

RESEARCH REPORT
PENGEMBANGAN PROGRAM STUDI (*STUDY PROGRAM DEVELOPMENT*)
PNBP BUDGET YEAR 2012



BLENDING ONLINE LANGUAGE LABORATORY
INTO LISTENING CLASSROOM

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2012

ABSTRACT

The development of new information and communication technologies (ICT) has provided possible options for teachers to integrate these technologies into their teaching environments. By using ICT, obviously, language teachers and learners can have options to choose various teaching and learning activities. Several studies have indicated the academic benefit of ICTs in education. Technology supports our efforts to appeal to different learning styles. With a variety of learning tools, students can understand their experiences through verbal, written, spatial, quantitative, and/or graphical means. As a result, many more students become engaged in the learning process. This study promotes the use of online language laboratory into listening classroom. This study uses a mixed approach of qualitative and quantitative principles. This is to examine whether there is a significant difference before and after the treatment. By using principles of SPSS in analyzing the experimental study, this study specifically used features of SPSS to see the participants condition and achievement between the pre- and post test. The result showed that there was a significant difference between listening score and reading score on the modified TOEIC-like test. This study also recommends some best practices of integrating online language laboratory into EFL classroom and lesson-learned. It will be beneficial for teachers of English for their awareness of the effectiveness, flexibility, richness, and the other advantages of using online language laboratory in EFL especially listening classroom.

Keywords: teaching listening, blending technologies, online language laboratories.

LEGALIZATION SHEET

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3. Research Period : 6 month

4. Budgeting

Proposed Amount : IDR. 20.855.000,-

Gorontalo, 10 October 2012

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PREFACE

The fast growing of information communication technology has been changing the way people live almost in all sectors including education. Technology has provided many possible options to ease and optimize the result of teaching and learning. This phenomenon also happens in the English for Foreign Language (EFL) teaching, including in Indonesia.

Based on our experience in teaching in almost ten years, we found that this fact or reality has lead teachers to be more creative and open-minded to the change of technology. Instead of ignoring it, teachers should invest his/her time prepare himself to this rapid change of technology, by equipping themselves with the set of skills of ICT uses, their awareness and updated the information and knowledge. ICT in this case Internet not only changes teachers and students behavior, but also the way teachers and students decide the mode of teaching and learning delivery and the contents.

Having realized that, this study investigates the impact of using online language laboratory towards the students' proficiency especially listening and reading. Students of English Department of the State University of Gorontalo have participated. This study was funded by the UNG's PNBP funds through the Study Program Development year 2012.

Finally, grateful acknowledgment is here made to those who helped the researcher gather data and analyzed the data for this paper. This work would not have reached its present form without their invaluable help.

Gorontalo, 10 October 2012

Research Team

Arzal & Zulkifli Tanipu

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CHAPTER I

INTRODUCTION

1.1 Background

Information technology in this digital era has presented multiple options for human being to use it in many aspects of life, including in education sector. The use of technology in teaching and learning has been developed progressively to increase the effectiveness of teaching and learning process. There are several advantages of technology particularly in teaching and learning process in terms of effectiveness. The schedule of class can be arranged based on our activities. The class work also can be scheduled around work and family. The use of internet as an IT tool can assist students to study anywhere when they have access to a computer and internet connection. These advantages make teachers and students easy to learn the material without being worry about the schedule and the time.

These advantages also make people consider to apply technology on language learning particularly on language laboratory because one of the utilization of technology in teaching and learning process is on-line language laboratory. Online language laboratory is one of the options that teachers can use to promote students' autonomy in learning as well increase students' language proficiency. Online language laboratory can allow students to work at their own pace through self-paced learning modules. On-line laboratory also can provide students the option to select learning materials that based on their level of knowledge and particularly their interest. Flexibility to join discussions at any hour and visit with classmates and teachers in chat rooms is one of the advantages. Learning through online language laboratory can accommodate different learning styles and facilitate learning through a variety of activities. It develops knowledge of the internet and computers skills that will help learners throughout their lives and careers. Successfully, completing online or computer-based courses builds self-knowledge and self-confidence and encourages students to take responsibility for their learning. Learners can test out of or skim over materials already mastered and concentrate efforts in mastering areas containing new information and/or skills.

Based on the previous explanation regarding the advantages of on-line laboratory, researchers conducted a research with the title “Blending Online Language Laboratory into Listening Classroom”.

1.2 Research Question

This study attempts to examine the impact of using on-line laboratory on students’ listening skills, by specifically investigating whether or not students’ language proficiency can be improved when online language laboratory is blended into the classroom.

1.3 Research Objectives

This study aims at finding out the impact of using online laboratory on students’ listening skills.

1.4 Significance of Study

This study is going to be beneficial for teachers of English who want to integrate technology in their classroom. Teachers can use this study result and report to promote students’ autonomy in learning as well as increase students’ language proficiency.

CHAPTER II

LITERATURE REVIEW

2.1 The History of Computer-based Learning

Computer is not longer a sophisticated tool nowadays. Almost everyone knows computer and uses computer even only for typing something. The use of internet also supports the increase of using computer. Computer is used not only as business equipment but also is used as educational equipment such as in laboratory particularly in language laboratory. Computer is used to improve students' ability in many areas of skill such as listening, speaking, reading, and also writing. We call it Computer-based Learning.

