

# The Implementation of Blended Learning in Teaching Reading Comprehension at the Senior High School

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## Abstract

*Reading is an important activity for obtaining information. This research tries to investigate the use of blended learning in teaching reading, and the purpose is to describe: the implementation of Blended Learning in teaching reading comprehension, the outcome of using Blended Learning in teaching reading toward the student's mastery of reading, and the advantages and disadvantages of Blended Learning in teaching reading comprehension. This research employed a qualitative research approach to describe data. This research used a descriptive qualitative type of research. The data collection was done by using observation, interviews, and documentation. The source of data were social situations, participants, and documents, and to take the data uses, purposive sampling. The sample is XC. In addition, the steps of analysis in research are data reduction, data display, and conclusion and verification. The result of this research is there are three procedures of using blended learning: pre-activity, whilst activity, and post-activity. The outcome of implementing blended learning is the student's achievement better. The advantages are: the students can access the internet to get more information, are more accessible to answer the exercise and translate the reading, be more accessible to understand the text, and it is more practical and effective. The disadvantages are the internet signal, power outages, the ability to operate the computer application, facility of the computer itself. In addition, there is a suggestion for future research. The researcher invites the other researchers to do another study on blended learning.*

**Keywords:** teaching; reading; blended learning

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## **1. INTRODUCTION**

Reading is emphasizing in the text that must be understood by the student through books, magazines or the internet, etc. Students are expected not to only read the readings at a glance, but also to understand the content of the reading as a whole. As it is known that there are many problems in terms of education. To build a high reading skill, teachers should use a variety of learning methods are varied in reading learning. Here, the role of the teacher in selecting the appropriate reading method to achieve the goal of reading is indispensable. Reading is the ability to extract meaning from printed text and interpret it appropriately (Grabe and Stoller, 2002). Because reading provides so many advantages in life, reading activities should be heavily emphasized in school. Reading is required for all activities to take place. Reading has an important role in everyone. When people read, people can get the information needed Judging from the students 'understanding of reading ability, students' skills in reading comprehension is still relatively low. It can be seen from the students' ability to answer questions about the readings that have been read aloud repeatedly alternately, the results of students still take a long time do answering the questions. In addition, when the result was still a lot of work to be matched less correct answers. Learning methods that used teacher is monotonous. It makes students feel bored in the process of reading learning, so there are students who are sleepy and dreamy. The students also had difficulty in comprehending the English text. Especially if the teacher cannot present at the meeting learning, teacher gives assignments to the students. Students become hampered in terms of obtain the knowledge. This resulted in the value of students being dropped off. In this problem, the teacher must find a solution so that the students still get their rights as students and teachers still fulfil their obligations as an educator. Teachers should be more thoroughly and creatively to find that more interesting the learning model to obtain a solution to these problems. Based on the condition and problems, the researcher conducted research using blended learning. Blended learning is a teaching method based on IT. The use of Blended Learning in reading learning is very modern and varies. The reading learning not only can be done directly (face to face), but also can be done through the Internet media. So, by using the Blended Learning, teachers can create a situation conducive learning and modern. Based on the background of the problem above, this paper discuss about: 1) The implementation of Blended Learning in Teaching Reading Comprehension to Senior High School, 2) The outcome of using Blended Learning in teaching reading toward the student's mastery in reading, 3) The advantages and disadvantages of the implementation of Blended Learning in Teaching Reading Comprehension.

## **2. LITERATURE REVIEW**

### **2.1. Reading**

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately and in your own words. Even when paraphrasing an author's work, you still must provide a citation to that work. When directly quoting an author's work, provide citation marks at the beginning till the end of the citation, and page number is necessary to be noted besides the name of the author and year of publication.

