DEVELOPING ECONOMICAL BLENDED LEARNING
TO PROVIDE EFFICIENT PROCESS FOR UNIVERSITY STUDENTS

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ABSTRACT

This scientific paper elucidates the findings of research and development in the field of education innovation based economical blended learning. In response of nowadays trends in updating information and digital communication towards the current curriculum in university, it is then developed a system of lecturing using economical blended learning. Economical blended learning here means the blended learning to economize the learning fee concerning with the books as the learning sources, schedule, consultation, online portfolio, and documentation during the learning. It is to empower the trending learning which is not always necessary to spend a lot of money to learn. Using research and development design by adapting 4Ds model, the researcher develops economical blended learning to the students at STKIP PGRI Blitar for a-year research. The research findings determine the three aspects observed in this study, namely, validity using expert appraisal, practicality using practitioner observation, and effectiveness using the learning improvement of this learning model. In a nutshell, the findings can contribute to the education policy by easing the students to access the learning needs and to have high quality in e-learning and to be confirmed in face-to-face learning. To sum up, this learning model can be adapted to other learning needs in other institutions to provide their students the update information concerning their learning process based on economical blended learning.
Keywords: Economical blended learning, research and development, speaking skill.

A. INTRODUCTION

In teaching ESFL (English as Spoken Foreign Language) in Indonesia, it has been developed so far together with the progress and change of various issues and eras. Speaking English seems to be something usual for university students though the facts of success and failure in teaching English are still found. Meanwhile, the teaching of English in the university should be directed into the knowledge development itself.

At STKIP PGRI Blitar, the lack of learning media and the variety of learning to direct the students to have a good self-directed learning become the challenge to face the current curriculum used for universities in Indonesia. Regarding the current issues and the useful learning materials to the futuristic purposes of learning, the writer considers the use of what he teaches to his students for their future which should be functional. It is stated by Tarigan (1990) that the teaching of English competences should consider the function of the language itself to the language users. The teaching of English in university specifically brings less

function when it is not well designed, implemented, controlled, and evaluated to get a qualified learning process and result. In this study, the writer has found some facts from his previous papers about encountering the learning problems in learning English at STKIP PGRI Blitar. In case of learning media, Sumardiono (2013b) found the lack of learning media. It was then developed a learning media on peripheral noun phrases in TOEFL and the findings show that the media can contribute to the students' progress in learning TOEFL. Besides, Sumardiono (2013c) also investigated the learning media were still traditional so that it was required developing TOEFL learning materials on peripheral verb phrases to complete the peripheral phrases in learning TOEFL. In speaking class, the students are classically trained only to present and deliver speech which, however, they have less use and effect for their career. No matter what, every student should be able to present the learning material well and deliver it into comprehensible and acceptable presentation.

In this case, the writer reviews the current curriculum and the trending knowledge and learning model to design and develop the learning model which is appropriate with the students' needs and conditions at STKIP PGRI Blitar. Blended learning is then chosen as the best way to this condition. Since Sumardiono (2013a) has found that distance learning can ease the students to be more creative, sensitive, and care toward the learning materials. Blended learning can contribute well to interest the students and motivate them in learning speaking. In a nutshell, the challenge rises in form of designing the appropriate and applicable blended learning model to be useful and effective to the students' learning progress. This idea is based on his previous research; Sumardiono (2014) suggested the involvement of blended learning to attract the students' comprehension and interests in learning English. The speaking class which should be mainly about spoken cycle is modified using integrated language skill like listening (the instruction), reading (the sources), and writing (the report). The design, implementation, and evaluation of this proposed model have been actually observed in his previous studies to empower what is developed now. In designing the material, the writer is experiential to the development of learning materials. Sumardiono (2015b) varied his teaching materials using the current issue which makes the students more interested in activating their speaking class through the developed media. In addition, in implementing what is designed here has been proven by using appropriate model with the students' needs, it can help the students to ease the activities to have meaningful learning and the materials and processes of the learning in EFL (English as Foreign Language) classroom. Sumardiono (2016) widened the speaking learning activities to focus on the microskills of speaking which can sharpen the students' critical thinking and character

