categorized as **medium** level.

Graphic 3. The Result of Statement Number 3



Statement number 3 is to find out if the students are disciplined persons. The above graphic shows that 14% of the students strongly agree with the statement, 46% of the students moderately agree, 18% of the students undecided yet, 18% of the students moderately disagree and 4% of the students strongly disagree with the statement. The mean score of the statement number 3 was 3,5. It is categorized as **high** level.

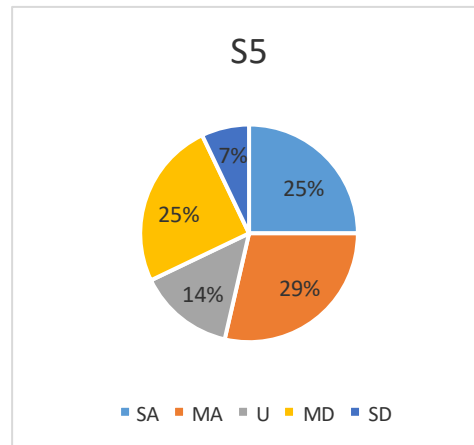
Graphic 4. The Result of Statement Number 4



Statement number 4 is to find out if the students feel comfortable when they don't need to go to campus too often. The above graphic shows that 11% of the students strongly agree with the statement, 18% of the students moderately agree, 25% of the

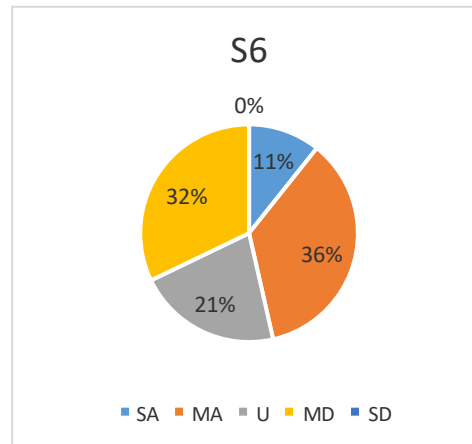
students undecided yet, 21% of the students moderately disagree and 25% of the students strongly disagree with the statement. The mean score of the statement number 4 was 2,7. It is categorized as **medium** level.

Graphic 5. The Result of Statement Number 5



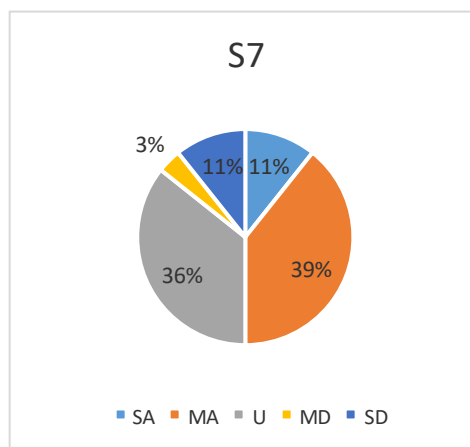
Statement number 5 is to find out if the students feel more comfortable when doing offline learning. The above graphic shows that 25% of the students strongly agree with the statement, 29% of the students moderately agree, 14% of the students undecided yet, 25% of the students moderately disagree and 7% of the students strongly disagree with the statement. The mean score of the statement number 5 was 3,4. It is categorized as **medium** level.

Graphic 6. The Result of Statement Number 6



Statement number 6 is to find out if lecturers give clear instructions during online lectures. The above graphic shows that 11% of the students strongly agree with the statement, 36% of the students moderately agree, 21% of the students undecided yet, 32% of the students moderately disagree and none of the students strongly disagree with the statement. The mean score of the statement number 6 was 3,3. It is categorized as **medium** level.

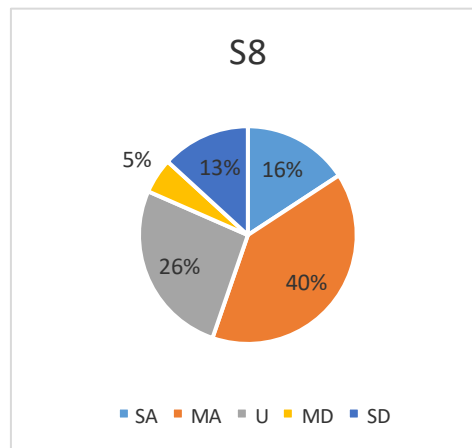
Graphic 7. The Result of Statement Number 7



Statement number 7 is to find out if lecturers provide sufficient learning resources during online lectures. The above graphic shows that 11% of the students strongly agree with the statement, 39% of the students moderately agree, 36% of the students

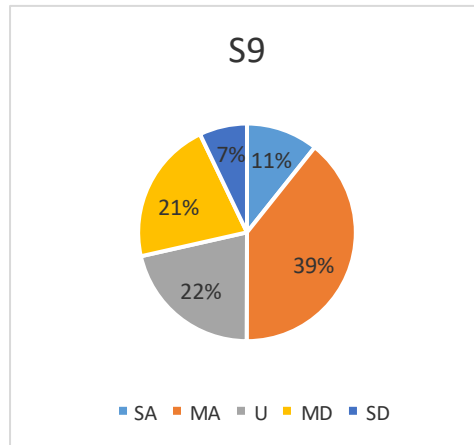
undecided yet, 3% of the students moderately disagree and 11% of the students strongly disagree with the statement. The mean score of the statement number 7 was 3,4. It is categorized as **medium** level.

Graphic 8. The Result of Statement Number 8



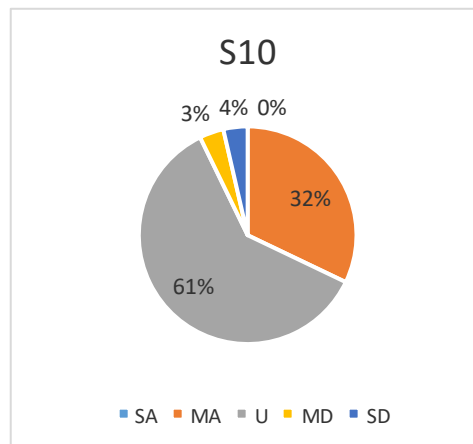
Statement number 8 is to find out if lecturers give more assignments during online lectures. The above graphic shows that 16% of the students strongly agree with the statement, 40% of the students moderately agree, 26% of the students undecided yet, 5% of the students moderately disagree and 13% of the students strongly disagree with the statement. The mean score of the statement number 8 was 3,5. It is categorized as **high** level.

Graphic 9. The Result of Statement Number 9



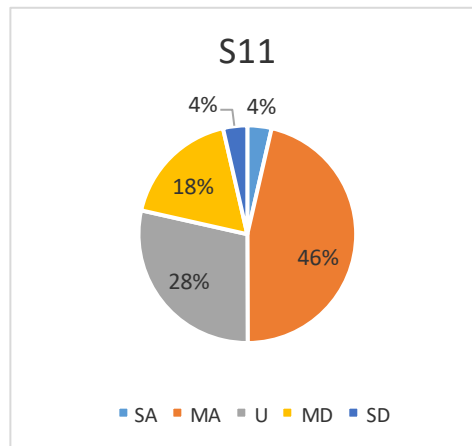
Statement number 9 is to find out if the exercise given by a lecturer online is more difficult than usual exercise during offline lectures. The above graphic shows that 11% of the students strongly agree with the statement, 39% of the students moderately agree, 22% of the students undecided yet, 21% of the students moderately disagree and 7% of the students strongly disagree with the statement. The mean score of the statement number 9 was 3,3. It is categorized as **medium** level.

Graphic 10. The Result of Statement Number 10



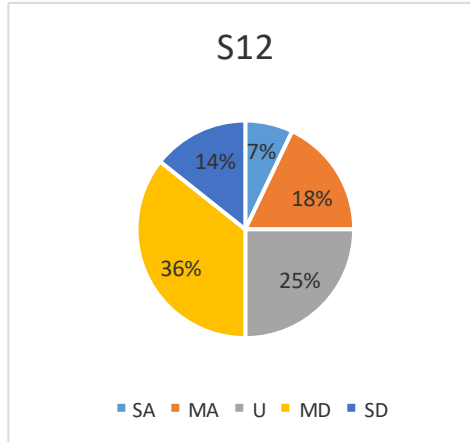
Statement number 10 is to find out if the course material given during blended-learning is more substantial and well conveyed. The above graphic shows that none of the students strongly agree with the statement, 32% of the students moderately agree, 61% of the students undecided yet, 3% of the students moderately disagree and 4% of the students strongly disagree with the statement. The mean score of the statement number 10 was 3,2. It is categorized as **medium** level.

Graphic 11. The Result of Statement Number 11



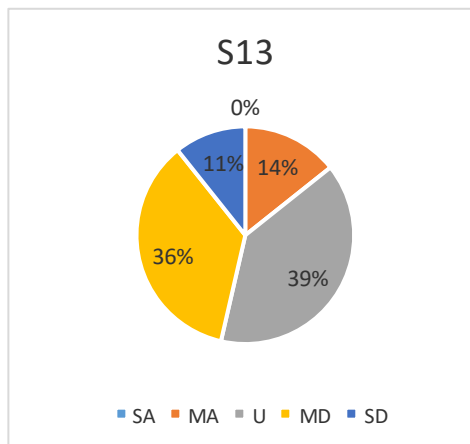
Statement number 11 is to find out if the online lecture always runs conductively. The above graphic shows that 4% of the students strongly agree with the statement, 46% of the students moderately agree, 28% of the students undecided yet, 18% of the students moderately disagree and 4% of the students strongly disagree with the statement. The mean score of the statement number 11 was 3,3. It is categorized as **medium** level.

Graphic 12. The Result of Statement Number 12



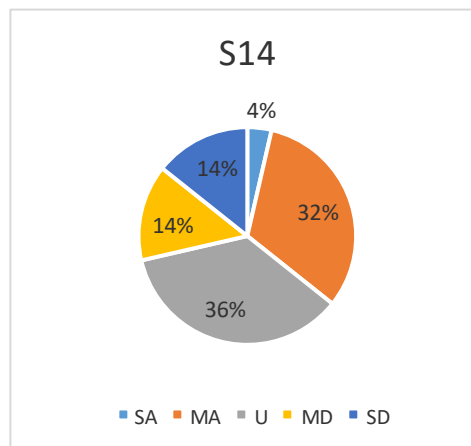
Statement number 12 is to find out if the students feel more enthusiastic to attend online classes over offline ones. The above graphic shows that 7% of the students strongly agree with the statement, 18% of the students moderately agree, 25% of the students undecided yet, 36% of the students moderately disagree and 14% of the students strongly disagree with the statement. The mean score of the statement number 12 was 2,7. It is categorized as **medium** level.

Graphic 13. The Result of Statement Number 13



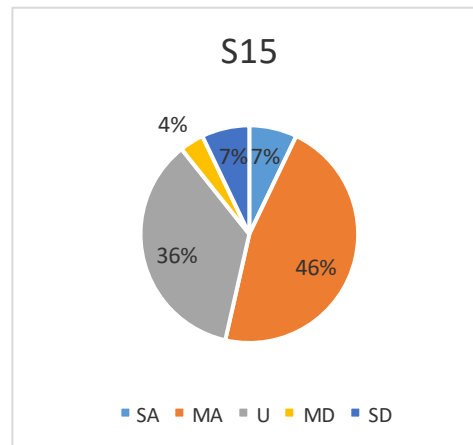
Statement number 13 is to find out if the students feel more motivated while studying online. The above graphic shows that none of the students strongly agree with the statement, 14% of the students moderately agree, 39% of the students undecided yet, 36% of the students moderately disagree and 11% of the students strongly disagree with the statement. The mean score of the statement number 14 was 2,7. It is categorized as **medium** level.

Graphic 14. The Result of Statement Number 14



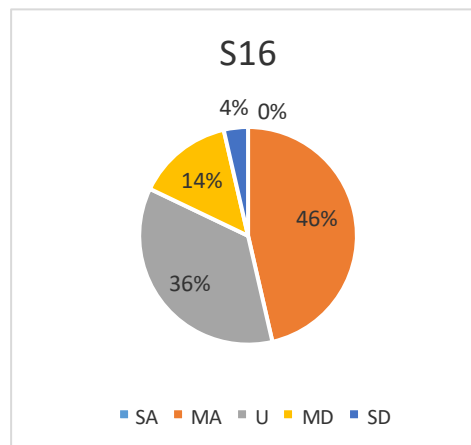
Statement number 14 is to find out if the students feel like blended-learning model allows them to practice pronunciation more than conventional method (offline class) does. The above graphic shows that 4 % of the students strongly agree with the statement, 32% of the students moderately agree, 36% of the students undecided yet, 14% of the students moderately disagree and 14% of the students strongly disagree with the statement. The mean score of the statement number 14 was 3. It is categorized as **medium** level.

Graphic 15. The Result of Statement Number 15



Statement number 15 is to find out if blended-learning model make the students better at managing their time. The above graphic shows that 7 % of the students strongly agree with the statement, 46% of the students moderately agree, 36% of the students undecided yet, 4% of the students moderately disagree and 7% of the students strongly disagree with the statement. The mean score of the statement number 15 was 3,5. It is categorized as **high** level.