Although computers have been used in education since the 1950s, vigorous development occurred in the 1960s (Saettler, 1990). Saettler (1990) stated that there were three major research and development projects in computer-assisted instruction (CAI) in the early period of its history. Computers have become an important tool for people with disabilities. They use them not only for education but also for communication. A pioneer project for this field is called the PLATO (Programmed Logic for Automatic Teaching Operation) project. The PLATO project began in 1960 at the University of Illinois (Saettler, 1990).

According to Hackbarth (1996), Donald Bitzer conceived the PLATO project at the University of Illinois in 1959. This project was "the tutorial and drill-and-practice models of CAI" (Saettler, 1990, p. 309). PLATO's principal emphasis was "to develop a comprehensive system of hardware and software" (Saettler, 1990:309), and students with disabilities could respond to the computer by touching the plasma panel display, and had an access to thousands of hours of instructional material (Hackbarth, 1996).

Educational technology doesn't concern itself only with technological aspects. It deals with the combination and interrelationship of technology and learning. According to Hackbarth (1996), "there are at least major categories of CBL: drill-and-practice, tutorial, problem solving, simulation, inquiry, electronic performance support system, testing, and programming". These eight categories indicate that teachers are able to choose appropriate computer based learning materials based on the educational goals or aims within a particular learning situation. In other

words, if teachers choose inappropriate materials, it will not be an efficient learning experience for their students.

2.2 Technology Integration in Language Learning

Recently, a growing number of researchers have published studies that provide substantial evidence that technology can play a positive role in academic achievement. Integrating technology into educational programs provides students with additional tools to enhance their learning (Kolb L, 1998; Urtel, M. G.,2008)

Technology supports our efforts to appeal to different learning styles. With a variety of learning tools, students can understand their experiences through verbal, written, spatial, quantitative, and/or graphical means. As a result, many more students become engaged in the learning process. For example, technology is integral to modern science. Modeling the research techniques of biologists, engineers, and other professionals, helps students use technology to measure, document, interpret, obtain, and manage data.

Technology also aids the efforts in supporting teachers. Regardless of their disciplines, few teachers currently receive training in the use of technology. Technology allows us not only to demonstrate teaching strategies, but also to deliver training, which provides teachers with the skills and confidence to become leaders in their classrooms and schools.

One aspect of second language teaching that has received attention over the past few years is the impact of delivery mode on student performance and skill development. In the past decade, the use of technology for foreign language instruction has expanded rapidly and with it has come the expectation that online methods of teaching will supersede other more traditional methods of language learning.

Technology is perhaps the best means to creating an environment conducive to language learning. Technology can support teachers in making language learning faster, easier, less painful, and more engaging, and helps create an optimal language-learning environment. Learning Languages through Technology reflects the many and varied ways teachers are

currently using computers and the Internet and provide a rich resource for both novice and expert educator.

Pusack and Otto (1997) believe that "the strength of multimedia is the synergy derived from presenting content using a variety of modalities (listening, reading, writing, and speaking) that are linked together to provide an in-depth experience." Multimedia also has the advantage of providing students with longer stretches of oral and written discourse embedded within a rich visual cultural context for communication (Garrett, 1991). Technological advances, such as the World Wide Web, connect our students to up-to-date authentic realia and to native speakers. Multimedia thus has the capability to stretch our curriculum beyond the traditional walls of the classroom and to integrate much needed sociolinguistic authenticity into our programs (Meunier, 1994).

Radosevich and Kahn (2006) investigated the use of tablet technology and recording software to enhance pedagogy. They advocate that integrating effective technology into an instructor's pedagogy can further enhance the learning environment and promote a dynamic, student-centered learning atmosphere where the emphasis is on learning by doing rather than learning by note taking. Additionally, they argue that positive outcomes can result as long as the curriculum and the students possess a degree of openness that enable learners to build on prior knowledge and experiences and hope other emergent technologies suited for constructivist learning activities—affect learning outcomes by offering students the opportunity to take greater control over the learning process.

2.3 Online Language Laboratory

This study used two online language laboratories. They are www.esl-lab.com and www.elllo.org. These two websites require no login and password, so they can be accessed by all students. The first online language laboratory is www.esl-lab.com or we call it “Randall’s ESL Cyber Listening Lab”. This online lab is an online, multimedia listening website designed to help ESOL students improve their listening comprehension skills in English. According to the official website of this online language laboratory, it has also been used widely in the US by the hearing impaired with cochlear implants. The use of the online activities is completely free and requires

no login. It is reported that students and teachers from over 150 countries have visited the site since 1998. Website supported through contextual advertising related to topics on the site

Historically, this online laboratory was first established in 1998 in Japan as an independent educational project and is currently being developed in Utah, USA. The original idea for the lab sprang from the realization that few listening materials existed online specifically designed for language learners. All of the materials, including the transcripts, questions, activities, and audio/video, are created and recorded by Randall and his support team.

