The Effect of Blended Learning Model on Students' Achievement in Reading Class

by Sri Wahyuni

The Effect of Blended Learning Model on Students' Achievement in Reading Class

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Abstract
Reading is a skill that is not easy for the student to understand in learning English. However, English teacher at that school still used the monotonous learning model in teaching reading. Hence, this study aimed to find empirical evidence whether teaching using a blended learning model was effective or not on students' reading comprehension of narrative text. This study used a quantitative method and quasi-experiment design. The experimental class and control class were the sample of this study. X DPIB 1 as experimental class consisted of 30 students and X DPIB 2 as controlled class consisted. To take the sample, the researchers used purposive sampling. Students in the experimental class were taught using the blended learning model. In contrast, the controlled class did not use the blended learning model. The instrument was a test, and it was divided into pre-test and post-test. The data among pre-test, post-test and gained score were analyzed by using t-test. The pre-test result showed that there were no significant differences between both classes. Then post-test showed that p=0,101 and was greater than α=0.05, and it meant no significant differences in both classes. Furthermore, gained score result showed that p= 0,466 and it also greater than α=0.05. Moreover, based on manual calculation the t_0 (t_{value}) = 0,762 and t_t (t_{table}) = 1,672, it meant that t_0 (t_{value}) < t_t (t_{table}) (0,762 < 1,672). Based on the calculation of the t-test, it was proved that the null hypothesis (H_0) was accepted. It means that there was a significant effect on students reading comprehension who were taught with the blended learning model.
Keywords: Achievement, Blended Learning, Reading Comprehension

Abstrak
Membaca merupakan suatu keterampilan yang tidak mudah dipahami oleh siswa dalam belajar bahasa Inggris. Namun, guru bahasa Inggris di sekolah tersebut masih menggunakan model pembelajaran yang monoton dalam pengajaran membaca. Oleh karena itu, penelitian ini bertujuan untuk menemukan bukti empiris apakah pembelajaran dengan model blended learning efektif atau tidak terhadap pemahaman bacaan siswa terhadap teks naratif. Penelitian ini menggunakan metode kuantitatif dan desain eksperimen semu. Kelas eksperimen dan kelas kontrol menjadi sampel penelitian ini. X DPIB 1 sebagai kelas eksperimen terdiri dari 30 siswa dan X DPIB 2 sebagai kelas kontrol. Pengambilan sampel menggunakan purposive sampling. Siswa di kelas eksperimen diajar dengan menggunakan model blended learning. Sebaliknya, kelas kontrol tidak menggunakan model blended learning. Instrumen yang digunakan adalah tes, yang dibagi menjadi pre-test dan post-test. Data antara pre-test, post-test dan skor yang diperoleh dianalisis dengan menggunakan uji-t. Hasil pre-test menunjukkan bahwa tidak ada perbedaan yang signifikan antara kedua kelas. Kemudian post-test menunjukkan bahwa p = 0,101 dan lebih besar dari α = 0,05 yang berarti tidak ada perbedaan yang signifikan pada kedua kelas. Selanjutnya hasil skor yang diperoleh menunjukkan bahwa p = 0,466 dan juga lebih besar dari α = 0,05. Sedangkan berdasarkan perhitungan manual t0 (tvalue) = 0,762 dan tt (ttabel) = 1,672 yang berarti t0 (tvalue) <tt (ttabel) (0,762 <1,672). Berdasarkan hasil perhitungan uji-t terbukti hipotesis nol (H0) diterima. Artinya ada pengaruh yang signifikan terhadap pemahaman bacaan siswa yang diajar dengan model blended learning.
Kata Kunci: Prestasi, Blended Learning, Pemahaman Membaca

INTRODUCTION

Gadgets and the internet become a need for everyday activities. Gadgets and the internet as one of the products of developing technology can help people fulfil their need. For general people, the technology is used for communicating with friends and colleagues in everyday life until sending credential information.