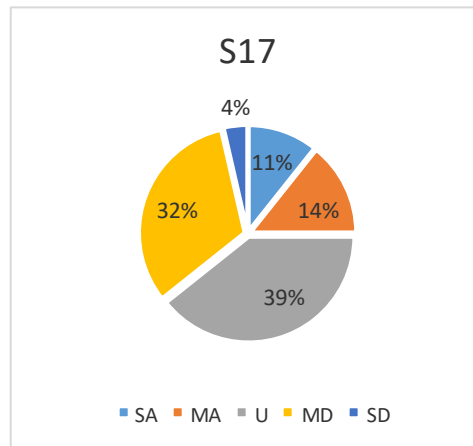
Graphic 16. The Result of Statement Number 16



Statement number 16 is to know if students feels satisfied with the blended-learning model. The above graphic shows that 0% of the students strongly agree with the statement, 46% of the students moderately agree, 36% of the students undecided yet,

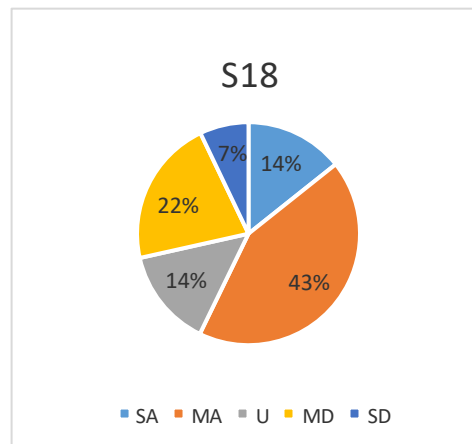
14% of the students moderately disagree and 4% of the students strongly disagree with the statement. The mean score of the statement number 16 was 3,3. It is categorized as **medium** level.

Graphic 17. The Result of Statement Number 17



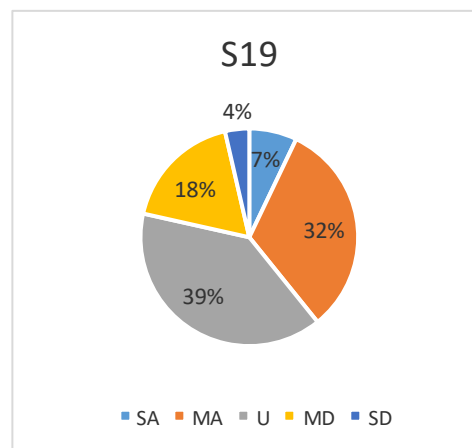
Statement 17 is about if the students feel that their pronunciation skill improves while studying at home. The graphic above shows that 11% of the students strongly agree with the statement, 14% of the students moderately agree with the statement, 39% of the students still undecided yet if they agree with the statement, 32% of the students moderately disagree with the statement, while 4% of the students strongly disagree with the statement. The mean score of the statement number 17 was 3,0. It is categorized as **medium** level.

Graphic 18. The Result of Statement Number 18



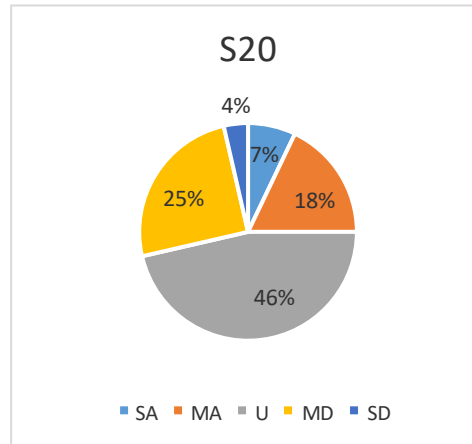
Statement 18 is about if students feel that pronunciation is a subject that they can learn independently. The data in graphic 18 shows that 14% of the students strongly agree with the statement, 43% of the students moderately agree with the statement, 14% of the students undecided yet, 22% of the students moderately disagree with the statement, and 7% of the students strongly disagree with the statement. The mean score of the statement number 18 was 3,4. It is categorized as **medium** level.

Graphic 19. The Result of Statement Number 19



Statement 19 is about if students feel that blended-learning is more effective than conventional lectures. From the data shows in the graphic above, it is shown that 7% of the students strongly agree with the statement, 32% of the students moderately agree with the statement, 39% of the students undecided yet, 18% of the students moderately disagree, and 4% of the students strongly disagree with the statement. The mean score of the statement number 16 was 3,2. It is categorized as **medium** level.

Graphic 20. The Result of Statement Number 20



Statement 20 is about if students prefer the blended-learning model over conventional lectures. From the graphic 20, it is shown that 7% of the students strongly agree with the statement, 18% of the students moderately agree, 46% of the student still undecided yet, 25% of students moderately disagree, and only 4% of the students strongly disagree with the statement. The mean score of the statement number 20 was 3,0. It is categorized as **medium** level.

The **interview** was being conducted, there were variety of responses given by students regarding their perception of blended learning in teaching Pronunciation, which are described according to each question.

The first question is about what students like most in terms of teaching materials. The answers received were varied; 14.3% of the students liked to practice their pronunciation more, 21.4% of the students liked to have more fun and engaging learning materials and 14.3% of the students liked to have more interaction with fellow students or with lecturer, while 50% of the students had totally random answers.

On the second question, the researchers asked about what students don't like most in terms of teaching materials. There were various answers, which can be categorized into four main answers, those were to have difficult materials (phonology, phonetic symbol, etc) as was mentioned by 25% of the students, to have a lot of assignments, to have lecturers who don't give explain the materials clearly and to get materials that

had not been taught before, in which all those three answers were mentioned by at least 3.6% of students respectively. Meanwhile, 60.1% of the students had totally different answers.

Next, the researchers asked what students like most in terms of the learning process. 7.1% of the students answered that they liked to know some new words, 21.4% of the students liked to practice their pronunciation more, 10.7% of the students liked to have a lecturer whose teaching style is engaging and impactful, 14.3% of the students liked to discuss with friends and 7.1% of the students to have lessons which are easy to be understood. The rest 39.4% of the students had extremely diverse answers.

On the question number four, the researchers asked what students do not like most in terms of the learning process. The answers were very diverse; 3.6% of the students did not like to read a lot, 3.6% of the students did not like to have boring learning process, 7.1% of the students did not like to have online classes, 17.9% of the students did not like to find something difficult to understand, 7.1% of the students did not like to have too many assignments, 7.1% of the students did not like to practice and another 7.1% of the students did not like to see a lecturer who cannot explain the material clearly. The rest is 46.5% of the students had totally different answers.

Later on, on question number five, the researchers asked what type of online class that will make students interested to get involved. Again, the answers were so varied; 7.1% of the students preferred class that do practices via Zoom or similar applications, 10.7% of the students favored class that has good topics to be discuss, and is interacting students to be actively engaged, 35.7% of the students favored effective class that does not only consist of assignments and home works, 3.6% of the students respectively preferred class wherein both lecturer and students have same energy to build conversation and class that is impactful for all parties involved, and 7.1% of the students preferred class that employs certain teaching methods. The rest is 35.8% of the students have wide variety of preference, in which some of those were irrelevant with the question.

DISCUSSION

Based on the results of the study presented in the previous chapter, it is known that there are improvement on students' grade when the lecturer implemented teaching pronunciation using blended learning. There are also various responses regarding students' perception of blended learning in teaching Pronunciation. The students' perception toward blended learning in teaching Pronunciation is intermediate. The students have medium responses about it. 17 questionnaire items were in medium level and only three questionnaire items were in high level. Regarding the learning process, there are some things that students like the most, such as knowing some new words, practicing pronunciation, having lecturer whose teaching style is engaging and impactful, being able to discuss with friends and having lessons which are easy to be understood. In contrast, with what students like, there are also some things that students do not like most in terms of the learning process, such as the requirement to read a lot, the boring learning process, online classes in general, difficult materials, too many assignments and practices and also the lecturers who cannot explain the material clearly.

Finally, students also explained types of online class that will make them interested to get involved, such as the class which do practices via Zoom or similar applications; the class where in both lecturer and students have same energy to build conversation; the class which is impactful for all parties involved; the class that has good topics to be discuss, and is interacting students to be actively engaged; the effective class which does not only consist of assignments and home works; and the class which employs certain teaching methods.

CONCLUSION

The discussion from the prior chapter is used to be summarized to achieve the purpose of the study. The current research can be concluded as follows; the result of the research indicates that using blended learning which combines both offline and

online learning did not decrease students' scores in learning pronunciation. In fact, their scores were improving. The students were satisfied with blended learning implementation in pronunciation lesson. However, students still prefer offline learning over blended learning. Meanwhile, the students prefer online classes which is balanced in term of assignment-giving and learning material. Too many assignments with less materials only burdening the students. The lecturer's ability in handling the class also interest students in engaging the online classes more.

STATUS LUARAN

No.	Jenis Luaran (Seminar/ Jurnal/Buku/HKI)	Uraian	Tanggal	Status
Luaran Wajib				
1	Jurnal	SAGA	7 Oktober 2020	Proses submission
2				
Luaran Tambahan				
1				
2				

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APPENDICES

APPENDIX 1. The Instruments (PRONUNCIATION TEST)

Bat	Rule	Kind	Tennis	Student	Light
Acting	Truth	Like	Hotel	View	Feel
Candle	Dark	Rice	Photo	Vegetable	Hello
Send	Large	Boor	Farm	Vacation	Hot
Tell	Garden	Moor	Fast	Gold	Ahead
Left	Dance	Poor	Fall	Girl	
Equal	Fast	Phone	Coat	Green	
Zebra	Class	Cold	Call	Win	
Amazing	Born	Joke	Cage	Wood	
Got	Fork	Coin	Zebra	Wet	
Box	More	Poit	Zone	Red	
Lock	Verb	Voice	Zoo	Right	
Sun	Serve	See	They	Wrong	
Cut	Prefer	Sound	These	Sum	
Jump	Late	Desk	There	Game	
School	Plane	Thanks	Bed	More	
Cartoon	Face	Nothing	Beer	Yet	
Soon	Care	Thirteen	Blue	Your	
Pig	Rare	Pool	Asian	Yellow	
Ill	Scared	Pear	Version	Sing	
Trick	Ear	Paint	Occasion	Ring	
Three	Hear	Ship	Soldier	Anger	
Free	Dear	Shampoo	Verdure	Nice	
See	Cloud	Fashion	Schedule	Know	
Screen	Round	Cello	Date	Sun	
Rude	South	Concerto	Crowd	Letter	

APPENDIX 2. The Results of Pre-Test

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	NAME		Phonetic Transcription PRE-TEST												
2			/bæt/	/lɒk/	/fri:/	/klæs/	/reər/	/bʊr/	/desk/	/kən'tʃɜ:təʊ/	/zəʊn/	/'səʊl.dʒər/	/gri:n/	/jɔ:r/	/hel'əʊ/
3			/'æk.tɪŋ/	/sʌn/	/si:/	/bɔ:n/	/skeəd/	/mɔ:r/	/θæŋs/	/'ten.ɪs/	/zu:/	/'vɜ:.dʒər/	/wɪn/	/jel.əʊ/	/hɒt/
4			/'kæ.n.dəl/	/cʌt/	/skri:n/	/fɔ:k/	/ɪər/	/pɔ:r/	/'nʌθ.ɪŋ/	/həʊtel/	/θeɪ/	/'fedʒ.u.ɪ/	/wʊd/	/sɪŋ/	/ə'hed/
5			/send/	/dʒʌmp/	/rʊt/	/mɔ:r/	/hiər/	/fəʊn/	/θɜ:'ti:n/	/'fəʊ.təʊ/	/ʒi:z/	/deɪt/	/wet/	/rɪŋ/	
6			/tel/	/sku:l/	/ru:l/	/vɜ:b/	/diər/	/kəʊld/	/pu:l/	/fə:m/	/θeər/	/kraʊd/	/red/	anger	
7			/left/	/kæ'tən/	/tru:θ/	/sɜ:v/	/ldəʊd/	/dʒəʊk/	/piər/	/fæs/	/bed/	/'stju.dənt/	/raɪt/	/naɪs/	
8			/'i.kwəl/	/su:n/	/dɑ:k/	/pri'fɜ:r/	/rəʊnd/	/kɔ:n/	/peɪnt/	/fɒl/	/biər/	/vju:/	/rɒŋ/	/nəʊ/	
9			/'zeb.rə/	/bɪg/	/lɑ:dʒ/	/leɪt/	/sʊt/	/pɔɪt/	/fɪp/	/kəʊt/	/blu:/	/'vedʒetə.bəl/	sum	/sʌn/	
10			/ə'meɪ.zɪŋ/	/tɪ/	/'gɑ.dən/	/pleɪn/	/kaɪnd/	/vɔɪs/	/fæm'pu:/	/kɒl/	/'eɪ.ʒən/	/veɪ'keɪ.jən/	/geɪm/	/'let.ər/	
11			/gɒt/	/trɪk/	/dɑ:ns/	/feɪs/	/laɪk/	/si:/	/'fæʃ.ən/	/keɪdʒ/	/'vɜ:ʒən/	/gəʊld/	/mɔ:r/	/laɪt/	
12	Akmal		/bɒks/	/θri:/	/fæs/	/keər/	/raɪs/	/saʊnd/	/'fel.əʊ/	/'zeb.rə/	/ə'keɪ.ʒən/	/gɜ:l/	/jet/	/fi:l/	
13			/ba:t/	/lɒk/	/fri:/	/klæs/	/reər/	/bɔ:r/	/desk/	/kən'sɜ:təʊ/	/zəʊn/	/'səʊl.dʒər/	/gri:n/	/jɔ:r/	/hel'əʊ/
14			/'æk.tɪŋ/	/sʌn/	/si:/	/bɔ:n/	/skeəd/	/mɔ:r/	/θæŋs/	/'ten.ɪs/	/zu:/	/'vɜ:.dʒər/	/wɪn/	/jel.əʊ/	/hɒt/
15			/'kæ.n.dəl/	/cʌt/	/skri:n/	/fɔ:k/	/ɜ:r/	/pɔ:r/	/'nʌθ.ɪŋ/	/həʊtel/	/θeɪ/	/'fedʒ.u.ɪ/	/wʊd/	/sɪŋ/	/ə'hed/
16			/seɪnd/	/dʒʌmp/	/rʊt/	/mɔ:r/	/hɜ:/	/pəʊn/	/θɜ:'ti:n/	/'fəʊ.təʊ/	/θe:z/	/deɪt/	/wet/	/rɪŋ/	
17			/tel/	/sku:l/	/ru:l/	/vɜ:b/	/deər/	/kəʊld/	/pu:l/	/fə:m/	/θeər/	/kraʊd/	/red/	anger	
18			/left/	/ka:'tʊn/	/tru:θ/	/se:v/	/ldəʊd/	/dʒəʊk/	/peər/	/fa:θ/	/bed/	/'stju.dənt/	/raɪt/	/naɪs/	
19			/'i.kwəl/	/su:n/	/dɑ:k/	/pri'fɜ:r/	/rəʊnd/	/kɔ:n/	/pæn/	/fɒl/	/biər/	/vju:/	/rɒŋ/	/nəʊ/	
20			/'zeb.rə/	/pɪg/	/lɑ:dʒ/	/leɪt/	/sʊt/	/pɔɪt/	/fɪp/	/kəʊt/	/blu:/	/'vegetə.bəl/	sum	/sʊn/	
21			/ə'meɪ.zɪŋ/	/tɪ/	/'gɑ.dən/	/plæn/	/kaɪnd/	/vɔɪs/	/fæm'pu:/	/kɒl/	/'eɪ.ʒən/	/veɪ'keɪ.jən/	/geɪm/	/'let.ər/	
22			/gɒt/	/trɪk/	/dɑ:ns/	/feɪs/	/laɪk/	/si:/	/'fæʃ.ən/	/keɪk/	/'vɜ:ʒən/	/gəʊld/	/mɔ:r/	/laɪt/	
23	Alip		/bɒks/	/tri:/	/fa:θ/	/keər/	/raɪs/	/saʊnd/	/'kel.əʊ/	/'zeb.rə/	/ə'keɪ.ʒən/	/gɜ:l/	/jet/	/fi:l/	
24			/bed/	/lɒk/	/fri:/	/klæs/	/reər/	/bʊr/	/desk/	/kən'tʃɜ:təʊ/	/zəʊn/	/'səʊl.dʒər/	/gri:n/	/jɔ:r/	/hel'əʊ/
25			/'æk.tɪŋ/	/sʌn/	/si:/	/bɔ:n/	/skeəd/	/mɔ:r/	/θæŋs/	/'ten.ɪs/	/zu:/	/'vɜ:.dʒər/	/wɪn/	/jel.əʊ/	/hɒt/
26			/'kæ.n.dəl/	/cʌt/	/skri:n/	/fɔ:k/	/ɪər/	/pɔ:r/	/'nʌθ.ɪŋ/	/həʊtel/	/θeɪ/	/'fedʒ.u.ɪ/	/wʊd/	/sɪŋ/	/ə'hed/
27			/send/	/dʒʌmp/	/rʊt/	/mɔ:r/	/hiər/	/fəʊn/	/θɜ:'ti:n/	/'fəʊ.təʊ/	/ʒi:z/	/deɪt/	/wet/	/rɪŋ/	
28			/tel/	/sku:l/	/ru:l/	/fɜ:b/	/diər/	/kəʊld/	/pu:l/	/fə:m/	/θeər/	/kraʊd/	/red/	anger	