Reading is a process to understand the message conveyed by the text both implicitly and explicit. There are six purposes obtained from reading according to Grabe and Stoller (2002), among others reading to search for simple information and reading for skimming, reading to learn from texts, reading to integrate information, reading to write (or search for information essential for writing), reading to critique texts, and reading for general comprehension are all examples of reading. Reading comprehension is a process of thinking and interacting between the reader with the text, the reader with ideas contained in the text to prior experience and knowledge to know and understand the topic of the reading. Reading is given significant focus in foreign language teaching, it is fundamental skill that provides humans with a wide range of scientific information, understanding the message's content is at the heart of reading activities (Richard and Renandya, 2002; Islahiah et al, 2015; Alyousef, 2009 and Permana et al, 2019)

## **2.2. Teaching Reading**

Teaching is an activity used to provide and explain a science. Based on Brown (2000) Teaching is the process of guiding and encouraging learning, allowing the learner to learn, and creating the conditions for learning. Teaching is an activity that can help the students to understand about the material or knowledge. In the teaching activity, there are some elements of teaching that must be presented in it. This element linked and inseparable relationship. The elements of teaching consist of learners, teacher and material based on Edge (1999). Teaching reading is an activity that involves reading text and the reader or to generate an understanding of the material or reading. Reading instruction normally consists of at least two components. For starters, it might relate to instructing students who are learning to read for the first time. A second facet of teaching reading is training learners who already know how to read in their first language (Nunan ,2003). All of these are very important to pay that teacher teaching reading process can run smoothly and learners can receive knowledge well

## **2.3. Narrative Text**

Narrative text is a kind of text which retells the events that have occurred in the past. Based on Anderson (2003) "A narrative is a text that tells a story and, in doing so, entertains the audience". The example of narrative text based on Anderson (2003) that is, myths, fairy-tale, aboriginal dreaming stories, science fiction. "The purpose of a narrative, other than providing entertainment, can make the audience think about an issue, teach them a lesson, or excite their emotions" based on Anderson (2003). Narrative text has a constructing, the steps for constructing a narrative text are orientation, complication, sequence of event, resolution, and coda

## **2.4. Blended Learning**

Blended Learning is one of the modern learning methods that always follow development of the era. Blended Learning is combining online and face-to-face instruction. The primary premise of blended learning is to integrate face-to-face communication with written communication done online, so that the strengths of both can be used to achieve good communication. Blended learning can be applied to all disciplines in practice by employing social media (online media). In English class, for example, e-mail, blogs, messenger, YouTube, and so on. Blended learning approaches set new expectations for teachers and students to fulfil their goals of

learning English more effectively. The concept of blended learning stems from a knowledge of the relative strengths of face-to-face and online learning. This can allow for the rethinking of typical classroom learning environments. Blended learning is learning outside of the traditional classroom setting by utilizing information technology to offer learning resources. To improve learning results, a combination of two types of learning environments, physical classroom learning and online learning, is used. The combination of traditional face-to-face and internet approaches. A combination of several delivery mediums that are intended to complement one another and facilitate learning and implementation of taught behaviour (Bonk et al, 2004; Kudrik et al, 2009; Kim 2007 and Singh 2003).

### **3. METHODS**

The research approach used by the researchers is a qualitative research approach to describe data. Based on Bogdan and Biklen (2007), "Qualitative research is descriptive. The data collected take the form of words or pictures rather than numbers". In other words, qualitative research is a kind of research procedure producing the descriptive data formed both written and spoken. The researcher can get the data from observation, interview and documentation. In this research, the source of data are the social situation, participant and informant, and documents. In the research, the researcher uses the purposive sampling. Purposive sampling is taken based on the capabilities of the students in each class. Classes that have a greater ability is class XC. This research uses three techniques in collecting data, these are observation, interview, documentation. The researcher uses Data Triangulation to check the validity and reliability of the data collections in the research. This researcher uses the analysis descriptive qualitative to analyse the data.

### **4. RESULTS AND DISCUSSION**

Present the results of your work. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes in the Discussion.

#### **4.1 The Implementation of Blended Learning in Teaching Reading Comprehension to the Senior High School.**

In the teaching learning process, the teacher uses three steps in the teaching process these are pre-activities, while-activities, and post activities. In first meeting, those are: First, the teacher greets the students. Second, the teacher invites the students to pray together. Third, the teacher checks the students' attendance list and ask who is absent in the meeting. Fourth, the teacher gives review about the last material. Fifth, the teacher asks the students about the material today. Sixth, the teacher explains about the aim of lesson. Seventh, the teacher explains about the benefit of the teaching activity. In the second meeting, the activities done by the teacher through internet that is using skype, those are: First. The teacher gives greeting to the students. Second, the teacher invites the students to pray together. Third, the teacher checks the students' attendance list and ask who is absent in the meeting. The last, the teacher gives review about the last material.