Primarily, Students these days can also employ technology for the importance of their education. For instance, the internet provides almost any information to help them learn more about the materials they have learned in school. Likewise, several websites on the internet offer online courses platform, such as widely known platform course. This platform course is beneficial to help them develop their knowledge.

Moreover, students' familiarity concerning technology is snowballing, especially in Indonesia. According to an observation conducted by the writer in SMKN 3 Tanjung Pinang, it is found that most students are familiar with the internet and gadgets, which in this case are laptop and smartphone. Almost all of them have smartphone and laptop, and they frequently use them to access internet services, such as sharing new information regarding homework.

Reading is one of the essential things in learning English. Reading is a skill that is not easy for the student to understand in learning English. For increasing the direct communication in a foreign language. Reading is a fundamental skill closely related to other skills such as writing, speaking, and listening. Students must read lots and understand the reading material to achieve a better result in the learning process. According to Nurhayati & Fitriana (2018), reading comprehension is the act of combining information in a passage with prior knowledge to construct meaning. Besides, reading comprehension can be defined as a thinking process through which readers become aware of an idea, understand it in terms of their experiential background, and interpret it about their own needs and purposes. So, it means Reading comprehension is a thought process in which the reader becomes aware of an idea, understands it in terms of the background of their experience, and interprets it with their own needs and goals.

Based on the previous explanation of the importance of technology integration in learning, the researcher intends to implement blended learning to solve the students' reading comprehension of narrative text obstacles. Bryn & Volchenkova (2016) stated that blended learning is derived from the English language derived from two syllables: blended and learning. Blended means mix or a good combination. Blended learning is a combination of learning excellence that is done face to face and virtually. Blended learning is a term gotten from the English language from two syllables: blended and learning. Blended means mix or a decent mix. Blended learning is essentially a mix of learning greatness that is done face to face and for all intents and purposes.

In regards to utilization of developing technology for facilitating teaching and learning of reading comprehension, the writer tries to discuss three problems underlying the importance of employing technology for the teaching; (1) 4 Most of the teachers in SMKN 3 Tanjung Pinang only apply traditional models in teaching reading comprehension using paper-based or visual-based; (2) Most of students often do not use the internet for academic purpose; (3) Time limit in teaching reading.

There are many ways to solve such problem mentioned. One of them is an effective way to solve the problem is by using blended learning. They blended learning results from the rapid growth of

technology and the emergence of the internet in the educational area (Wahyuni, 2018). The growing realization of technology can also play an essential role in the daily classroom routine and vital to quality reading instruction. Moreover, in receptive skill especially reading, the role plays of the web-based environment is in providing exposure. Reading on-screen, learners can access meaning on demand by clicking on the hyperlink to find out the meaning of a word.

Likewise, by using e-learning, students can access learning materials quickly from anywhere and everywhere. It allows teaching and learning activities to be conducted inside the classroom and outside the classroom because blended learning is a powerful solution for an enhanced second-language learning experience. Hence, the purpose of this current study was to find empirical evidence whether teaching using a blended learning model was effective or not on students' reading comprehension of narrative text.

METHOD OF RESEARCH

This research used the quantitative research method. This current study was a kind of true experimental research. The study was about the effect of treatment on experimental and control group. According to Creswell (2013), true experimental designs identify a comparison group similar to the treatment group regarding baseline (pre-intervention) characteristics. This design involves a single group that was pre-tested (O), exposed to a treatment (X), and post-test (O). The success of the treatment was determined by comparing pre-test and post-test scores. There are two variables: independent variables and dependent variables. The independent variable is blended learning, and the dependent variable is reading comprehension. Blended learning is a combination of traditional characteristics and an electronic learning environment (Husamah, 2014).

Blended learning is a learning model that combines face-to-face and non-face-to-face where online-based lessons or E-learning becomes a media that has an essential role in the process of learning and teaching (Wahyuni & Etfita, 2018). In this case, the independent variable used Blended Learning Model in Teaching Narrative Text. The dependent variable results from using the Blended Learning Model in Teaching Reading Comprehension that students comprehend Narrative Text.