APPENDIX 3. The Results of Post-Test

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	U
1	NAME														
	Phonetic Transcription POST-TEST														
2		/bæʔ/	/lɔk/	/fri/	/kles/	/treʔ/	/buʔʔ/	/desk/	/kən'ʔs.təʔ/	/zəʊn/	/səʊl.dʒʔʔ/	/gri.n/	/p.r/	/hə'pəʊ/	
3		/pæk.tɔŋ/	/sʌn/	/si/	/bɔ:n/	/sked/	/mʊʔʔ/	/bæŋs/	/tən.zs/	/zu/	/vs.dʒʔʔ/	/wɪn/	/jel.əʊ/	/hɔt/	
4		/kæʔn.dəl/	/cɔt/	/skri.n/	/fɔ:k/	/tʔʔ/	/pʊʔʔ/	/rʌθ.zŋ/	/həʊtəl/	/#eɪ/	/ʔedʒ.u.l/	/wʊd/	/sɪŋ/	/ə'hed/	
5		/sɛnd/	/dsʌmp/	/ru.d/	/mɔ:n/	/hʔʔ/	/fəʊn/	/s:'ti.n/	/fə.u.təʊ/	/#i:z/	/dest/	/wet/	/rɪŋ/		
6		/təl/	/sku:l/	/ru.l/	/vs.b/	/dʔʔ/	/kəʊld/	/pu.l/	/fə.m/	/#eəʔ/	/kɔʊd/	/red/	anger		
7		/left/	/kə'tu.n/	/tru.θ/	/s:v/	/klaʊd/	/dsəʊk/	/pʔʔ/	/fə.st/	/bed/	/stju.dənt/	/trɔt/	/nɔts/		
8		/i'kwel/	/su.n/	/dɔ:k/	/prɪ'fs.r/	/trəʊnd/	/kɔ:n/	/peɪnt/	/fɔl/	/bɪʔʔ/	/vju/	/rɔŋ/	/neʊ/		
9		/zɛb.rə/	/psɪg/	/lɔ:dʒ/	/leɪt/	/sɔt/	/pɔt/	/ʔɪp/	/kəʊt/	/blu/	/vedʒ.tə.bəl/	sum	/sʌn/		
10		/ə'met.zɪŋ/	/tɪl/	/pə.dən/	/pleɪn/	/kɔ:nd/	/vɔ:st/	/ʒəm'pu/	/kɔl/	/pɛt.ʒən/	/vɛt'kɛt.ʒən/	/gɛzm/	/lɛt.ər/		
11		/gɔt/	/trɪk/	/dɔ:ns/	/feɪs/	/lɔ:k/	/si/	/fæf.ən/	/kɛz/	/vs.ʒən/	/gəʊld/	/mɔ.r/	/lɔt/		
12	Akmal	/bɔks/	/fri/	/fə.st/	/keɪʔ/	/trɔs/	/səʊnd/	/ʔjel.əʊ/	/zɛb.rə/	/ə'kɛt.ʒən/	/gɪt/	/fɪ.l/			
13		/bæʔ/	/lɔk/	/fri/	/kles/	/treʔ/	/bɔr/	/desk/	/kən'ss.təʊ/	/zəʊn/	/səʊl.dʒʔʔ/	/gri.n/	/p.r/	/hə'pəʊ/	
14		/pæk.tɔŋ/	/sʌn/	/si/	/bɔ:n/	/sked/	/mɔ:r/	/bæŋs/	/tən.zs/	/zu/	/vs.dʒʔʔ/	/wɪn/	/jel.əʊ/	/hɔt/	
15		/kæʔn.dəl/	/cɔt/	/skri.n/	/fɔ:k/	/tʔʔ/	/pʊʔʔ/	/rʌθ.zŋ/	/həʊtəl/	/#eɪ/	/ʔedʒ.u.l/	/wʊd/	/sɪŋ/	/ə'hed/	
16		/sɛnd/	/dsʌmp/	/rɔt/	/mɔ:n/	/hʔʔ/	/fəʊn/	/s:'ti.n/	/fə.u.təʊ/	/#eɪ/	/dest/	/wet/	/rɪŋ/		
17		/təl/	/sku:l/	/ru.l/	/vs.b/	/dʔʔ/	/kəʊld/	/pu.l/	/fə.m/	/#eəʔ/	/kɔʊd/	/red/	anger		
18		/left/	/kə'tu.n/	/tru.θ/	/s:v/	/klaʊd/	/dsəʊk/	/pʔʔ/	/fə.st/	/bed/	/stju.dənt/	/trɔt/	/nɔts/		
19		/i'kwel/	/su.n/	/dɔ:k/	/pre'fs.r/	/trəʊnd/	/kɔ:n/	/peɪnt/	/fɔl/	/beəʔ/	/vju/	/rɔŋ/	/neʊ/		
20		/zɛb.rə/	/psɪg/	/lɔ:dʒ/	/leɪt/	/sɔt/	/pɔt/	/ʔɪp/	/kəʊt/	/blu/	/vedʒ.tə.bəl/	sum	/sʌn/		
21		/ə'met.zɪŋ/	/tɪl/	/pə.dən/	/plæn/	/kɔ:nd/	/vɔ:st/	/ʒəm'pu/	/kɔl/	/pɛt.ʒən/	/vɛt'kɛt.ʒən/	/gɛzm/	/lɛt.ər/		
22		/gɔt/	/trɪk/	/dɔ:ns/	/feɪs/	/lɔ:k/	/si/	/fæf.ən/	/kɛk/	/vs.ʒən/	/gəʊld/	/mɔ.r/	/lɔt/		
23	Alip	/bɔks/	/fri/	/fə.st/	/keɪʔ/	/trɔs/	/səʊnd/	/ʔkel.əʊ/	/zɛb.rə/	/ə'kɛt.ʒən/	/gɪt/	/fɪ.l/			
24		/bæʔ/	/lɔk/	/fri/	/kles/	/treʔ/	/bɔr/	/desk/	/kən'ʔs.təʊ/	/zəʊn/	/səʊl.dʒʔʔ/	/gri.n/	/p.r/	/hə'pəʊ/	
25		/pæk.tɔŋ/	/sʌn/	/si/	/bɔ:n/	/sked/	/mɔ:r/	/bæŋs/	/tən.zs/	/zu/	/vs.dʒʔʔ/	/wɪn/	/jel.əʊ/	/hɔt/	
26		/kæʔn.dəl/	/cɔt/	/skri.n/	/fɔ:k/	/tʔʔ/	/pɔ.r/	/rʌθ.zŋ/	/həʊtəl/	/#eɪ/	/ʔedʒ.u.l/	/wʊd/	/sɪŋ/	/ə'hed/	
27		/sɛnd/	/dsʌmp/	/ru.d/	/mɔ:n/	/hʔʔ/	/fəʊn/	/s:'ti.n/	/fə.u.təʊ/	/#i:z/	/dest/	/wet/	/rɪŋ/		
28		/təl/	/sku:l/	/ru.l/	/vs.b/	/dʔʔ/	/kəʊld/	/pu.l/	/fə.m/	/#eəʔ/	/kɔʊd/	/red/	anger		
29		/left/	/kə'tu.n/	/tru.θ/	/s:v/	/klaʊd/	/dsəʊk/	/pʔʔ/	/fə.st/	/bed/	/stju.dənt/	/trɔt/	/nɔts/		
30		/i'kwel/	/su.n/	/dɔ:k/	/pre'fs.r/	/trəʊnd/	/kɔ:n/	/peɪnt/	/fɔl/	/bɪʔʔ/	/vju/	/rɔŋ/	/neʊ/		
31		/zɛb.rə/	/psɪg/	/lɔ:dʒ/	/leɪt/	/səʊt/	/pɔt/	/ʔɪp/	/kəʊt/	/blu/	/vedʒ.tə.bəl/	sum	/sʌn/		
32		/ə'met.zɪŋ/	/tɪl/	/pə.dən/	/pleɪn/	/kɔ:nd/	/trɔs/	/ʒəm'pu/	/kɔl/	/pɛt.ʒən/	/vɛt'kɛt.ʒən/	/gɛzm/	/lɛt.ər/		
33		/gɔt/	/trɪk/	/dɔ:ns/	/feɪs/	/lɔ:k/	/si/	/fæf.ən/	/kɛz/	/vs.ʒən/	/gəʊld/	/mɔ.r/	/lɔt/		
34	Andika	/bɔks/	/fri/	/fə.st/	/keɪʔ/	/trɔs/	/səʊnd/	/ʔjel.əʊ/	/zɛb.rə/	/ə'kɛt.ʒən/	/gɪt/	/fɪ.l/			
35		/bæʔ/	/lɔk/	/fri/	/kles/	/treʔ/	/buʔʔ/	/desk/	/kən'ʔs.təʊ/	/zəʊn/	/səʊl.dʒʔʔ/	/gri.n/	/p.r/	/hə'pəʊ/	
36		/pæk.tɔŋ/	/sʌn/	/si/	/bɔ:n/	/sked/	/mʊʔʔ/	/bæŋs/	/tən.zs/	/zu/	/vs.dʒʔʔ/	/wɪn/	/jel.əʊ/	/hɔt/	
37		/kæʔn.dəl/	/cɔt/	/skri.n/	/fɔ:k/	/tʔʔ/	/pʊʔʔ/	/rʌθ.zŋ/	/həʊtəl/	/#eɪ/	/ʔedʒ.u.l/	/wʊd/	/sɪŋ/	/ə'hed/	

