

Investigating in Students' Reading Comprehension through Blended Learning

Reni Oktarina*, Vera Yulia Harmayanthi, Sulistianingsih
English Education, STKIP Kusuma Negara, Indonesia
*renioktarina@stkipkusumanegara.ac.id

Abstract

Blended learning is a combination of learning between ordinary learning "using books" in class or traditional and learning that uses the internet or online outside using technology that helps students to quickly respond to learning materials. Blended Learning is important, because it breaks down the walls of traditional teaching that is not suitable for all today's students with access to increasingly modern technology and resources so that teachers can tailor the learning experience to each student. Blended Learning also offers a flexible time frame that can be personalized for everyone both in the classroom and outside the classroom using specific applications that can be tailored to learning needs, and Blended Learning offers students the ability to learn at their own pace. Blended Learning in teaching reading comprehension in detail, this study describes several studies as a reference for the readers, it can investigate the similarities and differences used by each researcher. The results of using Blended Learning in teaching reading comprehension social media will give many benefits to teachers and students. The features in the application ease the students to be exposed to various types of reading topics and materials. Blended Learning can increase students' motivation, stepping away from generic texts, which may have no relevance for individual students.

Keywords: blended learning, learning investigation, reading comprehension.

1 INTRODUCTION

Reading is an activity undertaken to obtain information. By reading, one gets more knowledge. Reading does not necessarily need to look at everything in a given piece of text. Like for example in learning English, readers will get the new vocabulary and can practice language skills, communication, and can also share information and ideas. Reading is associated with text comprehension because the main purpose of reading is to comprehend the text. Reading comprehension is a complex process of how constructing meaning, and understanding the text to be able to discover information in the text by using the skill of thinking highly. Reading comprehension in students needs to develop a cognitive process to stimulate thinking skills for finding out the meaning of the word and sentence in the text.

Reading comprehension involves much more than readers' responses to tests. That reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself (Klingner, Vaughn, & Boardman, 2015). The uses technology for teachers must be able to open learning opportunities with different methods or techniques by utilizing technology that is familiar to every student. With current conditions, teachers can take advantage of blended learning for teaching and learning activities, because when technology is integrated into school lessons it will make students more interested and excited, besides that it can make students focus longer with the learning delivered by the teacher.

Blended learning can help students learn at home before the actual learning begins in school so that when in the classroom, students and teachers can have a good discussion because students have been informed beforehand about learning that will be applied in the classroom. The blended learning method combines traditional teaching with technology. Blended learning integrates innovative advancements and technology in the form of online learning with collaboration and participation in traditional forms of learning. Students gain a broad awareness of the benefits of technology with this strategy. Online learning helps to meet the demands of student connectivity and fosters hopes and requests for higher quality learning experiences and results.

The implementation of students is demanded to learn extensively. It means that students are given the freedom to deepen a topic given by the teacher. Blended learning is implemented just like the usual classroom learning in the offline class, but in the online class, blended learning is usually implemented by using the application. The role of the teacher in blended learning is the leader. The teacher guides student on how to find the information about learning material, integrate information and demonstrate knowledge through the application, manage project-based learning activities, keep students on-task. Based on the study results, the researchers also stated that blended learning can be successfully adopted in reading comprehension.

2 RESEARCH METHODS

This research is a type of library research where data collection is done through books, notes, or reports on the result of previous research. This study uses a qualitative approach. The technique of the research is a literature review. This study aims to determine how the effects of Blended Learning to improve students' reading comprehension are understood based on written materials (books, journals, and undergraduate theses) found on the World Wide Web from 2015-2020. And in this study, researchers analyzed from three sources: 1) Enhancing Students' Reading Skill through Blended Learning by Employing Slack Mobile Application by Maulida and Aryanto (2018); 2) Using Blended Learning Model in Teaching the Second Grade Students' Reading Comprehension of Exposition Text at SMA Yapip Makassar by Alnuari (2018); 3) Investigating the Effect of Blended Learning Activity in Teaching Reading at Second Grade Senior High School by Humaira and Asbah (2019).