in developing self competences. In this point, the students in university level should not only able to speak as the human's needs but also to develop their microskills of speaking and other speaking functions for their future. For instance, the students, in presenting the learning materials, should be based on the observation which is however conducted outside of the classroom, consultation which makes the observation and report well-presented, and reading process which functions to get additional information of what they present in from of their classroom. Consequently, the processes of learning speaking require long time and careful assessment toward the process. Related to the assessment, Sumardiono (2015c) used portfolio documentation as the authentic assessment to know the exact quality of the students and the learning process and result in speaking class.

From this it can be designed a new learning model which is appropriate with the students' needs and the need of learning condition at STKIP PGRI Blitar. It is then called as economical blended learning (EBL). This model is developed based on the blended learning model which uses both face-to-face learning model and e-learning to the university students. The keys of this model include the design, implementation, control, evaluation, role of lecturer and students, learning cooperation, and character building (honesty, share, and care). This development of this model is regarded to be successful since the students at STKIP PGRI Blitar are interested in computerized-learning which lets them to browse, upload, download, and many other web-activities. Sumardiono (2015a) regained that the students taught using certain software are interested in deepening the learning materials. Besides, they found a challenge to involve themselves in learning actively and creatively (both independently and in cooperation).

From those long consideration in developing such an appropriate learning model to the students in learning speaking, the writer develops EBL as the learning model which produces the products of development in form of course outline as the design, portfolio of the learning process, learning products as the result. Those three products are made manually and reported online to expect the students can see freely their competency and progress in learning speaking. Shortly, the writer formulates the research question of this R&D (Research and Development) into, 'How can be the economical blended learning developed validly, practically, and effectively to the university students?' This study is conducted to develop EBL model with its products in learning speaking to the university by regarding the economical learning which can ease the students to learn something validly proven, practically used, and effectively impacted to their progress.

This study has an essential role to the development system of learning in Indonesia which however the Indonesian people should realize that the higher he studies the more expensive he should spend. The word 'economical' here functions as the control that both mixed model of learning (face-to-face learning model and web-based learning) does not make students frustrated with the learning cost and obstacles in learning. It can change the paradigm 'Jer Basuki Mawa Bea', which has similar proverb in English, 'No pain no gain'. The gain or 'bea' here is not always about money, the Indonesian people should be wise to produce more qualified generation which can compete in the worldwide with the real quality as reflected in face-to-face learning and technological involvement as drawn in web based learning. Related to this view, since the learning materials developed in this study train the students to work with other institutions outside of their comfort zone, in the preliminary study conducted for two previous years it is found that the information system in some governmental sites is passive and provides 'just so-so' data and information. The students' portfolio will give much suggestion to the improvement of web-based report and activities of the governmental offices to be useful to the web visitors. The information and technology are indeed developed in Indonesia but the beneficial function and the wise use are not well recognized by the people. From this study, the writer suggests from his specialty in education, to be a great and successful man is to master the information and technology without leaving our origin and uniqueness around us. The relevance of the implementation of Communication and Information Office in controlling the quality and quantity of the way the people can reach the information is not only about the people' interest but also about the motivation which should be given to them to use information as well.

B. RESEARCH METHOD

This study uses Research and Development design since it is appropriate with the objective of this study in developing learning model. Meanwhile the development model used in this study adapts 4 Ds Model developed by Thiagarajan, et. a. (1974). This model is adapted in this study because the steps are applicable and practical to develop learning model. The developmental steps of this model include defining, designing, developing, disseminating. In this study there are some adaptations done since this study is not to generalize so that the developmental process is more appropriate with the subject of research. The problems' characteristics in using learning model is a specific problem in speaking class at STKIP PGRI Blitar so the development products cannot be disseminated to other institutions or in the higher scales before the following research to filed-test mainly.