2.4 Teachers' roles in the Technology Integration in Learning

Díaz L.A and Entonado F.B (2009) on their study highlight some of the possible risks and strengths which may help to improve the role of teachers in face-to-face interaction learning and blended learning methods. They designed their study project by creating various thematic blocks from a training program, with teachers who taught two different groups of students, one of them face-to-face and the other online. The study was designed using a mixed approach of quantitative and qualitative methodology, and focuses on the dimensions of “theoretical content”, “practical content”, “tutor/student interaction” and “design” of the training activity. What they found was, no important differences were observed in the functions of the teacher in the two teaching methods, face-to-face and online; any differences that might exist were usually a consequence of teacher involvement and of the commitment of the institution in programming the learning process.

CHAPTER III

RESEARCH METHOD

3.1 Participant of the study

There were 23 students of English department academic year 2009/2010 participated in this study. They were considered as the intermediate-level users of English as a foreign language.

3.2 Data Collection

This study used a mix approach of quantitative and qualitative method. A quantitative method was used to examine whether there is a significant difference before and after the treatment. Therefore, this study was conducted to see whether there is a significant increase in the participant group before the treatment and after the treatment. Meanwhile, a qualitative method was used to explore the students' experiences during the blended learning was being applied. It includes their perception, experiences, feeling, best-practices, and the lesson-learned.

Pre-test and Post-test Design

Pre-test; the group of participants were given a set of questions on the English proficiency test which contains listening and reading test. In this case, a modified TOEIC-like test had been administered as the standard assessment for the pre-test and the post-test. The treatment was given to the participants by having 5 times meeting using online laboratory. Post-test finally was given to the both group to see whether there is a significant difference between pre-test and post-test.

According to the official website of English Testing System (ETS)®, TOEIC test contain questions that replicate real-life situations that are applicable to the global workplace. TOEIC produces score reports which can provide accurate, meaningful feedback about a test-taker's strengths and weaknesses, along with a description of the English-language strengths typical of test-takers performing at various score levels (ETS, 2011).

As it has been mentioned earlier, the test that had been used in this study was a modified TOEIC-like test. A modified test here means that this study only administered a semi-full version question of TOEIC test, instead of a full version. This is done due to the limited amount of time.

TOEIC test scores provide accurate, reliable measurement of English proficiency — they can be compared regardless of where or when the test is administered. For example, last year's scores of a test taker in Japan can be compared with this year's scores of a test taker in Korea. Because test takers of any background can be compared fairly, companies can use the TOEIC tests to make the most informed decisions and build a more diverse workforce (ETS, 2011)

Interview

Interview was done to all participants to see their perception, satisfactory, and lesson-learned from the use of online language laboratory. In addition, this interview was also intended to investigate in which area they think they improve, how they encounter new learning circumstances, language aspects, cultural exposure to the real context of English.

3.3 Data Analysis

This study used principles of SPSS in analyzing the experimental study. It will specifically use features of SPSS to see the experiment group. A paired t-test will be used to measure whether there is a significant difference between pre-test and post-test. The t-test assesses whether the means of two tests are *statistically* different from each other.

Data got from the interview were analyzed qualitatively and be interpreted based on the students' responses on the three main areas i.e perception, satisfactory and lesson-learned.

CHAPTER IV

RESULT AND DISCUSSION

4.1 Students' Language Proficiency Achievement

A paired-samples t-test was conducted to compare the pre-test of listening score and the post test. This is intended to find out whether or not there is a significant difference before and after the treatment. The treatment had been done 5 times by blending online language laboratory into the listening class. Blending online language laboratory becomes the main integral part of teaching and learning process. The integration of online language laboratory consists of two modes, i.e blended learning in teaching and learning and self-study.

In the blended learning concept, online language learning was used in the main part of teaching and learning activities in the classroom. Students go access the online language laboratory as it is stated on the lesson plan. For example, the students went to the particular link on the <http://www.esl-lab.com> and did some exercises based on the selected topic. Students then did some listening practices, and answered questions based on the section on the website.

The participants were got involved on the treatment with the fixed pattern of the designed meeting. They then were given the follow-up activities by doing their self-study assignments on their own time. It is called by self-study mode.

The students' proficiency test score from the pre-test and post test can be described in the following table;

Table 1. Descriptive Statistics on Listening Section

	N	Minimum	Maximum	Mean	Std. Deviation
listPre	23	65	75	68.22	3.133
ListPost	23	76	90	83.35	4.509
ReadPre	23	66	80	72.52	4.531
ReadPost	23	70	90	82.70	5.022
Valid N (listwise)	23				

Students' Improvement on each section of the modified TOEIC-like Test based on the pre-test and post-test.