Based on data analysis, the application of Blended Learning in improving students' reading comprehension by utilizing technology, it was found that there was an increase in results or better scores compared to learning that is usually done in the classroom using textbooks, although in practice the researcher faced problems regarding the lack of knowledge. Students in utilizing technology as a learning resource, but by explaining to students the procedure for its use students can follow well what the researcher says.

Based on this research, it can be concluded that the use of Blended Learning in improving students' reading comprehension as a teaching and learning activity not only to be carried out in the classroom but also outside the classroom is certainly the right solution.

3 RESULT AND DISCUSSION

3.1 The concept of using Blended Learning in teaching reading comprehension

Blended learning is a combination of learning between ordinary learning "using books" in class or traditional and learning that uses the internet or online outside using technology that helps students to quickly respond to learning materials, with this combination, students in addition to listening to exercises by the teacher. Students can also be trained from questions obtained from the internet. Not only that, but blended learning also allows schools to teach their students more efficiently. And because students are required

to use digital and online technologies in blended learning situations, they naturally acquire more technological literacy and are more reliable in using technology.

In the research conducted by Maulida and Aryanto (2018) that the use of Slack in blended reading classes at the Senior High School level is customizable. There are at least three main stages of reading activities that happen in the classroom: pre-reading, whilst-reading, and post-reading. By conducting some parts of the reading stages online, it will be beneficial in saving time and extending students' activities and interactions in the classroom. Several steps will be suggested from the preparation until the closing activity by using the three-reading phase technique.

In the research conducted by Alnuari (2018) that the experimental class applied Blended Learning in treatment and the controlled class received usual treatment or conventional ways as the habitually of the teacher and students in the learning process, here the conventional method was the speech method. Both groups were given pre-test and post-test.

In the research conducted by Humaira and Asbah (2019) that in these Blended Learning classes, students work at their own pace without knowing that they may be doing different jobs than their peers. Of course, to take advantage of these benefits, it takes hard work on the part of the teacher to make sure everything runs smoothly. The right classroom culture is critical to the success of Blended Learning. Students should have their learning and feel empowered to help those around them when the situation calls for it. researchers found that it is very important to review Digital Citizenship every year. It is also important to discuss the benefits of Blended Learning to allow each student to get the personal practice they need. Teachers should talk to students about the importance of respecting each other's space and time when they are working alone as well as the proper way to work in small groups. Another strategy used to support this culture of student ownership is to introduce student trainers. Students can enlist the help of these trainers not only to keep students engaged but also to enable teachers to work one-on-one or in small groups with students who need it.

The concept of applying Blended Learning itself is the result of the rapid development of technology and the emergence of the internet in the field of education. This is proof that the realization of developing technology can also play an important role in daily classroom routines especially in terms of learning and discussion here, namely as a key component to make quality reading. In addition, in the field of reading comprehension, especially web-based reading, students can access meaning according to the needs students are looking for to find out. Likewise, by using e-learning, students can access learning materials easily anytime and anywhere. This allows teaching and learning activities not only to be carried out in the classroom but also outside the classroom and this is certainly the right solution that can be applied to improving students' reading comprehension.

3.2 The result of using Blended Learning in teaching reading comprehension

The result of using Blended Learning in teaching reading comprehension is that this teaching can effectively improve students' reading comprehension. This is evidenced by the results of a study from Maulida and Aryanto (2018) that improving students' reading comprehension through blended learning will give many benefits to teachers and students. The features in the application ease the students to be exposed to various types of reading topics and materials. By using the sharing feature, students can have much input from various websites. Other features such as direct comments train the students to be critical and creative in giving comments. It also trains the students to start giving appreciation to other's work. The role of teachers is not neglected as they act as the facilitator who controls and guides the students to follow the activities online and offline.