This research was conducted at SMKN 3 Tanjung Pinang in April and May. The research did in the 10th Grade students of SMKN 3 Tanjung Pinang. The time of research was taken from 20 April – 5 May 2020.

The population of this research was all the tenth-grade students of SMKN 3 Tanjung Pinang in Design Permodelan dan Informasi Bangunan Department academic 2019/2020 (two classes).

Those classes were X^{DPIB} 1 as experimental class and X^{DPIB} 2 as control class, and each class consisted of 30 students. The researcher chose them as a sample based on the reason: 1) the students had a lack of reading comprehension, 2) the researcher wants to apply the new strategy that made students easy in reading comprehension.

The research instrument used a reading test, which focuses on reading comprehension of narrative text test. The test instrument was divided into two sections: pre-test and post-test. The pre-test and post-test instruments used were multiple-choice questions taken from some books of English 10th grade relating to reading in narrative text and other resources. The researchers employed 40 multiple-choice questions for pre-test and 40 for post-test, then before the test administers to

students, the writers check the validity and the reliability of the test instruments.

This variable was often referred to as a stimulus variable, predictor, antecedent. Often called an independent variable. The independent variable is the variable that influences or is the cause of the change or the appearance of the dependent variable. The independent variable in this study is the Blended learning method (X).

Often referred to as the output variable, criteria, consequent. The dependent variable is the variable that is affected or which is due because of the independent variables. In this study, the dependent variable was Reading comprehension (Y).

Validity is a measure that shows the levels of validity of an instrument. A valid instrument has high validity. Conversely, a less valid instrument means it has low validity. An instrument is valid if it can measure what is desired and uncover the studied variable's data precisely.

Instrument reliability test is intended to determine the degree of permanence (constancy) of a measuring instrument. The measuring instrument is reliable when repeatedly used against the same object, producing the same results. A valid test is usually reliable, but not all reliable tests are valid. Based on this understanding, all items of the learning achievement test items are in the reliable category.

The procedure of research was done in three steps as follow:

1. Pre-test

The pre-test was given before the teaching and learning process in the classroom, especially in reading comprehension. The pre-test was conducted to determine the early background ability of the tenth grade at SMKN 3 Tanjung Pinang. The form of the pre-test was multiple choices. The test items were 40 questions about the narrative text.

2. Treatment

The researchers began to do the treatments. The four previous treatments conducted to the experiment group only. The researcher applied the learning cycle in four stages as Blended Learning Model in different material and narrative text at each meeting. The stages were building knowledge of orientation, complication, and resolution of the text.

In the first meeting, the teacher asked students about their experience, what they like to read, and their feelings about reading Folk Tales and Fables. After that, the teacher connected students' favourite reading with Narrative text. The teacher explained the definition of Narrative text, the generic structure of the narrative text, and the language feature of Narrative text. The teacher then showed a Narrative text that was Si Molek to students and asked students to read the text.

The teacher asked students to find the main idea in every paragraph. After that, students submitted the text. The teacher gave exercise and asked students to discuss in pairs. In this case, the teacher gave a helping for students to complete the exercise. The teacher suggested that students review the words immediately preceding or following the blank before complete the blanks. Finally, the teacher gave students a test and answered the narrative text questions individually with the same title.

In the second meeting, the teacher reviewed students' memories about the last lesson. The teacher then showed a Narrative text titled Batu Belah Batu Betangkup to the students and asked students to read the text. The teacher asked students to found the main idea in every paragraph. After that, students submitted the text. The teacher gave exercise and asked students to discuss in pairs. In this case, the teacher gave a helping for students to complete the exercise. The teacher suggested that students

review the words immediately preceding or following the blank before complete the blanks. Finally, the teacher gave students a test and answered the narrative text questions individually, which was the same.