Table 2. Paired Samples Statistics on Listening Pre and Post test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	listPre	68.22	23	3.133	.653
	ListPost	83.35	23	4.509	.940

Table 3. Paired Samples Test on Listening Section

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	listPre - ListPost	-15.130	3.279	.684	-16.549	-13.712	-22.126	22	.000

Based on the table above, it can be seen that there was a significant difference in the scores for pre-test listening (M=68.22, SD=3.13) and post-test listening (M=83.35, SD=4.50) conditions; $t(22) = -22.13, p < 0.005$

The students' result on reading section can be seen from the following table:

Table 4. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	ReadPre	72.52	23	4.531	.945
	ReadPost	82.70	23	5.022	1.047

Table 5. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	ReadPre & ReadPost	23	.469	.024

Table 6. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	ReadPre - ReadPost	-10.174	4.942	1.030	-12.311	-8.037	-9.873	22	.000

The above table shows that there was a significant difference in the scores for pre-test reading (M=72.52, SD=4.53) and post-test reading (M=82,70, SD=5.02) conditions; $t(22) = -9,88$ $p < 0.005$

4.2 Student's Perception on Language Learning

This part explains the result of students' interview regarding their perception and satisfaction on language learning by using on-line laboratory. This part also discusses how students encounter new learning circumstances, linguistic aspects, and cultural exposure to the real context of English.

Result of interview shows that almost all the students say that the on-line laboratory is absolutely beneficial for their English learning. They are able to access any information they need easily through this program to support their homework assignments. Some students stated that "from this program I get new knowledge, information and it makes me think about future and what the best for me". In terms of up-date information, students also can search any scholarship information inside and outside the country. This program can help students to prepare their future particularly their further study. "About the benefit, I think the information that I got from the program will be helpful for me. For example about the college life in another

country. If I'll go to study overseas, I will not be surprised because I already know about the situation” the student said.

Regarding the increasing of linguistic skills, the students stated “. In my opinion, this program help me to practice my writing skill and from this program I get new information. I can apply the new words, phrases or sentences that I got from the program in my daily life. For example, when I get new sentences or listen new sentences from listening, I can use them while I'm speaking. I like this program. It is very helpful especially for listening skill”. It can be concluded that on-line laboratory also increases students’ writing, listening and speaking skills for example finding references for their research, doing online assignments of writing and listening, writing on a blog, and speak with friends.

Moreover, regarding the facilities, some students agree that the on-line laboratory in some ways motivate them to study, for example, the complete facilities such as a large room with air conditioner which makes them comfortable and fresh to come up with ideas, to write the ideas. Students said “it feels like we want to stay for whole day in the laboratory”. Language laboratory will be the most wanted hang out place for the students. They do not have to go to internet café because now they have a complete and comfortable laboratory to go in.

This online laboratory is not only helpful for the students but also for the teachers. Teachers can use the language laboratory to teach students. Teachers can use internet to access the information and show the students what the information and how the information works for the students. Students also can explore the material broader and finally they come up with new thoughts or ideas or even questions. The teaching and learning process is running easily and innovatively.

However, there are also several things of on-line language laboratory the teachers should pay more attention. Accessing internet without teacher’s supervision could be destruction for the students. They are able to access anything which means they are able to go on to facebook, youtube, twitter and another social networking and they pay only a little attention to the teacher’s explanation. Therefore, when the teaching and learning process is running, the teacher should guide the students until the end of the process. Some students also point out a problem with the

internet connection which sometimes does not work properly. Overall this idea of the laboratory is a great idea to support language teaching and learning process.

4.3 Blending Online Language Laboratory into Classroom

Blended learning is commonly defined as a mix of the traditional face-to-face teaching approach and the self-directed online approach. According to Cambridge University ESOL, (2010), within the boundaries established by their course, learners can study at their own pace as well as where and when it suits them. Learners have a measure of assurance and motivation in the knowledge that they will be given the opportunity to try out what they have learned in a teacher-led face-to-face session. A strong benefit of blended learning, particularly with large groups, is that it offers a time-effective and personalized way of learning and practicing material. Based on the learning experience learners got from the treatment and interview elicited, materials can be set up by the students effectively on their self-study, and can be more flexible to study on their own time. A large number of students can be challenging in the Indonesian context of teaching and learning. However, with the blended learning concept, materials and teaching delivery mode can be personalized and managed individually.

In addition, blended learning is intended to set the individual student at the centre of the teaching and learning experience. In this concept, learners are empowered and need to be guided in how to take responsibility for their own learning. Teachers can use the face-to-face lessons to address and provide guidance on specific issues and questions that the individual learner may have.

Blended learning denies the misconception of the use of blended learning can replace teachers. Blended learning is designed to offer students flexibility. As technology plays an ever-greater part in our everyday lives, education and language learning needs to respond. In many cases around the world, the use of blended learning courses has become widespread at both the secondary and tertiary level of education. It makes sense that blended learning should offer the opportunity for learners to access more of their course content independently and to work more autonomously.

4.4 Teacher's Roles in Blended Learning

Teacher has an important role to succeed the ICT integration into teaching and learning. This is necessary if the teachers really want to survive in the ICT world of education. In the context of ICT integration, learners' activities very much combine online learning and small group instruction time with teachers. In this integration learning model, teacher's focus has been shifted away from more traditional curricular and administrative tasks into the direction of working with data and providing more individualized support to students. As a consequence, the classroom teacher's role can be more challenging and stimulating, and needs to be expanded to have more result. This change has been led as a result of the shift of the focus in this model from planning lessons and delivering content to being a facilitator of student learning, (Armes, 2012 para.1).