Whilst-activities in first day are: First, teacher explains about narrative text. Second, teacher gives example about the narrative text. Third, teacher asks the student to read the text. Fourth, teacher asks the students about generic structure and language feature of narrative text. Fifth, teacher gives correct answer about the generic

structure and language feature of narrative text. Before teacher gives exercise, teacher asks students to divide small group. One group consists of three until four students. Then, each of group determine the moderator of the group. Next, teacher give narrative text to each group. Teacher asks each group to read and understand about the text. Teacher asks the student to do exercise. After students finish, teacher asks the group to read the story and answer the questions randomly. The teacher asks the other group if they have different opinion and they asked to show the different opinion. Then, teacher gives correct answer to the students. Students give reward to the group who has good score. After that, teacher asks the students to collect the exercise. The teacher gives score to the students. The last, teacher gives homework to the students. It is individual assignment. The teacher asks the student to do exercise and send the result of the homework to the teacher's email. In second meeting, whilst-activities through internet uses skype, these are: the teacher asks the students about the homework. The teacher asks the students about definition, purpose, generic structure, and language feature of narrative text to the students. It aims to know what the students still remember about the previous material or not. Before checking the students' answer together, teacher asks the student to read aloud the text. After that, teacher asks the students to mention about the generic structure and language feature based on the text. The teacher gives correct answer about the text. Next, teacher asks student to answer the question based on the text randomly. After that, teacher gives the correct answer to the students. From here, the teacher knows about the understand and ability from each student. After the activities finish, teacher gives score to the student and teacher informs about the best score. Then, teacher gives back the result of the exercise to each student through email. Post-activities in first meeting and second day uses skype, that are: First, the teacher gives conclusion about the material that is narrative text. Second, the teacher does evaluation about the learning process. The last, teacher gives greeting to the student to end the lesson.

#### **4.2. The Outcome of Using Blended Learning in Teaching Reading Toward the Students Mastery in Reading on Senior High School**

There are some outcomes from the implementation of Blended Learning in teaching reading toward the student's mastery in reading on First Grade Senior High School, as follows: First, the students' percentages more increase after learning using blended learning. It makes the students achievement better. It can be seen from the students score. There are high scores and middle score. The students who have high score (90-100) are 16 students, and middle scores (80-90) are 16 students. Second, the students more active, enthusiastic, and enjoy in teaching learning process using blended learning. Third, the students get more vocabulary after using blended learning. Fourth, the students more understand about the story after using blended learning. Fifth, the students know about the pronounce words correctly. Sixth, the students have more new experience and knowledge in learning reading using blended learning.

#### **4.3. The Advantages and Disadvantages of the Implementation of Blended Learning in Teaching Reading Comprehension to the Senior High School**

There are some advantages and disadvantages of blended learning in teaching reading comprehension to the first grade senior high school. The advantages of blended learning in teaching reading comprehension to the first grade senior high school as follows: First, the students get more knowledge and vocabulary. Second, the students be more active, enjoy, and enthusiastic in teaching, learning process.

Third, the students can be easily understanding and translate the story. Fourth, the students can do the exercise properly. Fifth, the students could get lessons although the teacher cannot go to class.

However, there are some advantages and disadvantages of blended learning in teaching reading comprehension, as follow: First, the quality of sound and picture are not clear if the internet network has trouble. Second, if there is power outages in school, the students cannot use LCD or other. Third, the students can operate the computer application to carry out the blended learning well. Fourth, all of students must have the computer so they can send something (task, or anything else) through email, Facebook, etc.

## 5. DISCUSSION

The Implementation of Blended Learning in Teaching Reading Comprehension to the Senior High School 1 *Mejayan*. Blended Learning is a modern method which combining traditional method (face-to-face) and online. Based on the observation which is done, the researcher knows about the situation of the teaching and learning. There are two activities in teaching and learning process, that is teacher and students' activities. The teaching learning process has three steps, these are pre-activities, whilst activities, and post activities. So, it can be concluded that in design the teaching using blended learning does not measure one design but the design is measured by the condition of the organization itself.