In the third meeting, the teacher reviewed students' memories of the last lesson. Then the teacher showed a Narrative text that the title is Lancang Kuning to students and asked students to read the text. The teacher asked students to found the main idea in every paragraph. After that, students submitted the text. The teacher gave exercise and asked students to discuss in pairs. In this case, the teacher gave a helping for students to complete the exercise. The teacher suggested that students review the words immediately preceding or following the blank before complete the blanks. Finally, the teacher gave students a test and answered the narrative text questions individually with the same title.

In the fourth meeting, the teacher asked the students about their reading text. Then the teacher showed a Narrative text with the title Putri Tujuh to students and asked students to read the text. The teacher asked students to found the main idea in every paragraph. After that, students submitted the text. The teacher gave exercise and asked students to discuss in pairs. In this case, the teacher gave a helping for students to complete the exercise. The teacher suggested that students review the words immediately preceding or following the blank before complete the blanks. Finally, the teacher gave students a test and answered the narrative text questions individually with the same title.

3. *Post-test*

After completing the teaching session for four meetings by applying the blended learning model to the tenth-grade students of SMKN 3, Tanjung Pinang, in reading comprehension, the researcher carried out a post-test to the students find

out the improvement made by the students in reading comprehension. The form of post-test was multiple choices. The test items were 40 questions about the narrative text.

Data collection technique used pre-test and post-test. A pre-test provides a measure of some attribute or character that assess for participants in an experiment before they receive treatment. At the same time, a post-test was conducted after treatment. The pre-test was given to both experimental and control groups to determine student abilities in reading comprehension of narrative text before giving treatment using blended learning. After the treatment, the post-test was distributed into both classes. The function of this current post-test was to figure out whether any effect in reading comprehension between experimental class had been given treatment with control class.

The writer used a t-test to analyze the pre-test and post-test scores of both control and experimental groups. The t-test helped find the effect of the statistical differences between the experimental and control group. To analyze those data, the writer used IBM SPSS Statistics 22 program. Before doing the t-test, the writer analyzed the normality and homogeneity first. Bellow was the step of data analysis.

1. *Normality Test*

Normality test used to know whether the data distributed normally or not. Here the steps in doing the normality test using IBM SPSS Statistics 22: This normality test used *Kolmogorov-Smirnov*. Furthermore, in checking whether the data are normally distributed or not, the criteria could be seen as follows: If the t_{value} is smaller than t_{table} ($t_{value} < t_{table}$), the data is normally distributed. The data is not normally distributed if the t_{value} is later than t_{table} ($t_{value} > t_{table}$).

2. *Homogeneity Test*

Homogeneity test used to measure whether the data comes from homogenous variance

or not. Same as normality for homogeneity used IBM SPSSS statistics 22. This homogeneity test used *Levene Statistics*. Figuring out whether the data comes from homogenous variance or not, it can be seen on *sig* column, if the *sig* more than 0.05 it means data comes from homogenous variance.

3. *Hypothesis Test*

In order to find which hypothesis was accepted, the researchers used t-test. According to IBM(2014), In calculating the t-test, the writer used IBM SPSS Statistics 22. The t-test formula tests two comparative hypotheses independent sample, such as class averages and class variants. To find the result, first take a look in *sig* (2-tailed), at

the first line will be the result if the data are homogeny and the second line if the data are not homogeny. If the sig results >0.05 (there is no effect), if the sig result <0.05 (there is an effect).

DISCUSSION / RESEARCH FINDING

Before doing data testing (t-test) preliminary analysis should be done. The preliminary analysis consisted normality test and homogeneity test.

1. *Normality Test*

Table 1. Pre-test of Normality Test

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Experiment	.153	30	.072	.958	30	.280
	Control	.101	30	.200[*]	.962	30	.343

The normality test used *Kolmogorov-Smirnov*. Based on the critical points table *Kolmogrov-Smirnov*, if N was 30 and α was 0.05, the t_{table} was 0.242. As shown in Table 4.4, the t_{value} of the experimental class was 0.153, while the t_{value} of the controlled class was 0.101. If the t_{value} was smaller than t_{table}

(t_{value} < t_{table}), the data was normally distributed. If it was not, the data was not normally distributed. Table 4.4, t_{value} experimental class was smaller than t_{he} t_{table} (0.153<0.242) and t_{value} of the controlled class was smaller than t_{he} t_{table}.