Borg & Gall (2003) supports these developmental steps since the development process used to develop and validate educational production has impacts to complete the learning needs in the classroom. The setting of the developmental study is at STKIP PGRI Blitar in speaking class in the Speaking 4 Course. The location of this study is on Jalan Kalimantan No. 111 Blitar, sub district of Sananwetan, Blitar 66133. To develop the learning model, Table 1 below explains the research plan to have valid, practical, and effective learning model for university students.

Table 1 The Research Plan

Duration of development process	1 year in 2015
Duration of Implementing the products	The second term of 2015/2016
Subject	12 students in Speaking 4
Research Location	Speaking Class at STKIP PGRI Blitar
Instrument(s)	*Validation* → Sheets of validation (Course outline, portfolio, learning products) by expert of teaching administration *Practicality* → Observation Sheets (learning process using EBL model) by education practitioners *Effectiveness* → Performance Test (Reporting orally) assessed by the lecturer and inter-rater
Analyzing the data	Statistical calculation

Having planned the research, the writer conducts the long steps of research and development as depicted in Figure 1 below. To do those steps, the writer uses the research instruments which have been validated to investigate the validation, practicality, and effectiveness of EBL model in teaching speaking at STKIP PGRI Blitar. During the process the students are trained for a semester in implementing EBL model. This model has syntaxes as following; 1) explaining the materials classically, 2) instructing the students with the outdoor task, 3) doing consultation concerning the project (face-to-face and electronic media), 4) reporting online with social media to get feedback, 5) presenting using media, 6) evaluating and revising, and 7) publishing in learning social media.

Figure 1 Model 4D (Thiagaraja, et.al, 1974)
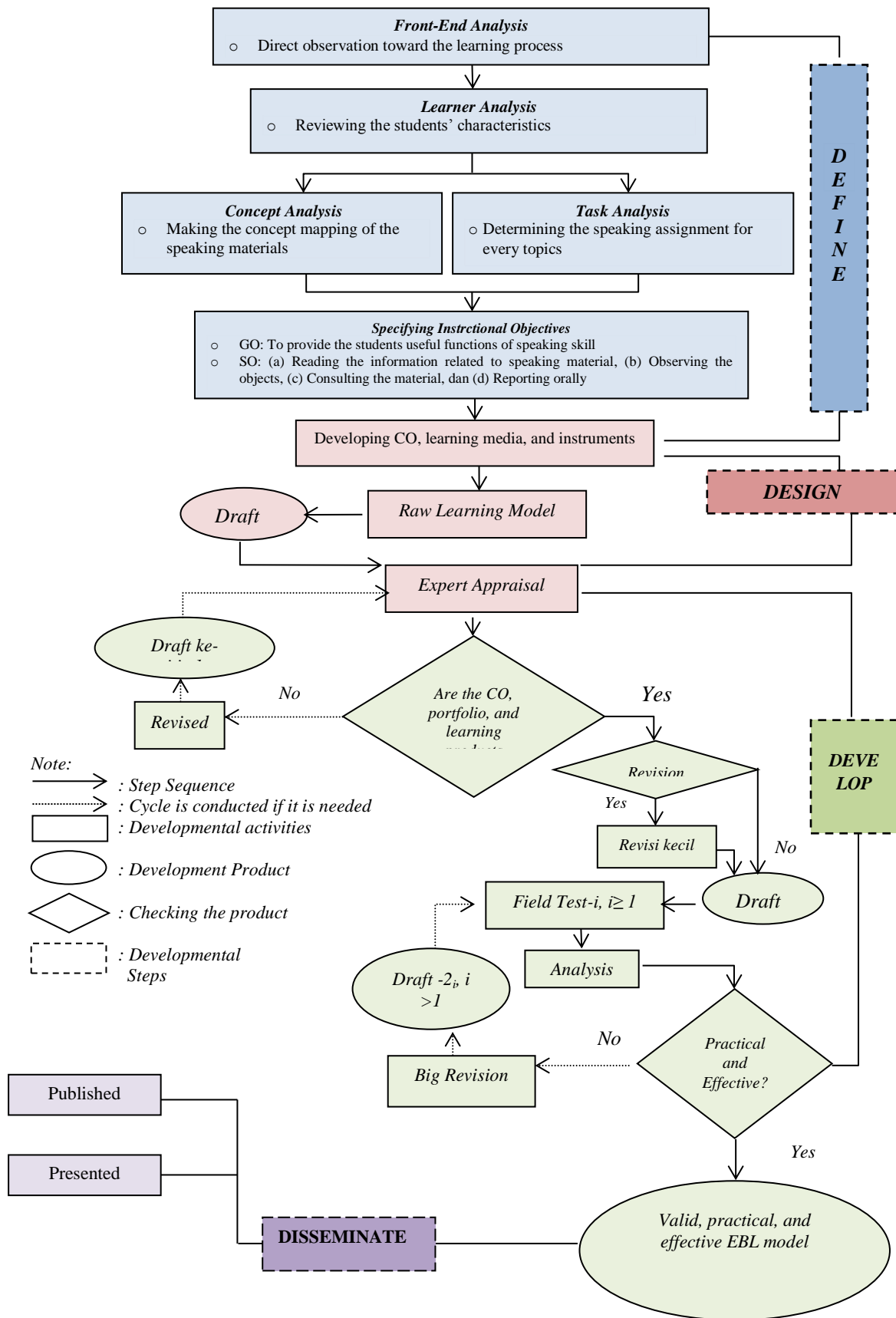
C. RESEARCH FINDINGS AND DISCUSSIONS