APPENDIX 4. The Findings of Questionnaire

CLOSE QUESTIONNAIRE																				
ITEM	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
R-1	4	3	2	4	5	5	4	4	2	3	3	2	2	1	4	2	3	2	2	2
R-2	3	4	4	2	4	2	3	5	3	3	2	2	2	2	3	3	4	4	3	2
R-3	4	4	4	5	2	4	4	4	4	4	3	3	3	4	4	4	3	4	4	4
R-4	3	2	4	4	5	3	4	4	4	3	4	2	3	3	3	3	3	2	2	2
R-5	4	4	4	1	5	4	4	4	2	3	4	2	2	3	4	3	3	4	3	3
R-6	4	2	5	1	2	3	3	4	4	3	4	2	2	4	5	4	4	4	3	3
R-7	3	4	2	2	2	4	3	4	3	3	2	2	2	4	3	4	3	4	3	3
R-8	3	4	3	1	3	4	4	4	4	4	4	5	3	3	4	4	3	4	4	4
R-9	3	3	3	3	2	4	4	1	3	3	3	3	3	3	4	3	1	1	3	3
R-10	4	2	4	4	4	4	4	2	4	4	4	3	4	3	4	4	4	4	4	3
R-11	4	3	4	3	3	3	3	4	4	3	3	3	3	3	3	3	3	3	3	3
R-12	1	2	4	1	5	2	1	5	3	2	3	1	1	1	1	1	2	2	1	1
R-13	2	2	2	3	1	2	1	1	1	1	1	2	3	1	1	2	1	2	2	2
R-14	4	5	4	1	5	2	5	4	4	3	4	1	1	3	3	2	2	3	4	3
R-15	4	2	4	2	2	2	4	4	4	4	4	4	4	4	4	4	2	4	4	3
R-16	4	5	4	3	4	2	3	1	1	3	2	4	3	4	4	4	3	5	4	3
R-17	2	4	4	2	2	5	5	5	2	4	5	4	2	2	2	2	5	4	2	2
R-18	3	3	3	3	2	3	3	5	4	3	3	4	2	4	3	3	2	3	3	3
R-19	2	2	1	3	1	5	4	4	5	3	4	1	2	2	4	4	1	1	3	2
R-20	4	3	2	4	3	4	4	4	5	4	4	3	3	3	4	4	3	4	4	3
R-21	4	4	5	5	4	2	3	3	2	3	4	4	4	4	5	4	4	4	5	5
R-22	4	4	4	4	4	4	5	1	5	4	4	5	4	4	4	4	4	5	4	4
R-23	3	3	3	4	3	3	3	5	3	3	3	3	2	2	3	3	3	2	3	3
R-24	3	4	4	3	4	3	4	4	4	3	4	2	3	3	3	3	3	4	3	3
R-25	5	5	5	5	4	2	2	2	2	4	2	2	2	4	4	4	4	5	5	5
R-26	4	3	5	1	5	4	3	1	2	3	3	2	3	5	4	3	4	3	4	4
R-27	3	3	3	2	4	4	3	4	4	3	4	3	3	3	3	4	4	4	3	3
R-28	3	5	2	1	5	2	1	5	3	3	2	1	1	1	4	4	4	5	2	2

APPENDIX 5. The Findings of Interview

OPEN QUESTIONNAIRE								
ITEM	1. What accent do you prefer as yours? Circle yours. Options: A. American B. British C. Australian Provide your reason?	2. What do you like most in terms of teaching materials?	3. What you don't like most in terms of teaching materials?	4. What do you like most in terms of the learning process?	5. What don't you like most in terms of the learning process?	6. Describe your lack in pronunciation!	7. What makes your pronunciation improved during your study which at last you will be able to accomplish final project examination professionally?	8. Describe online class that will make you interested to get involved?
R-1	C	Nothing	knowing some new words	nothing	Nothing	remembering a new word that i just actually know it	practicing	I don't know
R-2	British	Pronounce	nothing	Practice	Reading a lot text	Nerves	Practice and practice	Little bit, make me learn independent
R-3	American	practice	Linguistic	Practice	Boring	there are many unknown vocabularies	keep practicing	practice via zoom or other
R-4	American	I don't know, I think there is nothing I like or	can't focus	I like the process of learning face to face. Because it;s more suitable for me	I don't like the proses of learning by online, because I don'tt	sometimes it's still difficult to read sentences according to pronunciation.	more and more practices.	I don't like online classes.

		nothing that I don't like. ordinary.			understand the material			
R-5	American	Undecided	I think there is nothing I like or nothing that I don't like , ordinary	When we are watching the way what should we do and practicing after that	undecided	I have problem when say long sentence, indonesia and english,someti mes i got lisp	I always playing football game and i repeat the words from commentat or during the game	An online class which both lecturer and students has same energy to build conversation

R-6	American	Practicing new materials	Undecided	struggling to get a good score	There is a hard moment to understand something	Probably, choosing the right word in the right time, formal and informal one. I have a lot of lack in everything not just pronunciation, to be honest.	Practicing by myself, listening music, watching video from british/ american youtuber, held a press conference but only me in that conference, yeah I do, in my room, I'm talking to myself using english, dreaming that I'am a coach of football who are in the press conference after match, or a movie director who talking to the	Online class that having a usefull impact for everyone. Active members in it, not just the moderator. Having a good topic too. Probably at the end there is a reward or giveaway for the members, lol just kidding. But yeah, an active and useful online class will make me interested to get involved
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							media. I did it for a years. Sometimes you have unexpected habit but it will be worth it someday.	
R-7	A. American	Practice	Unclear explanation from lecture	relaxed not too depressed	There is no	because I don't memorize a lot of vocab and I don't practice enough	often do recording exercises and memorize	Maybe Q&A question and answer

R-8	American	A good concept of teaching media that use to teach the material	There is no	the way lecturer explain and carry out students in a classroom. It's interesting when lecturer can give good impact to the students	Complicated process while teaching the materials	I had difficulty determining the tone during the conversation	I was trying hard, so I can do this.	Good facilities that be given to the students, and lecturer's responsibilities, I mean lecturers realize that he has responsibility to teach students. It is not just give us the assignments during online class without teaching any materials.
R-9	American, I think it's easy than British	Pronunciation	Material that make confusion is of things that I don't like most in term of teaching material. It includes explanation	Blended learning process	Only online	Stress	look at youtube and listen to the correct pronunciation	unfortunately I am not interested in taking any online classes. because I am sometimes constrained by many things to

			s that are lacking and difficult to understand					attend in online classes. including the profider signal that I use is very bad
R-10	A. American	While practicing pronounce words	Writing phonetic symbol	Learning process and discussion with friends	nope	My shortcomings in pronounce, when speaking tone is too slow.	Listen the audio over and over again, practice all the time.	The material presented is interesting so that it can be easily understood.
R-11	A	The Interaction between the lecturer and te students	Nope	The interaction between the lecturer and the students	When there's a misunderstanding about the material that makes it a bt to difficuly to understand	The intonation.	Apart from lecturer's assistance, there's a pronunciati on app on my phone that helped me a lot to improve my pronunciati on.	Pronunciati on practice. Because I wan't to make my accent sounds like a native when I speak English.

R-12	A. American	When the lecturer give the best explain from the materal and not given more assingment	Its kind of too hard to understand	I like when the class running conducively	Many tasks	When some of vocabulary of the pronunciation is almost the same because of certain vowels.	I searched for many references from google translate or youtube on how to pronounce the word correctly.	I still don't know but don't make many assignment and more explaining so the students get to the point.
R-13	B. British	Pronountiati on	When the lecturer just given assigment continuously whitout celar explaining	pronountiation	Teaching media developmeny	I feel there's still a lot of pronoation that I haven't figured out yet	In pronountiati on lessons, we were trained to say the word in English correctly	Acctually, I'm not that interested in studying online
R-14	American	I don't have any idea :(I'm not quietly sure, what it is	Learn something new , I guess	Hmm I dunno	I don't have any lack in pronunciation	Keep practicing to pronounce.. Watch a movie..	I more prefer to chose offline class :(

R-15	A	Pronounciatti on and writing	Phonology, teaching material developme ny, curriculum. Bcs I think It's more difficult	writing	Speaking and listening	Changing my way of saying and pronounced the correct words bcs it has grown in me so little difficult	Practice constantly to get better result. Always try to use english language at all when studying	Interesting online class, I think when the lecturers haven't forgotten their duty to deliver materials to the students, eveb though online class. Not only give assignment. Similary, students should be discipline when classes are online, should be serious and not play down
R-16	A. American	I like when the lectures can describe well and i understood well	When the materal of teaching very diffult and can't understand	Many frined can help me in difficult when i can't and the lecturer giving maotivation '	When the lectures describes the material well but I don't	Because i miss it the lecture when repeating in the class, it is very helping when the lecture pronounce the word exactly.	Just listening and repeat what i watch in YouTube or any reasurces	When my lecture describe the material well , i will understand then asked which the material i

								don't understand
R-17	A	Conventional teaching Because I could understand the materials if I was explained by lectures directly	Online teaching. Because in online teaching, the lectures taught through medias which had the limitation facilities	Individual learning Because I felt there's no something which disturbed me	Learning in crowded areas Because I had to be focused on understanding the materials, so I needed a quiet place	I still have difficulty saying between a and æ	During the online class, the lecture gave lots of vocabulary for exercising our pronunciation, so our pronunciation skill could improve indirectly	Guess method Because I think this method was so interesting because of requiring full concentration
R-18	American Because I like strong pronunciation.	Pronunciation	Speaking and Phonology	adding to knowledge	Too much assignments	Lack of practice	Often practice in front of a mirror or with friends	Pronunciation
R-19	A	writing and TMD	Not sure	Reading and Writing	Practicing speaking and pronunciation	I found it difficult to understand and practice because I don't know whether my pronunciation	I practicing with audio that lecture give	Writing

						is right or not		
R-20	A	Grammar, Vocabulary, Listening	When I have difficulty understanding and resources that I can be less fulfilling	Material exposure, exercise, assessment	Not sure	Tongue slip and lack of speaking in English	By practicing and listening to the speaker then repeating it	meet up online class
R-21	American mixes with British	When I understand the teaching material	Something that makes me feel down and can't make me come out of my comfort zone	When I understand the material and can be shared with other friends	When the material is difficult to understand and the class time has begun to become unstable	When it comes to the same reading so the pronunciation must be corrected by understanding the emphasis on pronunciation	Listen carefully to the audio given by the lecturer, repeating it repeatedly and following it	Actually, when online classes don't have to do much but they can come with a brief explanation or a clear example to enable students to understand and to be active teachers and students to communicate

								e in existing groups may help understand the material but so far I've enjoyed going online because these online lectures didn't cause me much trouble
R-22	American	I like to show my skill, and improve all of my passion in it	Have to remember the pronunciation of words and IPA symbols. Because it's not familiar for me and people in country that having english as a foreign language	Learning process give me all of the good way to studying in the right way, So, it can be make me more confident with what I do	Sometimes learning process not give a specific activity	Because too fear to pronounce and not understanding how to pronounce.	Always practice all the time, and always want to know the way how to pronounce it in the right way.	The lecturer always give clear instruction during online class, the lecturer not make student confused with the materi of online class, make some quiz or assignment for student gradually not

								everyday.
R-23	American	Practice the pronounciati on together with my friend and lecturer	witing	Listening to the pronunciation the repeat them to practice	The difficult pronunciation. Some word pronincition is not familiar for me and sometimes it's difficult to pronounce it	Remember of all the IPA symbols pronunciation and when having a difficult part pronunciation in the word that not familiar.	Practice. Because practice makes perfect. Hehe. Before the day, I like to watch youtube, films, and anime that using english language. I try to listen to it without subtitle. And before the final exam I practice with some tounge twister sentences.	I like online class that not make me feel pressured and having a happy atmosfer. (I don't know if my english grammar and vocabullary that I use is right while answering all of this questionnair e 😊🙌.)

R-24	<p>My answer is A. Because American accent is more easy to learn than British. When I learn British accent from selebgram in Instagram it's very difficult for me to understand what they said. But, when I learn it from film (Harry Potter for example) it's more easy to understand. And, I can't see the</p>	Story	<p>No, I like most in term of tecahing materials because i thing teaching materials make me understandi ng</p>	<p>when the lecturer give some explanation</p>	<p>When the lecturer give some material, but he/she doesn't give explanation material.</p>	<p>when I rare use English to communicate with others.</p>	<p>I read the material from book and practice it.</p>	<p>when the lecturer give material and explanation materials clearly.</p>
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	difference between American accent and Australian accent. So, I prefer American accent.							
R-25	A. American	like, because to easy for understanding	The material is difficult	agree,because with the learning can not get detailed material	No, I like most in terms of the learning process	still lacking skills when speaking English	get used to speak English when on and off campus	I agree to go online because compilation can be an assignment from a lecturer. There is more time to do it fully, but I prefer to go offline or have a class meeting because it is more effective and can get detailed material from the lecturer.