Some of the other core issues of the traditional versus modern methods of teaching are outdated knowledge and information and lack of skills, teachers' attitude, aptitude and authenticity of their sources of knowledge. Owing to knowledge explosion and tremendously fast changing ICT, the teachers sometimes find it rather difficult to cope with the new intellectual challenges being thrown up by the changed global and local context. Therefore, they need to acquire new knowledge, and reliable and authentic information. In present scenario, teachers need to help their students in: how to learn, how to grow in future, how to develop study skills, how to conduct fundamental research, how to examine, evaluate and assess information and also how to question and then dismantle unauthentic structure of knowledge and cognition if need be.

All these expectations may be met only through need-based, goal-oriented and meaningful in-house discussion, conferences, symposia, workshops, refresher and orientation courses, crash courses, capsule courses and subject-based courses, interdisciplinary and holistic approaches to education and quality research and by enriching the existing libraries and making use of the user-friendly ICT with contextually appropriate and firm pedagogical scaffolding. The teacher educators and individual teacher ought to sincerely and persistently work hard toward this goal.

This study shows the importance of teachers' role shift from the traditional roles of instructing and delivering content and grading students' works into more dynamic roles in classroom. Armes C. (2012) suggested that teachers in the blended learning model must show the willingness to learn. Teachers need to prepare to assess, analyze and aggregate data. Armes'

study recommended to use data as an integral part of the planning process for each individual student, groups of students and the whole class, and use benchmark tests and other assessments to direct instruction at different levels (individual, group, class).

In line with the study conducted by Armes, this project also recommends some efforts to help teachers learn their new roles and to understand online learning. Teachers are required to take to try out an online class themselves as part of the required professional development. Having an experienced blended learning mentor as a guide and participating in training on the data management system also is important. With proper professional development, a “traditional” teacher can develop the data-analysis skills needed to get the most out of the blended learning model.

CHAPTER V

CONCLUSION

This study presents the use of online laboratory on listening. This research aims at finding out the impact of using online laboratory on students' listening skills. A paired-samples t-test had been conducted to compare the pre-test of listening score and the post test. Interview is also one of the main instruments in collecting data. Result of research shows that the use of online laboratory can significantly increase students listening skills and reading. It explains the whole information of benefit of online laboratory on listening.

In addition, result of interview shows that students agree that this program has many advantages for to increase their listening skills and also their writing and speaking skills. One thing that is really interesting of this research is students feel that the on-line laboratory in some ways motivate them to study. Moreover, this online laboratory is not only helpful for the students but also for the teachers. Teachers can use internet to access the information and show the students what the information and how the information works for the students.

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APPENDICES

TIME ALLOCATION

NO.	ACTIVITY	MONTH					
		I	II	III	IV	V	VI
1.	Proposal Drafting	■					
2.	Pre-Collecting data Discussion		■				
3.	Collecting data			■	■		
4.	Analyzing data				■		
5.	Report					■	
6.	Seminar						■

BUDGETING

The budget is from PNPB under the program Study Program Development project year 2012

(Attached as follow)

HONORARIUM RESEARCH TEAM

1. Ketua peneliti tahun pertama,Rp.1.440.000 selama 4 bulan	Rp5.760.000,00
2. Anggota peneliti dosen(1 orang) Rp. 1.000.000 selama 4 bulan	Rp4.000.000,00
Sub Total	Rp9.760.000,00

Alat dan Bahan Penelitian

1. Pengadaan tinta printer	Rp200.000,00
2. Pengadaan kertas HVS folio 6 riim @ Rp. 30.500	Rp183.000,00
3. kertas HVS kuarto 10 riim @ Rp. 30.500	Rp305.000,00
4. Pengandaan materi untuk penelitian	Rp307.000,00
5. Perlengkapan tulis menulis untuk 4 peneliti @ Rp. 50.000,-	Rp200.000,00
6. Source person 30 orang x 4 bulan @Rp.30.000	Rp3.600.000,00
Sub Total	Rp4.795.000,00

TRANSPORTASI DAN KONSUMSI

1. Transportasi dan konsumsi pada pembahasan dan penyusunan rancangan awal penelitian untuk 2 orang peneliti selama 5 kali @ Rp. 50.000,-	Rp500.000,00
2. Transportasi dan konsumsi untuk penyusunan fixed proposal penelitian selama 2 kali untuk 4 peneliti @ Rp. 40.000	Rp320.000,00
3. Seminar proposal penelitian 32 orang dosen 35 orang guru Bahasa Inggris dan mahasiswa	Rp500.000,00
4. Transportasi dan konsumsi proses pengumpulan data selama 5 kali untuk 2 peneliti @ Rp. 50.000,-	Rp500.000,00
5. Transportasi dan konsumsi pada pembahasan hasil pengumpulan data selama 5 kali untuk 2 peneliti @ Rp. 50.000	Rp500.000,00
6. Transportasi dan konsumsi pada penyusunan draft hasil penelitian selama 5 kali untuk 2 peneliti @ Rp. 50.000	Rp500.000,00
7. Transportasi dan konsumsi pada pembahasan hasil laporan akhir selama 3 kali untuk 4 orang peneliti @ Rp. 40.000	Rp480.000,00
8. Transportasi dan konsumsi pada penyusunan laporan akhir dan revisi selama 5 hari Rp. 50.000 untuk 2 orang peneliti	Rp500.000,00
Sub Total	Rp3.800.000,00