Product Validation

Having developed the products and implemented the EBL model, the findings of this study are discussed based on three products developed in this study. The first, the writer develops the design of learning in form of course outline and lesson plan of the Speaking 4 based EBL model. Secondly, the portfolio as the documentation of the learning process in speaking class. The portfolio is also validated by the expert to have a good and understandable portfolio. Thirdly, the students' learning products in form of self-report of individual projects are validated using expert appraisal. The sheets of validation which have been validated before are then used to validate those three products.

In validating the learning design which consists of the course outline, lesson plan, and the projects during the term, the writer validates those things using expert appraisal that has expertise in designing curriculum under Doctorate Degree. The result of this validation can be seen in Table 2 below. Meanwhile to validate the portfolio and the students' learning result, the portfolio is validated by the expert whose her focus is in portfolio and learning documentation. The portfolio and the students' learning result are arranged as interesting as possible by regarding the importance of the students' attention in reading their learning progress and result. It is important since the readers of the portfolio are supposed to the students themselves and hopefully their parents and other lecturers to consider the real learning process documented in form of portfolio and reported in their learning results.

Table 2 The Result of validation on Course Outline

No	Aspect(s)		Descriptor(s)	Score from Validators			Average score for each indicator (I_i)	Average score for each aspect (A_i)
				1	2	3		
1	**Material**	A	The speaking activities are appropriate to the learning objectives	3	3	3	3.00	2.89
		B	The supporting speaking activities are developed based on the macroskills of speaking	3	2	3	2.67	
		C	The materials are based on the trending topics in the students' surroundings and authentic	3	3	3	3.00	
2	**Construction**	A	The learning instructions are written clearly	3	2	3	2.67	2.75
		B	The information as the preceding preview should be able to help the students to understand the projects	2	3	3	2.67	
		C	The proportion of the number of information, instruction, and project should be well-arranged	3	3	3	3.00	
		d	The number of projects should be appropriate with the available allocated time	2	3	3	2.67	
3	**Language**	A	The information in the learning design and course outline should use understandable language	3	3	2	2.67	2.83
		B	The sentences used in the information and instruction should not produce ambiguous meaning	3	3	3	3.00	
	Average score for all aspects (V_a)							2.82

