Journal of English Language Teaching and Linguistics (JELTL)
ISSN 2339-2940 /FKIP UM Mataram
Vol. 11 No. 1 June 2018

Investigating the Effect of Blended Learning Activity in Teaching Reading at Second Grade Senior High School

Humaira, Asbah, Aty Adyati

[a bc] *University of Muhammadiyah Mataram, Indonesia,* [a] *mairamoe@yahoo.com*

ARTICLE INFO

Article history:
Received
Revised
Accepted

Keywords:
Blended learning, reading

ABSTRACT

Blended learning has been growing in popularity as it has proved to be an effective approach for accommodating an increasingly diverse student population whilst adding value to the learning environment through incorporation of online teaching resources. The aim of this study is to investigate the effective of The use of blended learning techniques in teaching reading at the second grade students of Man 2 Model Mataram In Academic Year 2017/2018. The purpose of the study is to know the effective of using Blended Learning technique in teaching reading at the second grade student of Man 2 Model Mataram. The research method was quasi experimental research with nonequivalent control group design. The population of the research was of the conducted of two classes as sample; Experimental group (XI IS 2) and control group (XI IS 1). XI IS 2 was taught by using Blended learning technique of reading while XI IS 1 was taught without Blended learning technique of reading. The researcher gave reading test to gather the data. The formula that used to analyze the data was t-test. It is supposed to know the significant difference between students' score in experimental group and control group. Based on the computation of the t-test formula, it was found that the mean score of the experimental group was 14,21 and the mean score of control group was 8,42 after analyzing the data,

I. Introduction

This introductory chapter was provide an overview of blended learning by considering where the term originated and by seeking to define what it mean of education and English Language Teaching (ELT). It was also established why this sector employed a blended learning approach, outline a number of the models they used for blending, and consider the ways in which blended learning is effective. It was conclude with a summary of why getting the blend right is important, whilst acknowledging that this is not an easy task and that further research on blended learning is required in ELT contexts.

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. In the context of higher education, Dziuban et al. (2004: 5) found that their blended learning courses had 'the potential to increase student learning outcomes while lowering attrition rates in comparison with equivalent fully online courses' and that blended learning results 'in success and attrition rates [were] comparable to the face-to-face modality for all ethnicities.' A study conducted by Harker and Koutsantoni (2005: 197) also found that 'the blended learning mode was much more effective.

This research was be conduct at MAN 2 Model Mataram precisely in class XI IS2 because there are some students have problems in learning english, in MAN 2 Model Mataram has many facilities, one of them have internet network and the teachers does not use it, they are only use old learning model which just using books or manual model, here the researcher want to offer new way of learning that is by utilizing internet network in The learning process or in other words combines traditional learning with online social media.

Problems in teaching and learning process in MAN 2 Model Mataram is the method of learning used by the teachers' used traditional method and just give question and answer in reading, so the students are less understanding of learning in the process of teaching and learning in the classroom. Based on the problems above the researcher want to use learning methods that is by using blended learning in teaching reading comprehension.

Thus, three issues have been addressed in planning reading activities for a blended learning. First is to determine what kinds of reading skills the course will focus on, Second is identifying teaching strategies to teach each kind of reading skills, and Third is determining the expected outcome of students on reading task and the criteria that will be used to asses students achievement (Brown, 2001; 02).With regard to the reading strategies discussed above, it has been discussed by scholars that blended learning can enrich the experience of learning (Weigel, 2002). Thus, this study attempts to figure a series of blended learning in teaching reading that helps the students to be more active and have an interest in reading.

Blended learning is important because it breaks down the traditional walls of teaching, ones that don't work for all students and now with access to present day technologies and resources we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace.

There are some researcher about Blended Learning technique in teaching reading in detail, the research will explain some researches as the references for the readers in order the readers can investigate the similarity and differences between those researcher and research that will be done by the writer.

The first by Awad Soliman Keshta, Ismail Ibrahim Harb (2013 : 209) "The effectiveness of a blended learning program ondeveloping Palestinian tenth graders' English reading skills". The researchers have observed students' low achievement in reading skills. Although our students have good access to modern technologies, they do not make use of them in their learning in general and English learning in particular. Hence, the researchers believe in the importance of using blended learning program in developing students' reading, where the use of various multi-media could help students employ reading in daily activity.

The second by Fahed Almasaeid (2014 : 134) " The Effect Of Using Blended Learning Strategy On Achievement And Attitudes In Teaching Science Among 9th Grade Students ".According to the investigator's experiences as a science teacher over three years along with the actual practice and exchange of visits between colleagues disinclination of students to science classes that depend on traditional methods in providing ideas and scientific concepts. Also, thescience classes by using computerized materials such as power-point, this method is help less because the students were just listening and watching. Most of the public schools results indicate that the achievement tests in science declining. Thus, the integration of traditional learning and elearning is an urgent requirement to achieve returns of the learning process and blended learning.