Table 2. Post-test of Normality Test

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Posttest	Experiment	.113	30	.200[*]	.952	30	.194
	Control	.143	30	.123	.973	30	.621

The normality test in table above was Kolmogorov-Smirnov. Based on critical points table Kolmogrov-Smirnov (see appendix), if N was 30 and α was 0.05, then the t_{table} was 0.242. According to tabl 4.5, it could be seen that t_{he} t_{value} of the experimental class was 0.113, while the

controlled class was 0.143 if the t_{value} was smaller than t_{table} (t_{value} < t_{table}), the data were normally distributed. Then if it was not, the data were not normally distributed. It could be seen in the table above that t_{value} in experimental class, and controlled class were smaller than t_{table}. It was (0.113<0.242)

in experimental class and (0.143<0.242) in controlled class. It can be concluded that the data were normally distributed.

2. *Homogeneity test*

Table 3. Pre-test of Homogeneity Test

Levene Statistic	df 1	df 2	Sig.
.633	1	58	.464

The writer used Levene Statistics to find the homogeneity of the pre-test with the significance level of 0.05. Then from table 3, it could be seen that the significance was 0.429. The significance of 0.429 was higher than 0.05, which meant that the pre-test was homogenous.

Table 4. Post-test of Homogeneity Test

Levene Statistic	df 1	df 2	Sig.
.281	1	58	.598

The writer used Levene Statistics to find the homogeneity of the post-test with the significance level of 0.05. Then from table 4, it could be seen that the significance was 0.598. The significance of 0.598 on the table above was higher than 0.05, which meant that the pre-test was homogenous.

3. *T-test*

Table 5. Pre-test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Pre-test Equal variances assumed	.543	.464	1.432	58	.158	5.000	3.492	-1.990	11.990
Equal variances not assumed			1.432	57.870	.158	5.000	3.492	-1.991	11.991

Since the pre-test was homogenous because Levene's Test showed p=0.464, it was more significant than 0.05 (p>0.05). Therefore, the t-test showed equal variances assumed. The t-test of pre-test result was 0,158 (p=0.158). In other words, p was greater than 0.05 (p>0.05). The result meant that the null hypothesis was accepted. There were no significant differences between both experimental and controlled classes in the pre-test.

Table 6. Post-test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test	Equal variances assumed	.281	.598	1.666	58	.101	4.600	2.762	-.928	10.128
	Equal variances not assumed			1.666	57.567	.101	4.600	2.762	-.929	10.129

Since the data was homogenous, then the t-test could be showed at equal variance assumed. The t-test of post-test was 0.101 (p=0.101), Which meant that p was more significant than 0.05 (p>0.05). Based on the result, it meant that the null hypothesis was accepted. There were no significant differences between the experimental class and control class in the post-test. The table also showed that the degree of freedom (df) presented 58 with a significant level of 5%, which meant the t_{table} was 1.672. While based on table t0 was 1.666, it meant $t_0 < t_{table}$ (1.666<1.672).

Moreover, the writer also used manual calculation in analyzing the data compared to calculating through the SPSS program. It started in calculating the gained total gained score in experimental and controlled classes. It was shown that the experimental class had a higher total gained a score of 428, while the controlled class had 380. Then the writer calculated the total of $X2= 2451.73067$ and $Y2 = 1386.66667$,

The last calculation was hypothesis testing. This testing was done to prove whether there was a significant level of using blended learning models on students' reading comprehension in the tenth grade of Building Information Modeling class at SMK N 3 Kota Tanjung Pinang. The statistical hypothesis was stated as follows.

1. Null Hypothesis (H_0) = It means there is no significant difference in students' reading comprehension achievement of exposition text between students taught through blended learning and students who are taught without blended learning.