Data taken in 2015

From the result of validation above, it can be seen that the average score for all aspects is **2.82** ≥ 2, so that based on the criteria used in this study, it can be inferred that the teaching design developed based on EBL model is valid with little revision in language use and some communicative language suggestions. In another side, the validity of portfolio and learning result is also acquired by revising and composing both products to have the understandable and interesting portfolio and learning result. Therefore, it can be summed up for the validation process, the writer validates by consulting and revising the products based on the suggested comments from validators. In another word, the products can be used to teach the students then.

Product Practicality

After the products have been validated, the products are ready to implement in the speaking class. In implementing the products of EBL model, the writer measures the product practicality to know whether the products are applicable to other subjects or institution with the similar materials. To measure the product practicality, the writer who acts as the lecturer is observed in his teaching activities. The way of observing the learning activities are done by the observer, an education practitioner who has expertise in teaching speaking.

Table 3 Recap of Observation on Learning Activities

No	Phase		Activities	Meeting										Average	%
				1		2		3		4		5			
				O1	O2	O1	O2	O1	O2	O1	O2	O1	O2		
1	Pre		Asking the students to read the learning objectives	2	2	3	2	3	3	2	3	2	3	2.5	83.33
2			Giving motivation	2	2	2	3	2	2	3	3	2	2	2.3	76.67
3			Reminding the prior knowledge	2	2	3	2	3	2	3	2	3	3	2.5	83.33
	Whilst		**Distributing Projects**												
4			Asking the students to get the project in details	3	2	3	2	3	2	3	2	3	2	2.5	83.33
5			Giving the projects	2	2	3	2	3	2	2	2	3	3	2.4	80.00
	A_1		**Explaining the Materials Classically**												
6		$A_1.1$	Giving explanation concerning with the project and its preview	2	3	2	3	3	2	3	3	2	3	2.6	86.67
	A_2		**Instructing the students with the outdoor task**												
7		$A_2.1$	Asking the students to observe	3	2	3	2	3	2	3	2	2	3	2.5	83.33
8		$A_2.2$	Asking the students to get information from formal office	2	3	3	2	3	2	2	3	2	3	2.5	83.33
	A_3		**Doing consultation concerning the project (face-to-face and electronic media)**												
9		$A_3.1$	Consulting via e-media	3	2	3	3	2	2	3	2	3	3	2.6	86.67
10		$A_3.2$	Consulting traditionally	2	3	2	3	3	2	2	3	2	3	2.5	83.33
11		$A_3.3$	Questioning the materials	3	2	3	2	2	3	3	2	2	3	2.5	83.33
	A_4		**Reporting online with social media to get feedback**												
12		$A_4.1$	Reporting the result of observation online to get feedback	3	2	2	2	3	3	2	2	2	3	2.4	80.00

															Avg	%
13		A_4.2	Preparing the presentation medium	2	3	2	3	2	3	2	2	3	2	2.4	80.00
	A_5	**Presenting using media**													
14		A_5.1	Presenting the observation result orally in front of the class	2	2	2	3	3	2	3	2	3	2	2.4	80.00
15		A_5.2	Questioning toward the presentation	2	3	2	3	3	2	2	3	2	2	2.4	80.00
	A_6	**Evaluating and revising**													
16		A_6.1	Polishing the observation result based on the presentation result and revising the report	3	2	3	2	3	2	3	3	3	2	2.0	86.67
17	Post		Publishing the result in learning social media	2	3	2	3	2	3	3	2	2	3	3.0	83.33
18			Concluding the learning result	3	2	3	2	3	2	3	2	2	2	2.0	80.00
19			Giving feedback and challenge to homework	3	2	3	2	2	3	3	2	3	2	2.0	83.33