Pembelian Buku Referensi dan Artikel Jurnal International online	Rp1.050.000,00
Penyusunan dan Pengandaan Laporan	Rp500.000,00
PUBLIKASI DAN SEMINAR	Rp2.500.000,00
GRAND TOTAL	Rp20.855.000,00

RESEARCHER'S BIODATA

RESEARCHER 1:

Name : A R Z A L

Address : Universitas Negeri Gorontalo

Jurusan Bahasa Inggris, Fakultas Sastra dan Budaya

Jl. Jend. Sudirman No. 6

KotaGorontalo, Indonesia 96115

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Indonesia 96128

EDUCATION

Master of Applied Linguistics, University of Melbourne, Australia **Jan. 2006 - Dec 2006**

Thesis title, *Gender Differences in the occurrence of interruptions*

- Introductory Academic Program, Feb. 2006.
- English for Academic Purpose. Oct. – Nov 2005

Sarjana Pendidikan (S.Pd), Bachelor of Education

June 2002

IKIP NegeriGorontalo, Indonesia

A. Professional Development:

Lecturer, UniversitasNegeriGorontalo

Dec. 2003 – Present

- **Teaching**--To teach university students of English and other faculties
- **Research**--To do independent as well as collaborative research
- To do community programs

Head of Faculty's Language Laboratory

June 2010 – Present

Head of Language Training Institute of Mall Computer

June 2001 – Aug. 2002

- To manage the institute for its language and computer training.
- To teach English for informal education

Senior High School English Teacher

June 1999 – June

2001

SMA MuhamadiyahGorontalo

B. Research:

- 1) The Occurrence of Interruptions between Indonesian couple and Australian Couple (International Journal of Education, 2010)
- 2) The Impact of Using online Laboratory toward EFL listening skill, 2010
- 3) Designing Syllabus For 'Skripsi' Writing, IMHERE Project 2008
- 4) Teachers' perception on Supervision, JurnalPenelitiandanPendidikan, Gorontalo 2008
- 5) Problem-based Learning in Teaching Discourse of Business, ELLITE Journal: Gorontalo 2006

C. Conference, Seminar, Workshop & Training:

- 1) International TEFLIN (Teaching English for Foreign Language in Indonesia) Conference. Semarang – Central Java – INDONESIA 2011 (Parallel Speaker)
- 2) Teaching and Learning Innovation Seminar (Speaker), UniversitasGorontalo August 5, 2010
- 3) Educational Technology Seminar&Workshop (Speaker), Kotamubagu District, June 28, 2010
- 4) 43rdInternational TESOL Conference in Boston – MA, USA, March 21 – 30, 2010 (Participant)
- 5) Oregon University Online Course, October 4 – December 4, 2009 (Participant)
- 6) Seminar PemanfaatanTeknologiPembelajaran dalam Pendidikan (Speaker), Wisata Hotel - LuwukSulteng, 8 August 2009.
- 7) A three-day workshop on edutechno (Speaker), Go Inovasi Institute, Gorontalo 23 – 26 May 2009
- 8) Teacher Training on Teaching Young Learners (Speaker), Go Inovasi Institute, Gorontalo, 19/04/2009
- 9) Alumni Training Workshop (Participant), Australian Embassy Jakarta, Feb 12-13, 2009
- 10) International Conference on English Language Teaching 2009 (Presenter&OC), Gorontalo Feb 4-5, 2009
- 11) Workshop on Computer and Assisted Language Learning (OC), Gorontalo 2008
- 12) International Workshop on better education (Moderator), Gorontalo 2008
- 13) Training on Gorontalo Tourism Representative (Speaker), 2008
- 14) National Workshop for English teaching and English Olympics (OC), Gorontalo 2007
- 15) English Teaching Workshop (Presenter), Gorontalo 2007
- 16) CambridgeUniversity Open Day (Participant), Jakarta 2007
- 17) Australian Scholarships Alumnae Workshop (Participant), Australia Embassy 2007

D. Published and unpublished Works:

- 1) The occurrence of Interruptions in the Conversation of Australian couples and Indonesian Couples, International Journal of Education 2009: UPI
- 2) General English (Book), Penerbit: HPMIG Press: Jogjakarta, 2009
- 3) Teachers' perception on Supervision, JurnalPenelitiandanPendidikan, Gorontalo 2008

- 4) Problem-based Learning in Teaching Discourse of Business, ELLITE Journal: Gorontalo 2006
- 5) Designing Essay Writing Syllabus for Indonesian Undergraduate Students of English, Jurnal Nasional Terakreditasi FORUM KEPENDIDIKAN v.27 n.1: Palembang, September 2007