2. Alternative Hypothesis (H_a) = It means there is a significant difference in students' reading comprehension achievement of exposition text between students taught through blended learning and students who are taught without blended learning.

The criteria to prove the hypothesis are as follows:

1. If t_0 (t_{value}) > t_t (t_{table}), H_0 is rejected and H_a is accepted in significance degree 5%, or in SPSS if p < α or sig 2-tailed is smaller than alpha 0.05.

2. If t_0 (t_{value}) < t_t (t_{table}), H_0 is accepted in significance degree 5% or in SPSS if p> α or sig 2-tailed is greater than alpha 0.05.

Moreover, based on SPSS calculation, it showed that the significance was 0.466 (p=0.466). It meant the p was greater than α (0.466 > 0.05). Furthermore, based on manual calculation, it showed that the value of t_{table} with the degree of freedom 58 and significance level 5% was 1,672, and the calculation of t0 was 0.762. It meant that t0 (t_{value}) < tt (t_{table}) (0.762 < 1.672). Both calculations proved that the Null hypothesis (H_0) was accepted. It meant there was no significant difference in students' reading comprehension achievement of exposition text between students who were taught through blended learning and students who were taught without blended learning.

This study was conducted to prove whether implementing a blended learning model in teaching reading could affect students reading comprehension achievement at tenth-grade students at SMK N 3 Tanjung Pinang. However, the result of the hypothesis proved that implementing the blended learning model was not effective. It could be seen that the p was greater than α (0,466 > 0.05) and $t_0 < t_t$ (0.762< 1,672). Nevertheless, the mean score showed improvement from pre-test (59.93) to post-test (72.87) on experimental class.

It can be implied that the blended learning model can give possible advantages to overcome students' reading obstacles. This current result is also confirmed by Ghazizadeh & Fatemipour (2017), Humaira & Asbah (2019), Macaruso et al. (2020), blended learning was effective for enhancing in learning English and providing a positive learning experience, especially in reading comprehension.

Further, there may be some factors that were affecting the result. The writer would try to convey some possible factors: First, it may be the factor that students were not ready yet to learn online. It was proved by the research findings which was conducted by Awaludin (2015) & Behjat et al. (2012).

Second, students' not ready yet in learning online. Based on the informal interview with some students, it was proved that they have never done learning online before. Even they were facilitated by Wi-Fi connection at school and home, and they also provided by sophisticated technology such as smartphone, laptop, and personal computer. Moreover, even the researchers had done the online platform trial on one meeting before treatment. Some of them still a little bit confused about using it.

Third, students are not ready yet in learning independently, especially online learning. It was proved because the writer always had to remind them personally to do their online task. Some of them also sometimes forgot their online task. The writer also found the differences in some of the students' performance in online and face-to-face tasks, and they got a good score online, not a good face-to-face. The writer assumed that students doing cheating online or they asked someone for doing their online task. There were some possible reasons why the result of the research failed that the writer could convey. However, the rise did not mean to generalize all students based on those three factors, it was just students at X BIM 1 and 2 academic years 2019/2020 at SMK N 3 Kota Tanjung Pinang as the writer sample of this research.

CONCLUSION

This study was quasi-experimental design. This study was conducted to prove whether implementing a blended learning model in teaching reading comprehension was effective or not to students at tenth grade in SMK N 3 Kota Tanjung Pinang. The result showed that teaching reading comprehension through blended learning was not adequate. According to the result of the data analysis in post-test score by using SPSS, the result showed that the significance was 0.101 (p=0.101), which

was more significant than $\alpha= 0.05$ (0.101>0.05). It meant that there were no significant differences between the experimental class and the controlled class. Moreover, the writer also calculates the gained score by using SPSS and manual, and the result showed that the significance was 0,466, the p=0,466 was greater than α=0.55 (0.466>0.05). Furthermore, the manual calculation also showed that t0 was 0,762, and it was smaller than t_t, which was 1.672 the $t_0<t_t$ (0.762<1.672). Hence, Null hypotheses were accepted (H_0), which meant no significant differences between students in experimental class and control class.

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