II. Review of Related Literature

Reading is one of the basic skills of language learning. It can not be separated from other skills of language learning besides writing, speaking and listening. Those skills must be learned all by English language learners. Reading skill can help improve other language skills. Generally, the skill of reading is developed in societies with literary taste, because it can lead to develop comprehension, enrich vocabulary. Reading as with other skill is more enjoy able to do. Based on Patel and Jain (2008: 113-114) states as follows : "Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasureable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind, again and understanding of the foreign culture ".

According to Harmer (2007:99) Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Based on Grellet (2004 : 7) Reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. According to Day and Bamford (1998 : 12) reading is the contruction of meaning from a printed or written message. It means the contruction of meaning involves the reader connecting information from the written message with previous knowledge to arrive at meaning and understanding.

Reading is basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost.

Reading is one of the basic skills of language learning. Reading is an activity to understand the text of reading with the aim to obtain information from the text we read. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success. Reading is the most important activity in any language class, because reading we can know many things and get a lot of knowledge.

A. Definition of Blended Learning

Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace.Blended learning may also allow teachers to spend less time giving whole-class lessons, and more time meeting with students individually or in small groups to help them with specific concepts, skills, questions, or learning problems the basic educational rationale behind "flipped classrooms" or "flipped instruction," a form of blended learning. (Friesen, Norm , 2012 ; 07)

Blended learning may also allow schools to teach more students more efficiently at a lower cost to the school and in the case of higher education the student. And because students are required to use digital and online technologies in blended-learning situations, they naturally acquire more technological literacy and greater confidence using new technologies. Some supporters may also argue that the blended learning approach more closely resembles modern workplaces, in which employees may work largely on their own to meet specific objectives, only periodically checking in with their supervisors to give them updates or seek assistance. In this case, students would also be learning skills such as self-discipline, self-motivation, and organizational habits they will need in adult life.Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform.

Thus, blended learning is about empowering educators with the appropriate tools to support personalized pathways for learning. For example, the tools in blended learning environments can support flexible pacing, differentiated instruction, immediate interventions and anytime, everywhere learning. Blended learning enables personalized learning at scale, helps foster student-centered instructional approaches and facilitates student co-design with their teachers of how to approach meeting their learning goals.Bendania (2015 : 25).

Blended learning is a combination of learning between the usual learning " using books " in the classroom and the learning that uses the internet or online in the classroom that helps students to quickly respond to the learning materials, with this combination, the students in addition to listening to the exercises by teachers, students can also be trained from the problem obtained from the internet, that is the benefit of this blended learning.

B. The Benefit of Blended Learning

Blended learning is important because it breaks down the traditional walls of teaching, ones that don't work for all students and now with access to present day technologies and resources we can tailor the learning experience for each student. Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own pace. (April Giarla, 2010 ; 14)

a. Advantages of Blended Learning for Teachers

1. Teaching is less expensive to deliver, more affordable and saves time.
2. Blended learning offers flexibility in terms of availability – Anytime, anywhere. In other words, eLearning enables the student to access the materials from anywhere at any time.
3. Access to global resources and materials that meet the students' level of knowledge and interest.
4. Self-pacing for slow or quick learners reduces stress, increases satisfaction and information retention.
5. E-learning allows more affective interactions between the learners and their instructors through the use of emails, discussion boards and chat room.

6. Students can also learn through a variety of activities that apply to many different learning styles.

b. Advantages of Blended Learning for Students

1. Increase student interest: when technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying. Subjects that might be watching for some short story.
2. Keep students focused for longer: The use of computers to look up information & data is a tremendous lifesaver, combined with access to resources such as the internet to conduct research. This engagement and interaction with the resources keeps students focused for longer periods then they would be with books or paper resources, this engagement also helps develop learning through exploration and research.
3. Provides student autonomy: The use of eLearning materials increases a student's ability to set appropriate learning goals and take charge of his or her own learning, which develops an ability that will be translatable across all subjects.

C. Principles of Blended Learning

Instructors interested in redesigning their traditional face-to-face (F2F) classes for blended delivery may find the process overwhelming. Below are three guiding principles for getting started with designing effective blended courses. Diaz, V. and Brown, M. (2010 ; 15).

1) Set the Rhythm of the Course:

Effectively designed blended courses go beyond the superficial add-on of non-F2F (face to face) components into the traditional F2F (face to face) course structure. There should be a natural rhythm between in-class and out-of-class components, each complementary and synced with one another. For example, a Tuesday/Thursday course that keeps only the Tuesday session in-class should be redesigned so that activities for the Thursday online session will build on what happened the previous Tuesday and previews what is to come the following Tuesday.