R-26	British	That is alot of new material, so my curiosity increases	the material is difficult	that is when the process of imitating the pronunciation is correct	When I have to be able to imitate pronunciation	I am difficult for people to imitate quickly have to learn first or repeat - because if I speak belibet / sometimes less able to distinguish the pronunciation	listening and practicing over and over again	That is active and clear in the learning process
R-27	American	I like when learning is active and fun	I do not like when given a question/quiz whose material has not been taught before	I like it when the lessons I learn are easy to understand	I don't like it when the material given is difficult to understand or the way to explain is confusing	haven't mastered the whole way of pronunciation, sometimes it's still hard to pronounce unfamiliar words	listen to examples of how to pronounce and try to pronounce it	effective online learning, not only imposes assignments but also with sufficient and easy to understand material
R-28	American, probably because I got used to speak to my friend which mostly uses american accent	not really sure	not really sure	not really	not really sure	I mispronounce some words at some points and when I repeat what I said to correct them, somehow I messed up another word	Keep talking to my friends and myself	not really sure

APPENDIX 6. CURRICULUM VITAE

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Sukma Nur Ardini, SS., M.Pd
2	Jenis Kelamin	P
3	Jabatan Fungsional/ Gol.	Lektor/ III d
4	NIP/NIK/Identitas lainnya	NPP 108201277
5	NIDN	0627068201
6	Tempat dan Tanggal Lahir	Semarang, 27 Juni 1982
7	E-mail	sukmanurardini@upgris.ac.id
8	Nomor Telepon/HP	0813 2626 6226
9	Alamat Kantor	Universitas PGRI Semarang Jl. Sidodadi Timur No. 24 Semarang
10	Nomor Telepon/Faks	024-8316377
11	Lulusan yang Telah Dihasilkan	S-1= 100 orang, S-2= - orang, S-3= - orang
12	Mata Kuliah yang Diampu	1. Speaking
		2. Pronunciation Practice
		3. English Phonology

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	Universitas Diponegoro	Universitas Negeri Semarang	Universitas Negeri Semarang
Bidang Ilmu	Bahasa dan Sastra Inggris	Pendidikan Bahasa Inggris	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	2000-2004	2006-2009	2016-
Judul Skripsi/Thesis/D disertasi	Konflik antara Tokoh Hatsumomo dengan Tokoh Sayuri dalam novel "Memoirs of a Geisha karya Arthur Golden"	Genre Analysis on Reading Passages Grade VII English Textbooks	
Nama Pembimbing/Pro motor	Dra. Kristin, M.Hum/Drs. Abubakar, M.Hum	Dr. Joko Soetopo, M.Pd/ Dr. Dwi Rukmini, M.Pd	Prof. Dr. Dwi Rukmini, M.Pd/ Prof. Dr. Warsono, M.A/ Dr. Dwi Anggani LB, M.Pd

C. Pengalaman Penelitian dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, maupun Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Anggota Peneliti: Dampak Pendidikan Karakter terhadap Perilaku Dosen, Karyawan dan Mahasiswa di Universitas PGRI Semarang	YPLP PT UPGRIS	30
2	2015	Anggota Peneliti: Peneladanan dan Tingkat Kepuasan Pelayanan Universitas PGRI Semarang: ditinjau dari perspektif mahasiswa	YPLP PT UPGRIS	43
3	2015	Anggota Peneliti: Pengembangan Model Bahan Ajar English Phonology: ditinjau dari perspektif <i>phonological fossilization</i> yang dipengaruhi oleh bahasa Ibu bagi pembelajar bahasa Inggris di Perguruan Tinggi di Kota Semarang	DRPM 2015	50
4	2016	Anggota Peneliti: Pengembangan Model Bahan Ajar English Phonology: ditinjau dari perspektif <i>phonological fossilization</i> yang dipengaruhi oleh bahasa Ibu bagi pembelajar bahasa Inggris di Perguruan Tinggi di Kota Semarang	DRPM 2016	50
5	2016	Anggota Peneliti: Upaya Pembinaan Guru Bahasa Inggris SMP di Kota Semarang terhadap Siswa dalam Meningkatkan Kemampuan Story telling	APBU UPGRIS	9
6	2017	Anggota Peneliti: Korelasi antara Hasil Pembelajaran Prakondisi Model Daring (Online) dengan Hasil Akhir PLPG Guru Mata Pelajaran Bahasa Inggris Peserta PLPG Rayon 139 Universitas PGRI Semarang	REGULER LPPM UPGRIS	7.5
7	2017	Anggota Peneliti: Studi Evaluasi Kampung KB di Jawa Tengah	BKKBN Perwakilan Jawa Tengah	10
8	2017	Anggota Peneliti: Peneladanan Dosen dan Karyawan Universitas PGRI Semarang Ditinjau dari Persepsi Mahasiswa	YPLP PT UPGRIS	50
9	2018	Ketua Peneliti: The Perception, Knowledge, and Behaviour of Teachers Concerning HOTS (Higher Order Thinking Skills) in 2013 Curriculum	REGULER LPPM UPGRIS	7
10	2019	Ketua Peneliti: The Use of Smartphone in Bottom Up Processing: A Discovery Learning Technique to Improve Listening-Pronunciation	REGULER LPPM UPGRIS	7

	Ability		
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D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2015	Anggota Pengabdi: IbM Bagi Alumni Program Studi Pendidikan Bahasa Inggris Universitas PGRI Semarang	Universitas PGRI Semarang	3.7
2	2016	Anggota Pengabdi: IbM Bagi Guru SMPN 34 Semarang Dalam Menyusun Soal Berstandar UN	APBI	5
3	2016	Anggota Pengabdi: Ibm Budidaya Jambu Kristal Sebagai Upaya Tambahan Penghasilan Masyarakat Kelompok Posdaya Kelurahan Bubakan Kecamatan Mijen Kota Semarang	APBI LPPM UPGRIS	10
4	2016	Anggota Pengabdi: Upaya Peningkatan Penghasilan Tambahan Warga Anggota Kelompok Posdaya Kelurahan Bubakan Kecamatan Mijen Kota Semarang Melalui Budidaya Ikan Lele di Pekarangan Rumah Tahun 2016	DRPM 2016	70
5	2017	Anggota Pengabdi: IbM bagi Aparat Desa Se-Kecamatan Kaliwungu Kabupaten Kendal	APBU LPPM UPGRIS	10
6	2017	Anggota Pengabdi: Kampung Keluarga Berencana untuk Meningkatkan Kesejahteraan Masyarakat.	DRPM 2017	75
7	2018	Ketua Pengabdi: PKM Staf Kelurahan Jabungan Kecamatan Banyumanik Kota Semarang Provinsi Jawa Tengah.	LPPM UPGRIS	7.5
8	2018	Anggota Pengabdi: PKM Pembinaan Kampung KB di Kelurahan Muktiharjo Kidul Kota Semarang.	LPPM UPGRIS	7.5
9	2019	Ketua Pengabdi: PKM Kelompok Pengrajin SINTA CRAFT Kelurahan Kedungmundu Kecamatan Pedurungan Kota Semarang	LPPM UPGRIS	7.5

E. Publikasi Artikel Ilmiah Dalam Jurnal dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Vol/No/Th	Nama Jurnal
1	Teachers' Perception on the Model Development of Character Based Teaching Material For SMA/MA Students in Semarang	Vol. 15, No. 1, July 2015, P. 31-42	CELT Journal (UNIKA) ISSN 1412-3320 (Online) http://journal.unika.ac.id/index.php/ceit
2	Repair Strategies of Teacher's	Vol. 6, No. 2,	ETERNAL (English Teaching

	Talk in EFL Classroom	August 2015, p. 54-66	Journal) UPGRIS ISSN 2614-1639 (Online) DOI: https://doi.org/10.26877/eternal.v6i2.2373 Link: http://journal.upgris.ac.id/index.php/eternal/article/view/2373
3	Top-Down and Bottom-Up Processing in Listening. Which one is Problematic?: A case of <i>Universitas PGRI Semarang</i>	Vol. 6, No. 2, August 2015, p. 92-100	ETERNAL (English Teaching Journal) p-ISSN: 2086-5473 e-ISSN: 2614-1639 DOI: https://doi.org/10.26877/eternal.v6i2.5834 http://journal.upgris.ac.id/index.php/eternal/article/view/5834
4	Error Analysis of Phonetic Fossilization Uttered by English Department Students University of PGRI Semarang	Vol.06 No. 01, Januari-Juni 2016	LENSA (Kajian Kebahasaan, Kesusastraan, dan Budaya) ISSN 2086-6100 http://jurnal.unimus.ac.id/index.php/lensa
5	IbM bagi Guru SMP N 34 Semarang dalam Menyusun Soal Berstandar UN	Vol. 1, No. 1, Oktober 2017	J-ABDIPAMAS ISSN 2581-2572 http://ejurnal.ikipgribojonegoro.ac.id/index.php/J-ABDIPAMAS
6	Upaya Peningkatan Penghasilan Tambahan Warga Anggota Kelompok Posdaya Melalui Budidaya Ikan Lele di Pekarangan Rumah	Vol. 1, No. 1, Oktober 2017	J-ABDIPAMAS ISSN 2581-2572 http://ejurnal.ikipgribojonegoro.ac.id/index.php/J-ABDIPAMAS
7	Teachers' Perception, Knowledge and Behaviour of Higher Order Thinking Skills (HOTS)	Vol. 8, No. 2, February 2017 Page 20-33	ETERNAL (English Teaching Journal) UPGRIS ISSN 2614-1639 (Online) Link: http://journal.upgris.ac.id/index.php/eternal/article/view/3045/2155
8	Membina Keluarga Sejahtera Melalui Penerapan 8 Fungsi Keluarga	Vol. 2, No. 1, April 2018, p. 76-80	J-ABDIPAMAS ISSN 2581-2572 http://ejurnal.ikipgribojonegoro.ac.id/index.php/J-ABDIPAMAS
9	Phonological Fossilisation of EFL Learners: The Interference of Phonological and Orthographic System of L1 Javanese	Vol. 25, No. 2, 2019, p.74-85	3L: Language, Linguistics, Literature The Southeast Asian Journal of English Language Studies (Q1) ISSN: 0128-5157

			eISSN: 2550-2247 http://ejournals.ukm.my/3l/article/view/26065
10	<i>Ber-English Ria</i> English Speaking Community: The Politeness Used	Vol. 2, No. 1, 2019, p. 1-16	English Studies on Translation, Culture, Literature and Linguistics (E-Structural) ISSN: 2621-8844 eISSN: 2621-9395 http://publikasi.dinus.ac.id/index.php/estructural/issue/view/176
11	The Effectiveness of Realia in Writing Descriptive Text: A Case of the Seventh Grade Students of SMP N 4 Semarang	Vol. 10, No. 1, February 2019, P. 1-9	ETERNAL (English Teaching Journal) p-ISSN: 2086-5473 e-ISSN: 2614-1639 DOI: https://doi.org/10.26877/eternal.v10i1.3901 http://journal.upgris.ac.id/index.php/eternal/article/view/3901
12	Foreign Language Beliefs and Behaviors of English Speaking Communities	Vol. 10, No. 2, February 2019, P.50-57	ETERNAL (English Teaching Journal) p-ISSN: 2086-5473 e-ISSN: 2614-1639 DOI: https://doi.org/10.26877/eternal.v10i1.3907 http://journal.upgris.ac.id/index.php/eternal/article/view/3907
13	The Effort of Junior High English Teachers in Improving Storytelling Skills	Vol.10, No. 2, August 2019, P. 80-87	ETERNAL (English Teaching Journal) p-ISSN: 2086-5473 e-ISSN: 2614-1639 DOI: https://doi.org/10.26877/eternal.v10i2.5130 http://journal.upgris.ac.id/index.php/eternal/issue/view/358
14	Analysis of Acronym and Abbreviations in IJAL Journal	Vol. 3, No. 2, November 2019. P. 9-21	JELL (Journal of English Language Learning) p-ISSN: e-ISSN: 2599-1019 http://jurnal.unma.ac.id/index.php/JE

			LL/article/view/1596/1647
15	The Evaluation Studies of <i>Kampung KB</i> in Central Java	Vol. 7, No. 1, April 2020, Hal. 63-73	JKKP: Jurnal Kesehatan Keluarga dan Pendidikan p-ISSN: 2303-2375 e-ISSN: 2597-4521 DOI: https://doi.org/10.21009/JKKP.071.06 http://journal.unj.ac.id/unj/index.php/jkkp/article/view/14088
16	Black Panther Movie: Cultural Relations Analysis	Vol.4, No. 1, June 2020. P. 1-7	JELL (Journal of English Language Learning) p-ISSN: e-ISSN: 2599-1019 http://jurnal.unma.ac.id/index.php/JELL/article/view/2287/1883
17	The Impact of Social Media on Adolescent Self-Concept: An Interview Based on Self Theory	Vol. 8, No. 3, September 2020, P. 553-566	Jurnal Ilmiah Peuradeun The International Journal of Social Sciences p-ISSN: 2338-8617 e-ISSN: 2443-2067 DOI: http://dx.doi.org/10.26811/peuradeun.v8i3.512 https://journal.scadindependent.org/index.php/jipeuradeun/article/view/512/466

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	International Conference, Post Graduate Program, University of PGRI Semarang: Enhancing Education Quality in Facing Asian Community	The Impact of Character Education on the Behaviour of Lecturers, Employees, and Students of PGRI University of Semarang ISBN 978-602-8047-83-8 http://prosiding.upgris.ac.id/index.php/semnas_2015/s_2/paper/viewFile/606/560	30 Mei 2015
2	The 4 th Unnes International Conference on ENGLISH LANGUAGE TEACHING,	Phonological Fossilization Of The Javanese Adult Learners Of English: R&D of A Model of Teaching Materials of English Phonology For EFL Learners ISBN 978-602-73769-1-5	10-11 Oktober 2015

	LITERATURE, AND TRANSLATION (ELTLT)	http://proceedings.id/index.php/elslt/issue/view/2	
3	Seminar Hasil-Hasil Penelitian (SNHP)-VII	Upaya Pembinaan Guru Bahasa Inggris SMP terhadap Siswa dalam Meningkatkan Kemampuan Story Telling ISBN 978-602-14020-5-4 http://prosiding.upgris.ac.id/index.php/LPPM/LPPM2017	26 Oktober 2017 UPGRIS
4	The 7 th International Conference on New Trends in English Language Teaching and Testing (NTELT) CIKD Canadian Institute for Knowledge Development	Redesigning “The 21 st Century Listening Test” to Stimulate Students’ Critical Thinking Using Project, Problem, and Discovery Learning: an Effort to Arise the Underrated Skill http://ntelt.com	17 Maret 2019 Dubai, UAE
5	5 th International Conference on Science, Education and Technology (ISET) UNNES	Assessing Listening using 21 st Century Skill Perspective in Higher Education https://eudl.eu/doi/10.4108/eai.29-6-2019.2290133	29 th June 2019 UTC, UNNES
6	The 2 nd International Conference on Advance & Scientific Innovation (ICASI) Politeknik Kutaraja, Banda Aceh, Indonesia	Redesigning the 21 st Century Listening Test to Stimulate Students’ Critical Thinking: A Case Study https://eudl.eu/doi/10.4108/eai.18-7-2019.2288649	18 July 2019
7	The 1 st International Conference on Psychology Universitas Syiah Kuala, Banda Aceh, Indonesia	The Impact of Social Media on Adolescent Self-Concept: An Overview Based on Self Theory https://journal.scadindependent.org/index.php/jipeuradeun/article/view/512/466	16-18 th July 2019

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	English for Better Character	2015	138	Univ. PGRI Semarang Press ISBN: 978-602-0960-09-8

2	English Phonology: For Learners of English as A Foreign Language	2016	126	PT UPGRIS Press ISBN: 978-602-71517-4-1
3	Speaking 3	2018	159	Univ. PGRI Semarang Press ISBN: 978-602-0960-87-6

H. Perolehan HKI dalam 10 Tahun Terakhir

No	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1	Speaking 3 Handout	2019	Hak Cipta	000136296
2	English for Better Character	15 April 2019	Hak Cipta	EC00201938046
3	English Phonology: For Learners of English as A Foreign Language	8 Juli 2019	Hak Cipta	EC00201945117

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 10 Tahun Terakhir

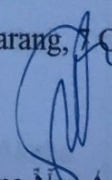
No	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat
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J. Penghargaan dalam 10 Tahun Terakhir (dari pemerintah, asosiasi atau institusi lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
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Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima sanksi. Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pelaksanaan penelitian dan pengabdian regular LPPM UPGRIS.