Data taken in the second semester in 2016

From Table 3 above, it can be seen that the average percentage of the detailed activities is above 80.00% which means EBL model is practical to do in EFL classroom. Speaking class using EBL model seems helping the students to understand the instructions in completing the speaking project. The consultation both face-to-face way and online way hands a help them to ease in reporting what they observe and present. In this case, the relation between the lecturer and the students is sharpened like habituating the students to have original report, share information, and care to other to compare the findings in their observation. Besides, the students are also trained to think creatively in making the presenting media which can help them in delivering the report orally to be easier to understand the result of the observation.

The process of evaluating and revising is not to blame the students with the mistakes but to train them not to give up having complete report. It is helpful to them to have a good character of not giving up to every challenge given to them. Using the cheap learning process in speaking class makes the learning process to be easy to get and involve by the students so that the learning as the base of economical blended learning can economize the budget and learning cost. Therefore, EBL model is practical to use in EFSL learning at STKIP PGRI Blitar.

Product Effectiveness

Effectiveness of the products developed in this study is to show whether EBL model is effective to EFSL learning or not by showing the learning result. The effectiveness is known by the scores gained by the students in their speaking performance in front of the class in presenting their project given to them. The speaking scores include the scores of daily presentation, tasking, and the final project. Table 4 below shows the recap of the students' speaking scores which describe the success of the students in getting high scores seen from

their speaking criteria in paralinguistic aspects (pronunciation, stopping, coherence, smoothness, and clarity), idea of speaking materials (content, package, and presentation), and report (understandability and readability).

Table 4 Recap of Students' Speaking Scores

No	Student(s)	Sex	Test Score of Speaking Performance	Average Sore of Task	Final Speaking Score
1	Student_1	F	100.00	93.75	98.13
2	Student_2	M	100.00	92.50	97.75
3	Student_3	F	100.00	96.25	98.88
4	Student_4	F	100.00	95.00	98.50
5	Student_5	F	90.00	96.25	91.88
6	Student_6	F	100.00	95.00	98.50
7	Student_7	M	88.00	95.00	90.10
8	Student_8	F	90.00	93.75	91.13
9	Student_9	M	75.00	93.75	80.63
10	Student_10	F	90.00	96.25	91.88
11	Student_11	F	100.00	92.50	97.75
12	Student_12	F	88.00	96.25	90.48
	Average Score		93.42	94.69	93.80

Data Taken in July 2016

From the test of speaking performance daily, mid-term test (task), and term test, it can be seen that the average score in daily presentation is high reaching 93.42. Meanwhile, the mid-term test, the students get 94.69. This score shows the students' success not only in presenting but also completing the speaking projects by implementing EBL model. From the determined criterion in this step, the model is effective when the students score reaches 80.00 and the fact shows that the students get higher score. To sum up, the EBL model implemented by the speaking lecturer is effective to make the students' progress shown by their achievement in the second semester on 2015/2016 academic year, namely, 93.80.

D. INTERPRETATION IN THE PRODUCT DEVELOPMENT

From the findings of this study, it is found that the products of EBL model are valid, practical, and effective to use in teaching EFSL in university. The innovation of applying blended learning at STKIP PGRI Blitar is just in line with what Cahyono and Mukminatien (2011) found that teaching method can be developed and adapted with the real condition in distinct institution. The learning model which firstly makes the students so difficult and hard to achieve the learning objectives becomes easier to apply since the word 'economical' helps the students to ease their learning process with what they have. The learning cost is not always to waste the printed works to consult, submitted thick papers, and loaded files but can

be simplified using online consultation via whatsapp, BBM messengers, facebook speaking group, and email.

The way of consultation conducted in this study is like what Nation and Newton (2009) state that monitoring and testing the students' progress in learning can be done by observing the students' learning activities and testing the students' speaking performance. In this study, the consultation acts as the monitor to the students' seriousness in learning and test to the students' honesty in accomplishing their assignments.