E. Community Development:

- 1) Pelatihan Penggunaan Permainan Edukasi di SDN Iluta Kab. Gorontalo – PNBPN UNG 2012
- 2) Trainers for Entrepreneurship Program, incorporation with CIPSED Project – CIDA 2010 – 2012
- 3) Training on Entrepreneurship for Teenagers in Rural Area, Gorontalo 2010
- 4) Training on Using Eceng Gondok waste as an alternative energy source for Rural Area community (Supervisor on Students' Program), 2010
- 5) Life Skill Training for Drop-out children at the Sentral market of Gorontalo city – 2008 (Supervisor)
- 6) English for Tourism training for the community at Olele village, Bone Bolango - 2007
- 7) English training for the Local Students' Association, Gorontalo - 2008

References

Karmila Machmud: State University of Gorontalo, Indonesia karmila36@gmail.com
 Jonna Meidal: English Language Fellow-USA, jonna.f.meidal@hotmail.com
 Thomas Harding: Director Indoeasy-Australia, thomas@cbn.com.au
 Noni Basalama, Phd: Univ Negeri Gorontalo, Indonesia noni_basalama2004@yahoo.com

RESEARCHER 2:

1. Name : Zulkifli Tanipu, S.Pd., M.A.
2. Place and Date of Birth : Gorontalo, 11 January 1986
3. Sex : Male
4. Religion : Moslem
5. Expertise : Linguistics
6. Occupation : Lecturer at English Department, Gorontalo State University
7. Educational Background : 1. Elementary School No. 28 Kota Selatan
1991 - 1995.
2. Elementary School No. 43 Kota Selatan
1995 - 1997.
3. Junior High School No. 1 Gorontalo
1997 - 2000.
4. Senior High School No. 3 Gorontalo
2000 - 2003.
5. English Department, State University of
Gorontalo 2003 - 2007

6. Magister of Linguistics, Gadjah Mada University 2008 - 2010.
8. Working Experience : 1. Lecturer at English Department, State University of Gorontalo since 2007.
2. Guest Lecturer at Economic and Development Study Department, Gorontalo University since 2010.
3. Guest Lecturer at Accounting Department, Gorontalo University since 2010.
4. Guest Lecturer at Management Department, Gorontalo University since 2010.
5. Instructor of TOEFL at Center for Language Development And Overseas Study Preparation, State University of Gorontalo since 2010.
6. Instructor on Teacher's Training Program
7. Guest Lecturer at Muhammadiyah University
9. Seminar and Workshop : 1. International Congress and Seminar on Linguistics in Batu, Malang 2009.
2. International Congress Seminar on Linguistics in Bandung 2011.
3. International Workshop on Field Linguistics in Bandung 2011.
4. International Workshop on Lexicography 2011
10. Research : 1. Pemberdayaan Media Flash Cards Dalam Meningkatkan Kemampuan Siswa Sdn 85 Kota Tengah Dalam Menguasai Kosakata Bahasa Inggris 2006.
2. A Descriptive Study on Syudents' Ability in Finding Natural Lexical Equivalent in Translating English Literary Works.
3. Analisis Kesalahan Penerjemahan bahasa Inggris ke bahasa Indonesia: Studi Kasus di Pusat Pelatihan Bahasa dan Penyiapan Studi Luar Negeri Universitas Negeri Gorontalo.

CATATAN KEGIATAN

Hari : 12 April 2012
Kegiatan : Pembahasan Perencanaan Pre-Test
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pembahasan mengenai rencana akan dilaksanakan tes
2. Pre-test disepakati dilaksanakan 26 April 2012
3. Pre-test akan dilaksanakan bertempat di Laboratorium bahasa UNG

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 26 April 2012
Kegiatan : Pengumpulan Data
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pelaksanaan Pre-Test terhadap peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Jumlah Peserta yang mengikuti Pre-Test 23 orang

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 27 April 2012
Kegiatan : Pembahasa Data Pre-Test
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :

1. Setelah pengumpulan data, diadakan pembahasan data dari Pre-Test
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi hasil data pre-Test 23 orang

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 8 Mei 2012
Kegiatan : Treatment
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :

1. Pemberian Treatment pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data treatment data

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 15 Mei 2012
Kegiatan : Treatment
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG

Uraian Kegiatan :

1. Pemberian Treatment pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data treatment data

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 22 Mei 2012
Kegiatan : Treatment
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG

Uraian Kegiatan :

1. Pemberian Treatment pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data treatment data

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 29 Mei 2012
Kegiatan : Treatment
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pemberian Treatment pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data treatment data
Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 5 Juni 2012
Kegiatan : Treatment
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pemberian Treatment pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data treatment data
Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 12 Juni 2012
Kegiatan : Pelaksanaan Post-Test
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG

Uraian Kegiatan :

1. Pemberian post test pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Peserta hadir 23 orang

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 14 Juni 2012
Kegiatan : Pengambilan data lewat Interview Peserta
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG

Uraian Kegiatan :