Semarang, 7 Oktober 2020


Sukma Nur Ardini, S.S., M.Pd.
NIDN 0627068201

CURRUCULUM VITAE

A. Identitas Diri

1	Nama Lengkap	Prof. Dr. Suwandi, M.Pd.
2	Jenis Kelamin	Laki-laki
3	Jabatan Fungsional	Guru Besar/ IV C
4	NIP/NIK/NPP	195208151983031003
5	NIDN	0015085204
6	Tempat dan Tanggal Lahir	Pati, 15 Agustus 1952
7	E-mail	dr_suwandi2@yahoo.com
8	Nomor Telepon/HP	024.8315843/024.8315843 HP: 08122811015
9	Instansi	Universitas PGRI Semarang
10	Fakultas	Fakultas Pendidikan Bahasa, Jurusan Bahasa Inggris
9	Alamat Kantor	Universitas PGRI Jl. Sidodadi Timur 24 Semarang
10	Nomor Telepon/Faks	024-8316377
11	Lulusan yang telah dihasilkan	S1= 150 orang; S2= 20 orang; S3= 1 orang
12. Mata Kuliah yang Diampu		1. Teori Pengajaran Bahasa Asing (S2)
		2. Evaluasi Pengajaran Bahasa Asing (S2)
		3. Research of English as a Foreign Language (S1)
		4. Statistics (S1)
		5. Writing (S1)

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	IKIP Negeri Semarang	IKIP Negeri Malang	IKIP Negeri Jakarta
Bidang Ilmu	Pendidikan Bahasa Inggris	Pendidikan Bahasa	Pendidikan Bahasa
Tahun Masuk-Lulus	1979-1982	1985-1988	1990-1997
Judul Skripsi/Thesis/Disertasi	The Use of Pictures for the Teaching of Speaking for the Students of SMP 3 Semarang	Membaca Pemahaman dan Penguasaan Gramatika Mahasiswa Akaba 17 Semarang	Keterbacaan Buku Teks Bahasa Inggris Mahasiswa Fak. Teknik Universitas Diponegoro Semarang
Nama Pembimbing/Promotor	Drs. L. Soemarto M.A.	Prof. Dr. Samsuri / Dr. Zaini	Prof. Dr. Djunaedi M.Sc/Prof. Dr. T.

		Machmoed	Hardjono/Prof. Dr. Siswoyo Hardjodipuro M.Sc
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C. Pengalaman Penelitian dalam 5 Tahun Terakhir

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2011	Tracer Study: Link and Match antara Alumni Jurusan Pendidikan Bahasa Inggris IKIP PGRI Semarang dengan Dunia Kerja	Penelitian Hibah Institusi	6
2	2012	Pengaruh Sertifikasi Dosen dan Motivasi Kerja Terhadap Kinerja Dosen di Lingkungan Perguruan Tinggi Kota Semarang	Penelitian Hibah Institusi	6
3	2013	Kemampuan Praktek Mengajar Mahasiswa IKIP PGRI: Studi Kasus Mahasiswa Jurusan Bahasa Inggris Semester VI Angkatan 2011-2012	Penelitian Hibah Institusi	6
4	2013	Pengembangan Model Bahan Ajar Bahasa Inggris untuk Siswa SMA/MA di Kota Semarang	Penelitian Hibah Bersaing Fundamental Dikti	40
5	2014	Pengembangan Pedoman Pemahaman Membaca Teks Bahasa Inggris	Penelitian Hibah Dikti	50
6	2015	Pengembangan Media Pendidikan Karakter	Hibah Institusi	8.5
7	2015	Tingkat Kepuasan Mahasiswa Pada Pelayanan Lembaga UPGRIS	Hibah Yayasan	40
8	2017	Empowering the Practice of Answering the Wh-Questions and Their Contribution to Wriiting Competence	Mandiri	5
9	2017	English Language Teaching in Indonesia: Factors that affect the students' level competence	Mandiri	10
10	2017	Peneladanan Dosen dan Karyawan Universitas PGRI Semarang Ditinjau dari Persepsi Mahasiswa	Hibah Yayasan	50
11	2018	Pengembangan materi Bahasa Inggris Berbasis Karakter Peduli Lingkungan Dalam Bentuk Buku Teks Dilengkapi Media Elektronik Bagi Siswa SMP Di Kota Semarang.	Hibah Dikti	120
12	2019	Pengembangan materi Bahasa Inggris Berbasis Karakter Peduli Lingkungan Dalam Bentuk Buku Teks Dilengkapi Media Elektronik Bagi Siswa SMP Di	Hibah Dikti	170

		Kota Semarang.		
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D. Pengalaman Pengabdian Kepada Masyarakat Dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2010	Pemetaan Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Pelatihan Pembuatan Rencana Pelaksanaan Pembelajaran (RPP) Bagi Dosen dan Mahasiswa Universitas Kristen Satyawacana Salatiga.	IKIP PGRI Semarang	5
2	2010-sekarang	Reviewer of Scientific Journal: CELT Unika Sugiya Pranata		
3	2010	Pelatihan Guru Bahasa Inggris dalam Implementasi TEYL (Teaching English to Young Learners) di LPK Smart & Fun Home Semarang	IKIP PGRI Semarang	3
4	2011	Pelatihan PTK Kepada Guru-Guru SD Cor Jesus Semarang	IKIP PGRI	3
5	2012	Pelatihan Pembelajaran Kooperatif (cooperative Learning) Kepada Guru-Guru SD Cor Jesu Semarang	IKIP PGRI Semarang	5
6	2013	Pelatihan Penyusunan Rencana Program Pembelajaran Berdasarkan Kurikulum 2013 Pada Guru SMP/SMA Tugu Suharto, Semarang	IKIP PGRI Semarang	5
7	2015	Pelatihan Entrepreneurship Pada Alumni UPGRIS	UPGRIS Semarang	4.5
8	2015-sekarang	Reviewer of IJAL (International Journal of Applied Linguistics)		
9	2016	IbM Bagi Guru SMP N 34 Semarang Dalam Menyusun soal Berstandar UN	UPGRIS Semarang	5
10	2016	IbM Budu daya Jambu kristal Sebagai Upaya Tambahan Penghasilan Masyarakat Kelompok Posdaya Kel. Bubakan, Kec. Mijen, Kota Semarang.	UPGRIS SEMARANG	10
11	2016	Reviewer of BIMA Malaysia		
12	2017	IbM Bagi Aparat Desa Se-Kecamatan Kaliwungu Kabupaten Kendal	UPGRIS Semarang	50
13	2017	Reviewer of Asia Tefl		
14	2018	PKM Staff Kelurahan Jabungan Kecamatan Banyumanik, Kota Semarang, Jawa Tengah	UPGRIS Semarang	7.5

E. Pengalaman Penulisan Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Volume/Nomor/Tahun	Nama Jurnal
1.	Designing a Classroom Language Test fo Junior High School Student	Vol. 1 No. 1 ISSN: 2086-5473 Frb 2010 Hal 1-12	“ETERNAL” IKIP PGRI Semarang
2.	A Thorough Study on A Child Learning Her First Lanugae: A Case on a Three-Year Old Child	Vol 01 No. 02, ISSN: 2086-5473, Agustus 2010 , hal 1-13	“ETERNAL” IKIP PGRI Semarang
3.	Designing Speaking Test	Majalah Ilmiah “Eksplanasi” Vol. 4 No. 8. ISSN: 1907-381X Oktober 2009 Hal 183-191	“ESKPLANASI” Kopertis Wil. VI Jawa Tengah, Semarang
4.	Ujian Akhir Nasional: Permasalahan dan Alternatifnya	Majalah Ilmiah Eksplanasi Vol. 5. No. 1 ISSN: 1907-381X Maret 2011 hal 13-19	“EKSPLANASI” Kopertis Wil. VI Jawa Tengah
5.	Fostering Students’ Good Character Through the Provision of Moral Values Based Reading Materials	The 58th TEFLIN International Conference, IKIP PGRI Semarang	PROCEEDINGS TEFLIN
6.	Enhancing Students’ Writing Competence by Using Think, Write, Pair and Share Strategy	Majalah Ilmiah The New English Teacher Volume 6.2; August 2012, Halaman 74-84 ISSN:1905-7725	Jurnal Ilmiah Internasional “The New English Teacher” Assumption University, Thailand.
7.	Pengembangan Bahan Ajar Bahasa Inggris untuk Siswa SMA/MA di Semarang	Majalah Ilmiah:ELTR Journal, Vol. 2.No. 1, ISSN 9-772337-646138 Januari 2014 Hal 1-14	“ELTR Journal” Forum Komunikasi Prodi PBI Se- Jateng dan DIY
8.	Reading Comprehension: A Guide for Non-English Department Lecturers at Higher Education in Central Java, Indonesia	Majalah Ilmiah: Vol 6. No. 4, ISSN 2229-9327, ESCI Thomson Reuters, hal 336-344	Arab World English Journal (AWEJ), terindex di ESCI Thomson Reuters
9.	Coherence and Cohesion: An Analysis of the Final Project Abstracts of PGRI Semarang	Majalah Ilmiah: Vol.5, No.2, ISSN: 2301-9468, hal: 253-261	Indonesian Journal of Applied Linguistics terindex di Scopus
10.	The Effectiveness of Reading Guide for Enhancing the Non-English Lecturers’ reading Competence at Higher Education in Central Java	Majalah Ilmiah Vol.6 Issue 5 Ver.I (Sep-Oct 2016) pp 48-52, ISSN: 2320-7388.P-ISSN:2320-737X	IOSR Journal Research and Method in Education (IOSR-JRME) www.iosrjournals.org
11.	Integrating Character Values in English Teaching Material: Nurturing Students’ Awareness on the environmental Caring.	Majalah Ilmiah IOSR Journal of Research & Method in Education (IOSR-JRME) e-ISSN: 2329-7388,p-ISSN:2320-	IOSR Journal Research and Method in Education (IOSR-JRME) www.iosrjournals.org

		737X Vol 8, Issue 6 Ver II. (Nov-Dec 2019) pp 12-18	
12.	English Book on Environmental Caring Enhancing Students' Achievement and Environmental Caring Awareness.	Journal of Literature, Languages and Linguistics (JLLL) ISSN 2422-8435 Vol.63 (2019) pp. 59-64	Journal of Literature, Languages and Linguistics (JLLL) www.iiste.org

F. Pengalaman Penyampaian Makalah Secara Oral Pada Pertemuan / Seminar Ilmiah Dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	The 42nd RELC International Seminar on Strategies in Language Learning	The Importance of Word Meaning Games and Comic for the Teaching of Vocabulary to the Beginners	RELC Singapore, 23-25 April 2007
2	The 55th TEFLIN Conference on Human Resources Development in English Language	An Insight of the Teachers' Readiness in the KTSP Implementation: An Overview of the Teacher Trainer	Syarif Hidayatullah State Islamic University, Jakarta, on December 4-6, 2007
3	The 56th TEFLIN Conference on Responding to Global Challenges through Quality English Language Teaching	Developing Teaching Materials for Junior High School Students Adjusted to School Based Curriculum	UPI Bandung, 8-10 Desember 2009
4	The 58th TEFLIN Conference on "Language Teaching and Character Building"	Fostering Students' Good Character Through the Provision of Moral Values Based Reading Materials	IKIP PGRI Semarang 3-5 Nopember, 2011
5	Asia Tefl International Conference di Filipina	Enhancing Students' Vocabulary Through Cooperative Learning: A Pre-Experimental Study At The Academy Of Pharmacy And Food Of August 17, 1945 Semarang	Ateneo de University, Philipina, 26-28 Oktober 2013
6	Asia Tefl Conference	Empowering the Practice of Answering Wh-Questions and Their Contribution to Writing Competence	State University of Jogjakarta, Juli 2017
7	The Applied Linguistics Association of Korea (ALAK) Conference	English Language Teaching in Indonesia: Factors that affect the students' level competence	Seul University of South Korea, September, 2017
8	Seminar Nasional Hasil-Hasil Penelitian	Upaya Pembinaan Guru Bahasa Inggris SMP Terhadap Siswa dalam Meningkatkan Kemampuan	UPGRIS, 26 Oktober 2017

		Story Telling.	
9	Seminar Nasional Hasil-Hasil Penelitian	IbM Aparat Desa Se-Kecamatan Kaliwingu Kabupaten Kendal.	UPGRIS, 26 Oktober 2017
10	Seminar International di Indonesia	The Needs of English Textbook for the Teachers and Students Based on the Environmental Caring Character	ICESRE 2018
11	Seminar Internasional di Indonesia	Teachers' Perception on the Implementation <i>Bahasa Inggris Karakter Peduli Lingkungan</i> Teaching Material for Junior High School Students in Semarang City	ICESRE 2019

G. Pengalaman Penulisan Buku Dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	English For Educational Management	2012	83	IKIP PGRI SEMARANG
2	Bahan Ajar Bahasa Inggris untuk Siswa SMA/MA	2014	150	Lontar, Semarang
3	Pedoman Pemahaman Membaca Teks Bahasa Inggris Bagi Dosen Non- Bahasa Inggris	2016	110	Lontar Semarang

H. Pengalaman Perolehan HKI Dalam 5-10 Tahun Terakhir

No	Judul /Tema HKI	Tahun	Jenis	Nomor P/ID
1	English For Better Character	2019	Buku	000140180
2	Bahasa Inggris Karakter Peduli Lingkungan	2019	Buku	000165270

I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya Dalam 5 Tahun Terakhir

No	Judul /Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respons Masyarakat
1	-	-	-	-
2				

J. Penghargaan yang Pernah Diraih dalam 10 tahun Terakhir (dari pemerintah, asosiasi atau institusi lainnya)

No	Jenis Penghargaan	Institusi Pemberi Penghargaan	Tahun
1	Satya Lencana Karya Satya XX tahun	Presiden RI	2012

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima risikonya.