In case of designing the course outline included in the handbook of speaking can ease the students to know firstly their projects so that their readiness to study is well-arranged. The way to develop the teaching design based EBL model is to revive the learning model used at STKIP PGRI Blitar before. The blended learning which is based on the original version is adapted to be more economical by regarding the students' needs and interest. It is in line with what Majid (2005) says that the teaching plan helps the students to revitalize the available learning method with the appropriate needs at school.

In the end, developing learning model is actually needed to have the most appropriate one in teaching the students with the distinct backgrounds. The appropriate learning model can work effectively since it is developed based on the need analysis. The economical blended learning here can help the students and lecturers to regard the useless papers and trashes in lecturing and studying. The era of computer should ease the learning process so that the students can learn efficiently. Though most researches develop learning media, learning model is however required being developed since it relieves the learning process well-followed and managed by both students and lecturers in university. As claimed by Arsyad (2011) that there are two important elements in learning, namely, media and method. This study successfully develops EBL model in teaching EFSL in university level.

E. CONTINUITY OF THE PRODUCT DEVELOPMENT

The question about its practicality perhaps rises in the scholars since this study is conducted in university level. For other levels of education, the EBL model is appropriate to use by regarding the students' needs and materials to discuss. The lower the simpler EBL model is applied in education. No matter what, the technology is nowadays booming so that it can lessen the negative use of technological development among the students.

The use of EBL model in institution is not only to sharpen the students' specific skills but also as the base of self-awareness to use technological development wisely and with the guidance and direction from the students' environment, education. Since to make the safety

of using technology is not yet included in the regulation of the Ministry of Education in Indonesia, the use of this model can be the first step to restart and remind the stakeholders in education and technological development to notice the use of technology wisely to the positive aims.

F. CONCLUSIONS AND SUGGESTIONS

From the study above, it can be concluded to answer the formulated question about the way to develop EBL model validly, practically, and effectively. The three criteria are fulfilled as shown in the research findings above. The products of course outline, portfolio, and learning result are validated to the experts. In addition, when the products are ready to use after being validated, the writer uses EBL model to teach EFSL in Speaking 4 at STKIP PGRI Blitar by being observed by education practioners to see its practicality. And, the students' learning progress which is shown by the achievement of presentation on speaking shows the products' effectiveness to use. EBL model is proven to be effective to improve both qualitatively and qualitatively the students' learning skills.

Form the findings of this study, it can be generalized that developing learning media by noticing the students' interest in using internet can help the students to direct them to use the technological development well and wisely. However, in learning the traditional method (face-to-face) model is still used to check and control the students' behavior in using the internet and social media. Here, the lecturer acts as the real educator to direct them to focus developing self-skills and use technology to have it.

The suggestions to the Ministry of Education to include inserting the regulation of educative guidance of using technology for education needs, cooperating with the Higher Education Ministry and High Education Ministry of Indonesia to have regulation to the students' educative privacy, and developing security to control the students' awareness in using technology into an appropriate policy. Regulation of educative guidance of using technology for education needs is required since the educators should rethink about the generation focus. The recent students mostly use technology unwisely and do not have control from both family and school so that the crime based technology is also developed. The educators can direct the students from the joy learning using technology by regarding the students' interests like having fun with instagram, path, etc. Next, the Ministry of Information and Communication should cooperate with booth Higher and High Education Ministries of Indonesia to manage the students' awareness in using technological development. It is supposed to have a good policy with these Offices to lessen the cyber crimes among the

students and the educational institutions. The last, the Ministry of Information and Communication is suggested to have a control in using technological development among the students to guarantee the positive generation and wise winning generation for future Indonesia. Nevertheless, the technology can give developmental impacts, both good and bad, as the Indonesian generation, it is supposed the good one is the impact which can develops Indonesian talents into worldwide positively.

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