1. Pengambilan data lewat interview peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data Interview

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 15 Juni 2012
Kegiatan : Pembahasan Hasil Test dan interview
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pemberian Hasil penelitian pada peserta
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data Post Test dan hasil interview
Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 25 Juli 2012
Kegiatan : Pembahasan draft laporan hasil
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pembahasan draft laporan hasil
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data Post Test dan hasil interview serta draft hasil
Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 7 Agustus 2012
Kegiatan : Pembahasan Perbaikan dan revisi draft hasil
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pembahasan Perbaikan dan revisi draft hasil
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data Post Test dan hasil interview

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 28 Agustus 2012
Kegiatan : Pembahasan revisi draft
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pembahasan revisi draft
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi data Post Test dan hasil interview serta draft hasil

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 4 September 2012
Kegiatan : Pembahasan Revisi Laporan Hasil
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pembahasan Revisi Laporan Hasil
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi revisi laporan

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 11 September 2012
Kegiatan : Monitoring Evaluasi dan Penyusunan Laporan Akhir
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Monitoring Evaluasi dan Penyusunan Laporan Akhir
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi revisi laporan dan Laporan Akhir

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

CATATAN KEGIATAN

Hari : 27 September 2012
Kegiatan : Pencetakan dan Penggandaan Laporan Akhir
Pelaksana : Arzal dan Zulkfli Tanipu
Lokasi : Laboratorium Bahasa UNG
Uraian Kegiatan :
1. Pencetakan dan Penggandaan Laporan Akhir
2. Tempat pelaksanaan di Laboratorium bahasa UNG
3. Dokumentasi dan persiapan penyerahan Laporan Akhir

Pelaksana Penelitian,

ARZAL

ZULKIFLI TANIPU

BUKU CATATAN KEUANGAN PENELITIAN
(LOG BOOK KEUANGAN)

1. Program Penelitian : PNBP Pengembangan Program Studi tahun 2012
2. Nama Peneliti : Arzal, S.Pd.,M.App.Ling
3. NIP : 198103012003121001
4. Judul Penelitian : Blending Online Language Laboratory into Classroom
5. Anggota Peneliti : Zulkifli Tanipu, M.A
6. Sumber Dana : PNBP 2012
7. Jumlah Dana : Rp 20.855.000,00
8. Nomor SK : /UN47/2012, tanggal 10 April 2012

PENGUNAAN KEUANGAN

NO.	Tanggal	Uraian Penerimaan / Pengeluaran	Jumlah dana (Rp)	No. Nota	Saldo
		SALDO			Rp. 20.855.000,-
1.	1 April 2012	Alat dan Bahan Penelitian			
		1. Pengadaan tinta printer	Rp200.000,00		
		2. Pengadaan kertas HVS folio 6 riim @ Rp. 30.500	Rp183.000,00		
		3. kertas HVS kuarto 10 riim @ Rp. 30.500	Rp305.000,00		
		4. Penggandaan materi untuk penelitian	Rp307.000,00		
		5. Perlengkapan tulis menulis untuk 2 peneliti @ Rp. 100.000,-	Rp200.000,00		
		6. Source person 23 orang selama 4 bulan	Rp. 2.600.000,-		Rp17.060.000,00
2.	4 April 2012	Transportasi dan konsumsi pada pembahasan dan penyusunan rancangan awal penelitian untuk 2 orang peneliti selama 5 kali @ Rp. 50.000,-	Rp500.000,00		
3.	10 April 2012	Transportasi dan konsumsi untuk penyusunan fixed proposal penelitian selama 2 kali untuk 2 peneliti @ Rp. 80.000	Rp320.000,00		
4.	12 April 2012	Seminar proposal penelitian 20 orang dosen dan 35 mahasiswa dan peserta lain	Rp500.000,00		
5.	26 April 2012	Transportasi dan konsumsi proses pengumpulan data selama 5 kali untuk 2 peneliti @ Rp. 50.000,-	Rp500.000,00		
6.	15 Juni 2012	Transportasi dan konsumsi pada pembahasan hasil pengumpulan data selama 5 kali untuk 2 peneliti @	Rp500.000,00		

		Rp. 50.000		
7.		Transportasi dan konsumsi pada penyusunan draft hasil penelitian selama 5 kali untuk 2 peneliti @ Rp. 50.000	Rp500.000,00	
8.		Transportasi dan konsumsi pada pembahasan hasil laporan akhir selama 6 kali untuk 2 orang peneliti @ Rp. 40.000	Rp480.000,00	
9.		Transportasi dan konsumsi pada penyusunan laporan akhir dan revisi selama 5 hari Rp. 50.000 untuk 2 orang peneliti	Rp500.000,00	Rp13.260.000,-
10.		Pembelian Buku Referensi dan Artikel Jurnal International online	Rp1.050.000,00	Rp. 12.210.000,-
11.		Penyusunan dan Penggandaan Laporan	Rp500.000,00	Rp. 11.710.000,-
12.		Pembayaran Honor Ketua peneliti tahun pertama,Rp.1.440.000 selama 4 bulan	Rp5.760.000,00	Rp. 5.950.000,-
13.		Honor Anggota peneliti dosen(1 orang) Rp. 1.000.000 selama 4 bulan	Rp4.000.000,00	Rp. 1.950.000,-
14.		PUBLIKASI DAN SEMINAR	Rp1.950.000,00	Rp. 0