Demikian biodata ini saya buat dan harap menjadikan maklum.

HP: 081 76491818

Universitas PGRI Semarang

Fakultas Pendidikan Semarang, 7 Oktober 2020

Universitas PGRI Jember Tim Peneliti

(034) 3346377 (034) 3346378

SI - 10 orang, 50 orang, 100 orang

1. Wajang 3

2. Wajang 4

3. English for Teacher Education

4. English for Education

5. Cross Cultural Understanding

6. Entrepreneurship

7. Statistik

Semarang, 7 Oktober 2020

Tim Peneliti

Prof. Dr. Suwandi, M.Pd.

NIDN 0015085204

B. Ikhtisar Pendidikan

No	Nama Perguruan Tinggi	Program Studi	Tahun Masuk	Tahun Keluar	Alamat
1	UNNES	Pendidikan Bahasa Inggris	1990-1996	1996	Surabaya
2	UNM	Pendidikan Bahasa Inggris	1996-2003	2003	Medan
3	UNNES	Pendidikan Bahasa Inggris	2003-2009	2009	Surabaya
4	UNNES	Pendidikan Bahasa Inggris	2009-2015	2015	Surabaya
5	UNNES	Pendidikan Bahasa Inggris	2015-2020	2020	Surabaya

CURRUCULUM VITAE

A. Identitas Diri

1	Nama Lengkap	Dr. AB Prabowo KA, S.Pd., M.Hum
2	Jenis Kelamin	Pria
3	Jabatan Fungsional	Lektor / IIIId
4	NIP/NIK/NPP	047001157
5	NIDN	0605037003
6	Tempat dan Tanggal Lahir	Magelang, 5 Maret 1970
7	E-mail	prabowoka2609@gmail.com
8	Nomor Telepon/HP	HP: 081326691818
9	Instansi	Universitas PGRI Semarang
10	Fakultas	Fakultas Pendidikan Bahasa, Jurusan Bahasa Inggris
9	Alamat Kantor	Universitas PGRI Jalan Sidodadi Timur 24 Semarang
10	Nomor Telepon/Faks	(024) 8316377/ (024) 8448217
11	Lulusan yang telah dihasilkan	S1= 100 orang; S2= orang; S3= orang
	12. Mata Kuliah yang Diampu	1. Writing 3
		2. Writing 4
		3. English for Specific Purposes
		4. English Morphology
		5. Cross Cultural Understanding
		6. Entrepreneurship
		7. Statistic

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	UNNES	UGM	UNNES
Bidang Ilmu	Pendidikan Bahasa Inggris	Pengkajian Amerika	Pendidikan Bahasa Inggris
Tahun Masuk-Lulus	1990-1996	2000-2003	2010-2015
Judul Skripsi/Thesis/Disertasi	Contrastive Analysis Between English and Indonesian Compound Sentences of But-	Clintonomics: Clinton's Leadership on US Economy (1993-2000)	Developing A Model of Process-Based Teaching Materials for Academic Essay Writing

	Type Connectives Consisting of Two Coordinated Clauses		
Nama Pembimbingan/Promotor	1. A Maryanto Ph.D. 2. Drs. Hartono	1. Dr. Djuhertati Imam Muhni M.A. 2. Dra. Endang Sih Prapti	1. Prof. Mursid Saleh M.A., Ph.D. 2. Prof. Dr. Warsono, Dip. TEFL, M.A. 3. Drs. Ahmad Sofwan, M.A., Ph.D.

C. Pengalaman Penelitian dalam 5 Tahun Terakhir (Bukan Skripsi, Tesis, maupun Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2014	Students' Constraints for Not Speaking English Outside the Class: A Case Study of English Department Students of University of PGRI Semarang	INSTITUT IKIP PGRI Semarang (Universitas PGRI Semarang)	6
	URL	http://prosiding.upgris.ac.id/index.php/sendika2018/LPPM/schedConf/presentations		
2	2015	Pengembangan E-Modul Bilingual Edutainment Pada Mata Kuliah Matematika Ekonomi	Universitas PGRI Semarang	7
	URL	http://prosiding.upgris.ac.id/index.php/lppm_2015/lppm2015/paper/view/859/814		
3	2016	Upaya Pembinaan Guru Bahasa Inggris SMP Terhadap Siswa Dalam Meningkatkan Kemampuan Story Telling	Universitas PGRI Semarang	9
	URL	http://prosiding.upgris.ac.id/index.php/LPPM2017/LPPM2017/paper/view/1998/1987		

D. Pengalaman Pengabdian Kepada Masyarakat Dalam 5 Tahun Terakhir

No	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan	
			Sumber*	Jml (Juta Rp)
1	2014	IbM Pelatihan Penyusunan Rencana Program Pembelajaran Berdasarkan Kurikulum 2013 Pada Guru SMP/SMA Tugu Soeharto Semarang	IKIP PGRI Semarang	5
	URL	http://eprints.upgris.ac.id/443/1/LAPORAN%20SUKMA%20NUR%20ARDINI_PKM_2018.pdf		

2	2015	IbM Bagi Alumni Program Studi Pendidikan Bahasa Inggris Universitas PGRI Semarang	IKIP PGRI Semarang	3.7
	URL	http://journal.upgris.ac.id/index.php/e-dimas/article/view/1571		
3	2016	IbM Bagi Guru SMP 34 Semarang Dalam Menyusun Soal Berstandar UN	IKIP PGRI Semarang	5
	URL	http://ejurnal.ikipgribojonegoro.ac.id/index.php/J-ABDIPAMAS		
4	20	IbM Kelompok Petani Kopi Desa Kemambang Kecamatan Banyubiru	UPGRIS Semarang	6
	URL	http://eprints.upgris.ac.id/443/1/LAPORAN%20SU%20KMA%20NUR%20ARDINI_PKM_2018.pdf		

E. Pengalaman Penulisan Artikel Ilmiah Dalam Jurnal Dalam 5 Tahun Terakhir

No	Judul Artikel Ilmiah	Volume/Nomor/Tahun	Nama Jurnal
1.	Cultural Awereness For English Learners	Vol. 01/No. 01/February2010	Majalah Ilmiah/ Jurnal Eternal
	URL	http://journal.upgris.ac.id/index.php/eternal	
2.	The Implementation of Bandongan and Sorogan As A Method In Teaching English At Pondok Pesantren Al-Munawwaroh Cebolek Margoyoso Pati	Vol. 02/No. 01/February2011	Majalah Ilmiah/ Jurnal Eternal
	URL	http://journal.upgris.ac.id/index.php/eternal	
3.	An Evaluation of Process-Based Academic Writing Textbook	Vol. 13/No. 3/December2013	Ragam, Jurnal Pengembangan Humaniora
	URL	http://www.polines.ac.id	

F. Pengalaman Penyampaian Makalah Secara Oral Pada Pertemuan / Seminar Ilmiah Dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah/Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1	PLPG (Pendidikan dan Latihan Profesi Guru) Sertifikasi Guru Dalam Jabatan	Ketrampilan: Kewirausahaan	2010 Sertifikasi Guru Rayon 39 IKIP PGRI Semarang
2	58 th TEFLIN International Conference	Contemporary Issues In Character Education Through English Teaching and Learning	2011 IKIP PGRI Semarang
3	Seminar Hasil-Hasil Penelitian	Analisis Thematic Progression Pada Report Genre Yang Ditulis Oleh Mahasiswa Semester Empat IKIP PGRI Semarang	2012 IKIP PGRI Semarang
4	The 4 th International Conference on Indonesian Studies	Making Summary Is An Alternative Way Of Avoiding Plagiarism	2012 Bali
5	Seminar Kewirausahaan	Ketrampilan dan Kewirausahaan	2013

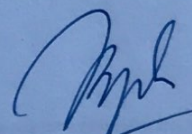
		dalam Usaha Kecil Menengah menuju Kesejahteraan Keluarga	KKN IKIP PGRI Semarang
6	2 nd English Language Teaching, Literature, and Translation International Conference 2013	Process Of Writing In An Essay Writing Test: Does It Work?	2013 Semarang State University
7	Seminar Hasil-Hasil Penelitian	Students' Constraints for Not Speaking English Outside the Class: A Case Study of English Department Students of University of PGRI Semarang	2014 Universitas PGRI Semarang
8	Seminar Hasil-Hasil Penelitian	Pengembangan E-Modul Bilingual Edutainment Pada Mata Kuliah Matematika Ekonomi	2015 Universitas PGRI Semarang

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima risikonya.

Demikian biodata ini saya buat dan harap menjadikan maklum.

Semarang, 7 Oktober 2020

Tim Peneliti,



Dr. AB/Prabowo KA, S.Pd., M.Hum.

NIDN 0605037003

ANGGOTA PENGABDIAN MASYARAKAT

A. Identitas Diri

1	Nama Lengkap (dengan gelar)	Dra. Siti Lestari, M.Pd
2	Jenis Kelamin	Perempuan
3	Jabatan Fungsional	Penata Tk.I
4	NIP/NIK/Identitas lainnya	196112191985032002
5	NIDN	0019126101
6	Tempat dan Tanggal Lahir	Semarang, 19 Desember 1961
7	E-mail	lestarist1912@gmail.com
9	Nomor Telepon/HP	081390633300
10	Alamat Kantor	Jl.Sidodadi Timur no.24 Semarang
11	Nomor Telepon/Faks	024-8448217
12	Lulusan yang Telah Dihasilkan	S-1 = 6585 orang; S-2 = - orang; S-3 = - orang
13.	Mata Kuliah yg Diampu	1. English Grammar
		2. Teaching Material Development
		3. Magang 2
		Dst.

B. Riwayat Pendidikan

	S-1	S-2	S-3
Nama Perguruan Tinggi	IKIP Semarang	Unnes	
Bidang Ilmu	Pend.B.Inggris	Pend.B.Inggris	
Tahun Masuk-Lulus	1980 – 1984	1998 - 2002	
Judul Skripsi/Tesis/Disertasi	-	Code-Switching and Code-Mixing in 'Gayeng Semarang'	
Nama Pembimbing/Promotor		1.Prof.Retmono, P.hD 2. Helena I.R.A., P.hD	

C. Pengalaman Penelitian Dalam 5 Tahun Terakhir

(Bukan Skripsi, Tesis, maupun Disertasi)

No	Tahun	Judul Penelitian	Pendanaan	
			Sumber	Jml (juta)
1.	2008	Evaluasi Pelaksanaan Kurikulum Berbasis Kompetensi (KBK) dan KTSP SMP di Kota Semarang	IKIP PGRI Semarang	10
2.	2010	Motivasi dan Permasalahan Perempuan Pekerja Seks di Sepanjang Bantaran Banjir Kanal Timur di Kota Semarang	IKIP PGRI Semarang	3,9
3.	2011	Konsep Model Pembelajaran Life Skill Mata Pelajaran Bahasa Inggris di SMA/SMK Kota Semarang	Hibah Fundamental DIKTI	30
4.	2011	Model Penerimaan Mahasiswa Baru Jurusan Pendidikan Bhs.Inggris-IKIP PGRI Semarang	IKIP PGRI Semarang	6
5.	2012	Grammar Competence of the English Department Graduates of IKIP PGRI Semarang in the Academic Year 2010/2011	IKIP PGRI Semarang	7,5
6.	2013	Kemampuan Menulis (Writing) pada Guru Bhs.Inggris SMP di Jawa Tengah: Peserta PLPG Angkatan XVII Tahun 2012	IKIP PGRI Semarang	8
7.	2013	Model Implementasi Pendidikan Karakter melalui Minidrama Performance dalam Pembelajaran Bahasa Inggris Tingkat Sekolah Dasar di Kota Semarang (Tahun ke I)	Dikti	41,375
8.	2014	Model Implementasi Pendidikan Karakter melalui Minidrama Performance dalam Pembelajaran Bahasa Inggris Tingkat Sekolah Dasar di Kota Semarang (Tahun ke II)	Dikti	42.5
9.	2014	Pengembangan Media Pembelajaran IPA Berbasis Game Offline pada Siswa SMP se Kota Semarang (Tahun ke I)	Dikti	51

10.	2015	Pengembangan Media Pembelajaran IPA Berbasis Game Offline pada Siswa SMP se Kota Semarang (Tahun ke II)	Dikti	50
11.	2017	Pengembangan <i>Science Story Telling</i> Terintegrasi Penguatan Pendidikan Karakter untuk Reduksi Karakter <i>Bullying</i> pada Anak SD	UPGRIS	7,5
12.	2017	Model Monitoring Dan Evaluasi Pendidikan Karakter Bagi Sivitas Akademik Universitas PGRI Semarang	Dikti	100

* Tuliskan sumber pendanaan baik dari skema penelitian DIKTI maupun dari sumber lainnya.