The practical consideration of blended learning delivered in this paper is expected to contribute to an effective way of teaching reading at the Senior High School level. In addition, it is also proven by the experimental results by Alnuari (2018) that using

Blended Learning is effective for being implemented because Blended Learning improved the students' reading comprehension. The data analysis there was significant improvement of the students' post- test of experimental class from 20 students of SMA Yapip Makassar, there were 5 students who got good scores, 5 students got a fairly good score, 9 students got a fair score, and 1 student got the poor scores. The test value was 2.366 and the table was 2.042, which mean Blended learning is effective for improving students' reading comprehension, and it is possible to make students use their phone to learn. The results of experimental research are also stated by Humaira and Asbah (2019) that Blended Learning has a positive effect on teaching reading. The mean score of the experimental group was 14,21 higher than the control group was 8,42 it showing that the spread of subjects' scores in the experimental group was closed to each other. It showed by the significant value of $t_{\text{test}} > t_{\text{table}}$. It means that Blended Learning of reading is effective in teaching students (alternative hypotheses) were accepted because the t-test was higher than the t-table. The Blended Learning of reading is extremely important, it can increase students' motivation, stepping away from generic texts, which may have no relevance for individual students.

In other words, based on the result proven by the three studies above, the use of Blended Learning is considered capable of improving students' reading comprehension. Besides that, the researchers believe in the importance of using blended learning programs in developing students' reading, where the use of various multimedia could help students employ reading comprehension in daily activities.

3.3 The obstacles encountered in the use of Blended Learning in teaching

Based on several related studies, there are several obstacles that researchers encountered in the application of Blended Learning in improving reading comprehension as found by Alnuari (2018) that most of the students often do not use the internet for academic purpose. It is revealed that they only use the internet for chatting with their friends, playing video games, or streaming videos that are only for entertainment. It is hardly found that student employs internet access for academic purposes or online learning. And obstacles were also found in the research by Humaira and Asbah (2019) that our students have good access to modern technologies, but they do not make use of them in their learning in general and English learning in particular even though has many facilities, one of them have internet network and the teachers do not use it, they are only using old learning model which just using books or manual model.

From the two obstacles described by the two studies above, it is different research by Maulida and Aryanto (2018) because in this study the researcher did not reveal any obstacles in implementing Blended Learning in teaching reading comprehension for the Senior High School. Based on the three studies it was found that one study did not exist, so it can be said that the obstacle in using blended learning lies in the lack of knowledge of students in using technology as a learning tool, and this solution can be given to teachers to focus students more on technology-based learning.

4 CONCLUSION

Blended learning is a combination of learning between ordinary learning "using books" in class or traditional and learning that uses the internet or online outside using technology that helps students to quickly respond to learning materials, with this combination, students in addition to listening to exercises by the teacher. Blended Learning is important because it breaks down the walls of traditional teaching that is not suitable for all today's students with access to increasingly modern technology and resources so that teachers can tailor the learning experience to each student. Blended Learning also offers a flexible time frame that can be personalized for everyone both in the classroom and outside the classroom using specific applications that can be tailored to learning needs, and Blended Learning offers students the ability to learn at their own pace. Blended Learning in teaching

reading comprehension in detail, this study describes several studies as a reference for the readers, it can investigate the similarities and differences used by each researcher.

Three studies showed the results of using Blended Learning in teaching reading comprehension social media will give many benefits to teachers and students. The features in the application ease the students to be exposed to various types of reading topics and materials. By using the sharing feature, students can have much input from various websites. Blended Learning can increase students' motivation, stepping away from generic texts, which may have no relevance for individual students. While the obstacles found by each researcher refer to students' weaknesses in using technology because most students only use the internet to chat with friends, play video games, or stream videos that are only for entertainment. In this case, the teacher plays an important role when implementing Blended Learning in classroom learning, especially in improving reading comprehension. The teacher must be able to explain how technology or the use of the internet should be used appropriately to assist students in completing the tasks given.

5 REFERENCES

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