The Outcome of Using Blended Learning in Teaching Reading Toward the Students Mastery in Reading on Senior High School 1 *Mejayan*. There are high scores and middle score. The students who have high score (90-100) are 16 students, and middle scores (80-90) are 16 students. The data has been collected from observation and interview. From the question for the students and teacher, the researcher gets the data to know about the outcome from implementation of blended learning in teaching reading. From the result, the research which is done by the researcher get the outcome that the students' ability of reading is positive. The outcome of implementation of blended learning is same with the other result of observation, that is have a positive effect. It has more specific result, these are the students more enthusiast and active in the learning process, and almost all students increase in reading, for example the students can pronounce the word correctly, add vocabulary, be easier to understand and interpret readings, and add knowledge.

The Advantages and Disadvantages of the Implementation of Blended Learning in Teaching Reading Comprehension. In this part, the researcher will discuss about the advantages and disadvantages of using blended learning in teaching reading comprehension. The data has been collected from observation and interview. The researcher did the interview with the teacher and students. The advantages for the teacher are the teacher can compare the traditional teaching (face to face) and use internet. In other hand, the teacher can teach the students although the teacher cannot stay in the class. The teacher can teach the student through internet by using skype or others. The teacher also can use email in teaching process, such as the students send the exercise through email. It is same with the outcome from the researcher, that is the teacher can teach the students although the teacher cannot come to the class or face-to-face. The teacher can teach the student through Twitter, Skype, Facebook, blogs and You-Tube. It is very helping the teacher in teaching learning process.

The researcher concludes that there are many advantages of blended learning for students, these are can get more information from internet, can be easier to answer the questions and translate the text, be easier understand about the text, simpler, and more effective because if the teacher cannot teach in class, the students

can learn through internet. From the teacher and students answer, it can be concluded that blended learning has many advantages for teacher and students, these are (1) blended learning can facilitate the teaching learning process, (2) blended learning can make the students more enthusiast and active in teaching learning process so the situation in classroom can be funny. Blended learning makes the students and teacher be better in teaching learning process. In addition, the blended learning can help the students and teacher in learning process. Beside the advantages, blended learning also has disadvantages for the teacher and students. For the teacher, the advantages of blended learning are if the internet has trouble signal so the quality of sound and picture are not clear. According to students, blended learning has many disadvantages, these are: internet signal is trouble, power outages, the ability of student in the use of computer application, and facility of computer itself. Beside it, there students who have not the laptop. From these students and teacher answer, the researcher concludes that there are many disadvantages of blended learning, these are: (1) internet signal, (2) power outages, (3) ability of operate the computer application, and (4) facility of computer itself.

## 6. CONCLUSION

The researcher applies the blended learning in teaching reading comprehension to the first grade Senior High School 1 *Mejayan* by the conducting several steps. In the blended learning, the teacher uses online learning, and face-to-face learning. Before the teacher begins the lesson, the teacher prepares the lesson plan, RPP, and material. The next step is presentation, that is pre-activities, whilst activities, and post-activities. Pre-activities in first meeting consist of greeting, praying together, checking attendant list, reviewing the previous material, asking the students about material today, explaining the purpose of learning, and explaining about the benefits of learning. Beside it, pre-activities in second that is through internet (online) meeting consist of greeting, praying together, checking attendant list, reviewing the previous material. Whilst activities in first meeting consist of dividing into group, giving text, asking students to read, students are doing the exercise with the group, checking the exercise together, giving reward, giving score, and giving the homework. Whilst activities in second meeting consist of asking about the homework, checking the homework together, giving score, publishing the best score, giving the result of exercise through email. Post-activities in the first and second meeting consist of giving conclusion, teacher is doing evaluation, and greeting.

The outcome from implementation of blended learning in teaching reading toward the student's mastery in reading, these are: The students' percentages more increase after learning using blended learning. It makes the students achievement better. It can be seen from the students score. There are high scores and middle score. The students who have high score (90-100) are 16 students, and middle scores (80-90) are 16 students. The students get more vocabulary, know about pronounce the word correctly, be easier to understand and interpret readings, and add new knowledge.

There are some advantages and disadvantages of teaching using blended learning. The advantages of blended learning for teacher, these are teacher can teach the students although the teacher cannot stay in classroom, and the teacher can compare between online learning (modern) and face-to-face learning (traditional). Beside it, for the students', blended learning has advantages, these are the students can access from internet so that the students get more information, be easier to answer the question and translate the reading, be easier understand about the reading, more

practical, and more effective because if teacher cannot teach in class, the students can learn through internet. In other hand, the blended learning also has disadvantages, these are about the internet signal, power outages, ability of operate the computer application, and facility of computer itself.

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