D. Pengalaman Pengabdian Kepada Masyarakat dalam 5 Tahun Terakhir

No.	Tahun	Judul Pengabdian Kepada Masyarakat	Pendanaan Sumber	Jml (Juta Rp)
	2010	Penyakit Pasca Banjir dan Cara Mengatasinya di Kelurahan Tlogosari Kulon, Kecamatan Pedurungan, Kota Semarang	IKIP PGRI Semarang	4,25
1	2012	IbM Pemanfaatan pohon pisang untuk meningkatkan Ekonomi Masyarakat bagi masyarakat kel. Tlogosari wetan, kec.pedurungan, kota Semarang	IKIP PGRI Semarang	4,76
2	2012	IbM Kewirausahaan PKK Kel.Bulusan Kota Semarang dengan Produk Susu Kedelai	IKIP PGRI Semarang	4,6
3	2012	IbM Pelatihan pembuatan Animasi untuk Pembelajaran Bahasa Inggris bagi Guru – guru SD Kota Semarang	IKIP PGRI Semarang	5,8
4	2013	IbM Pendayagunaan Kulit Pisang melalui Posdaya Kel. Tlogosari Wetan	Dikti	40
5	2014	IbM Peningkatan Profesionalisme Guru melalui Pelaksanaan PTK bagi Guru-Guru Bhs.Inggris SMK Kota	Dikti	50

		Semarang		
6	2015	IbM Peningkatan Kualitas Pembelajaran Tutor PAUD dan Guru TK Kecamatan Pedurungan Melalui Pelatihan Penggunaan <i>Puppet Show</i>	UPGRIS	2,5
7	2016	IbM PKK Peningkatan Posdaya Masyarakat dengan Pelatihan Pengolahan Jahe dan Sampah Plastik Rumah Tangga	UPGRIS	6,25
8	2016	IbM Peningkatan Profesionalisme Guru melalui Pelaksanaan PTK bagi Guru-Guru Bahasa Inggris SMA Kabupaten Demak	UPGRIS	4,5
9	2017	IbM Peningkatan Profesionalisme Guru melalui Pelaksanaan PTK bagi Guru-Guru di bawah Yayasan Al Wathoniyyah Semarang	UPGRIS	3,75

E. Publikasi Artikel Ilmiah Dalam Jurnal alam 5 Tahun Terakhir

No.	Judul Artikel Ilmiah	Nama Jurnal	* <i>Tuliskan sumber</i>
1	Model Penerimaan Mahasiswa Baru Jurusan Pendidikan Bahasa Inggris IKIP PGRI Semarang		Media Penelitian Pendidikan
2	Grammar Competence of the English Department Graduates of IKIP PGRI Semarang in the Academic Year 2010/2011		Prosiding
3	Students' Constraint for Not Speaking English Outside the Class		Media Penelitian Pendidikan
Dst.			

F. Pemakalah Seminar Ilmiah (*Oral Presentation*) dalam 5 Tahun Terakhir

No	Nama Pertemuan Ilmiah / Seminar	Judul Artikel Ilmiah	Waktu dan Tempat
1.	Joint Seminar Internasional	Analisis 'Oral Feedback' pada Pembelajaran Bhs.Ingggris	UPGRIS, Semarang, 28 November 2016
2	The 4 th International Seminar on English Language and Teaching (ISELT-4): <i>"Igniting a Brighter Future of EFL Teaching and Learning in Multilingual Societies"</i>	Bilingual Offline Game-Based Teaching Media For Science Subject	Padang, Sumbar - tg 11-12 Mei 2016
3.	International Conference On English And Its Educational Dynamics (Ice-Ed) 2015	Students' Speaking Skill in Teaching Practice (A Case Study of the 6 th Semester Students attending PPL 1)	Hasanuddin University, Makasar tgl 26-27 September 2015.
4.	Empowering English Education and Cross-Cultural Communication	Teaching Character Values Integrated in Teaching English through Mini-Drama Performance	17-18 May 2014 di Chung Yuan Christian University, Taiwan
5.	Enterpreneurship melalui Sains dan Pembelajaran Sains dalam Mengoptimalkan Sumber Daya Manusia		21 Juni 2014 di Universitas PGRI Semarang
6	Seminar Hasil Pelaksanaan Program Pengabdian kepada Masyarakat Mono Tahun	Pemanfaatan Limbah Kulit Pisang untuk Meningkatkan Ekonomi Keluarga	16-17 April 2014 Di Yogyakarta
7	Seminar Hasil-Hasil Penelitian IKIP PGRI Semarang	Grammar Competence of the English Department Graduates of IKIP PGRI Semarang in the Academic Year 2010/2011	17 Desember 2012 di IKIP PGRI Semarang
8	Seminar Nasional (Tindak Lanjut Short-Course Program BERMUTU)	Peran Komite Sekolah di Indonesia dan di New Zealand	10 -13 Nopember 2012 di Yogyakarta

G. Karya Buku dalam 5 Tahun Terakhir

No	Judul Buku	Tahun	Jumlah Halaman	Penerbit
1	-	-	-	-
2				

H. Perolehan HKI dalam 5-10 Tahun Terakhir

No.	Judul/Tema HKI	Tahun	Jenis	Nomor P/ID
1	=	=	=	=
2				

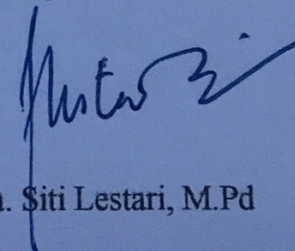
I. Pengalaman Merumuskan Kebijakan Publik/Rekayasa Sosial Lainnya dalam 5 Tahun Terakhir

No.	Judul/Tema/Jenis Rekayasa Sosial Lainnya yang Telah Diterapkan	Tahun	Tempat Penerapan	Respon Masyarakat
1	-	-	-	-
2				
3				
Dst.				

Semua data yang saya isikan dan tercantum dalam biodata ini adalah benar dan dapat dipertanggungjawabkan secara hukum. Apabila di kemudian hari ternyata dijumpai ketidaksesuaian dengan kenyataan, saya sanggup menerima resiko.

Demikian biodata ini saya buat dengan sebenarnya untuk memenuhi salah satu persyaratan dalam pengajuan PKM Reguler 2020.

Semarang, 7 Oktober 2020



Dra. Siti Lestari, M.Pd

NIDN 0019126101

APPENDIX 7. SURAT TUGAS



LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

SURAT TUGAS

Nomor :295.H/ST/LPPM-UPGRIS/V/2020

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama : Sukma Nur Andini, SS., M.Pd
NIDN : 0627068201
Pangkat/Golongan : Penata / IIIc
Jabatan Fungsional : Lektor
Pekerjaan : Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl : Mei - Agustus 2020
Tempat : Universitas PGRI Semarang
Keperluan : Kegiatan Penelitian dengan judul The implementation of Blended Learning in Teaching Pronunciation at Higher Education as the Realization of School from Home

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,
Telah melaksanakan tugas


Dr. Anopala M.Pd.

Semarang, 28 Mei 2020
Ketua LPPM,


Dr. Senowarsito, M.Pd.
NIP. 196108231987031003



LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

SURAT TUGAS

Nomor :295.H/ST/LPPM-UPGRIS/V/2020

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama : Prof. Dr. Suwandi., M.Pd.
NIDN : 0015085204
Pangkat/Golongan : Pembina Tk.I/ IVc
Jabatan Fungsional : Guru Besar
Pekerjaan : Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl : Mei - Agustus 2020
Tempat : Universitas PGRI Semarang
Keperluan : Kegiatan Penelitian dengan judul The implementation of Blended Learning in Teaching Pronunciation at Higher Education as the Realization of School from Home

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,
Telah melaksanakan tugas


..... M.Pd..


Semarang, 28 Mei 2020
Ketua LPPM,


Dr. Senowarsito, M.Pd.
NIP. 196108231987031003




LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

SURAT TUGAS

Nomor : 295.H/ST/LPPM-UPGRIS/V/2020

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama : Dr. AB. Prabowo, K.A., S.Pd., M.Hum.
NIDN : 0605037003
Pangkat/Golongan : Penata Tk.I/ IIIId
Jabatan Fungsional : Lektor
Pekerjaan : Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl : Mei - Agustus 2020
Tempat : Universitas PGRI Semarang
Keperluan : Kegiatan Penelitian dengan judul The implementation of Blended Learning in Teaching Pronunciation at Higher Education as the Realization of School from Home

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,
Telah melaksanakan tugas



Semarang, 28 Mei 2020
Ketua LPPM,





LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

SURAT TUGAS

Nomor :295.H/ST/LPPM-UPGRIS/V/2020

Dengan ini Ketua LPPM Universitas PGRI Semarang memberi tugas kepada :

Nama : Dra. Siti Lestari, M.Pd.
NIDN : 0019126101
Pangkat/Golongan : Penata Tk.I/ III d
Jabatan Fungsional : Lektor
Pekerjaan : Dosen FPBS Universitas PGRI Semarang
Pada hari / tgl : Mei - Agustus 2020
Tempat : Universitas PGRI Semarang
Keperluan : Kegiatan Penelitian dengan judul The implementation of Blended Learning in Teaching Pronunciation at Higher Education as the Realization of School from Home

Demikian agar tugas ini dilaksanakan dengan sebaik-baiknya dan setelah selesai harap melaporkan hasilnya.

Mengetahui,
Telah melaksanakan tugas


Dr. Asriyah, M.Pd.

Semarang, 28 Mei 2020

Ketua LPPM,


Dr. Senowarsito, M.Pd.
NIP. 196108231987031003



LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT UNIVERSITAS PGRI SEMARANG

Jl. Dr. Cipto - Lontar No. 1 Semarang - Indonesia Telp. (024) 8451279, 8451824 Faks. 8451279
Email : lppmupgrismg@yahoo.co.id Website : lppm.upgrismg.ac.id

SURAT KONTRAK KERJA

No: 024/ SKK/ LPPM/ REGULER/V/2020

Yang bertanda tangan di bawah ini :

- 1. Dr. Senowarsito, M.Pd.** : Ketua Lembaga Penelitian dan Pengabdian kepada Masyarakat Universitas PGRI Semarang, dalam hal ini bertindak untuk dan atas nama Rektor Universitas PGRI Semarang, selanjutnya disebut sebagai **Pihak I**
- 2. Sukma Nur Andini, SS., M.Pd.** : Ketua Peneliti pada Penelitian Reguler Universitas PGRI Semarang, selanjutnya disebut sebagai **Pihak II**

Pihak I dan Pihak II sepakat untuk mengadakan kontrak kerja Penelitian Reguler yang dibiayai dari dana APBU Universitas PGRI Semarang tahun anggaran 2020, dengan judul ” **The Implementation of Blended Learning in Teaching Pronunciation at Higher Education Therealization of School From Home**”.

HAK DAN KEWAJIBAN Hak dan Kewajiban Pihak I Pasal 1

Hak Pihak I

Menerima hasil penelitian berupa CD dari **Pihak II** paling lambat tanggal **31 Agustus 2020** dan diupload di SIMPELMAS:

1. Laporan Penelitian Lengkap
 2. Artikel Ilmiah
 3. Poster
 4. Luaran
 5. Laporan Keuangan, sesuai dengan sistem pelaporan yang berlaku.
- Dan laporan keuangan asli 1 (Satu) eksemplar, untuk keperluan SPJ

Pasal 2

Kewajiban Pihak I

1. Mencairkan biaya penelitian **Pihak II** yang bersumber dari APBU Universitas PGRI Semarang.
2. Melakukan monev penelitian yang dilakukan **Pihak II**, pada bulan Juli 2020
3. Menyelenggarakan seminar hasil penelitian yang dilakukan **Pihak II**.

Hak dan Kewajiban Pihak II

Pasal 3

Hak Pihak II

1. Mendapatkan biaya penelitian yang dicairkan dari APBU Universitas PGRI Semarang sebesar **Rp 7.500.000,-** melalui 2 (dua) termin. Termin I sebesar 70% dari total biaya yang akan dicairkan setelah memasukkan revisi proposal, instrumen penelitian, dan menandatangani kontrak kerja, kemudian termin II sebesar 30% dari total biaya yang akan dicairkan setelah seluruh kewajiban **Pihak II** diselesaikan.

Pasal 4

Kewajiban Pihak II

1. Segera melakukan penelitian sesuai dengan proposal yang diajukan, dengan melibatkan mahasiswa.
2. Melaporkan proses/tahapan penelitian kepada Pihak I.
3. Menyeminarkan hasil penelitian
4. Menyerahkan laporan akhir hasil penelitian sebanyak 1 (Satu) eksemplar (di luar kebutuhan tim peneliti) kepada:
 - a) Perpustakaan Universitas PGRI Semarang.
 - b) Jurusan yang bersangkutan di lingkungan Universitas PGRI Semarang.
5. Mempublikasikan hasil penelitian minimal pada jurnal ISSN atau Seminar Nasional.

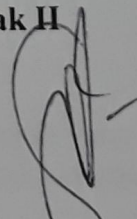
PENUTUP

Pasal 5

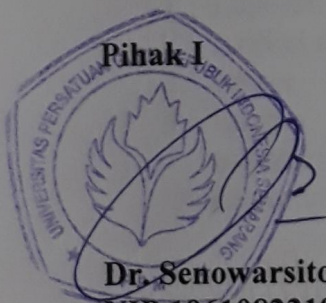
Pengumpulan laporan akhir paling lambat tanggal **31 Agustus 2020**, keterlambatan pelaporan hasil penelitian akan dijadikan pertimbangan pembiayaan pada pengajuan proposal berikutnya.

Semarang, Mei 2020

Pihak II



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