2) Differentiate Content from Mode:

When designing blended courses, it is critical to differentiate content (instructional materials such as readings, lectures, assignments) from mode (i.e., the method through which content is delivered, such as textbooks, videos, discussion boards, etc).

3) Define When Learning Happens:

Since blended courses reduce in-class time, it is important to plan what learning happens when. Typically, any learning that benefits from the immediate feedback of the faculty and that requires social/emotional connections among learners is better done synchronously in-class or through web-conferencing. All other learning (homework exercises, reading, discussion) can be delivered online.

D. Type of Blended Learning in Teaching Reading

Blended learning can be an effective option. This approach to schooling combines face-to-face instruction with online learning and has yielded strong results since officially being researched as an education strategy. In fact, according by Stein, J. and Graham at 2010 : 16 study from the U.S. Department of Education, blended learning classes produce statistically better results than their face-to-face, non-hybrid equivalents. This may be partly due to the fact that this rapidly growing model not only increases the flexibility and individualization of student learning experiences, but also allows teachers to expand the time they spend as facilitators of learning. Schools make the switch to blended learning for a variety of reasons. In addition to considering the age of the students, the reasons for choosing a blended model generally dictate which of the six models they choose to implement:

1) Face-to-Face Driver Model

Of all the blended learning models, face-to-face driver is the closest to a typical school structure. With this approach, the introduction of online instruction is decided on a case-by-case basis, meaning only certain students in a given class will participate in any form of blended learning.

The face-to-face driver approach allows students who are struggling or working above their grade level to progress at their own pace using technology in the classroom.

2) Rotation Model

In this form of blended learning, students rotate between different stations on a fixed schedule either working online or spending face-to-face time with the teacher. The rotational model is more widely used in elementary schools – 80 percent of elementary schools in California that use blended learning follow the rotational model – because many are already set up to have students rotate between stations.

3) Flex Model

Schools who are supporting a large number of non-traditional or at-risk students often choose the flex model of blended learning. With this approach, material is primarily delivered online. Although teachers are in the room to provide on-site support as needed, learning is primarily self-guided, as students independently learn and practice new concepts in a digital environment. The flex model is an approach used by the AdvancePath Academy, a blended learning school, which works with school district partners to address the needs of students with behavioral, academic and/or socio-economic challenges.

4) Online Lab Model

As schools face increasingly tighter resource constraints, the online lab model of blended learning is a viable option for helping students complete courses, including those not offered at the specific school site. In this scenario, students learn entirely online but travel to a dedicated computer lab to complete their coursework. Adults supervise the lab, but they are not trained teachers. This not only allows schools to offer courses for which they have no teacher or not enough teachers, but also allows students to work at a pace and in a subject area that suits them without affecting the learning environment of other students.

5) Self-Blend Model

Popular in high schools, the self-blend model of blended learning gives students the opportunity to take classes beyond what is already offered at their school. While these individuals will attend a traditional school environment, they also opt to supplement their learning through online courses offered remotely. In order for this method of blended learning to be successful, students must be highly self-motivated. Self-blend is ideal for the student who wants to take additional Advanced Placement courses, or who has interest in a subject area that is not covered in the traditional course catalog.

6) Online Driver Model

This is a form of blended learning in which students work remotely and material is primarily delivered via an online platform. Although face-to-face check-ins are optional, students can usually chat with teachers online if they have questions. This model of blended learning is ideal for students who need more flexibility and independence in their daily schedules.

Of all types of Blended learning in teaching reading, the researchers choose one type of learning that is applied above the Online Lab Model, where the researchers will use one of the empty space that is in Hall 1 in MAN 2 Model Mataram for the use this blended learning.

E. Steps Teaching Using Blended Learning

In a Blended Learning classroom, students work at their own pace without knowing that they may be working on different work than their peers. Of course, to take advantage of these benefits, it requires some significant work on the teacher's end to ensure things run smoothly. Here are 5 steps you can take to set your class up for Blended Learning this school year. (Sarah Rich, 2016 : 14).

- Manage Student Expectations

If you are new to Blended Learning, it is important to impress upon students that you are BOTH learning something new together. Tell them that they are helping the school pilot a new important venture. By leading with this at the outset, you are able to engage students in the project and instill in them a sense of ownership. Additionally, it will keep you off the hook if there are any mix-ups and let's face it, there are bound to be whenever we try something new.

- Assemble the Right Classroom Layout

Since the nature of learning in a Blended Learning classroom is different, the classroom layout must be different as well. The classroom should facilitate collaboration in some areas while also allowing some students to work independently. This is particularly important in middle school and high school classrooms, which tend to be organized with desks in rows. I encourage teachers to group desks and to have yoga balls handy so students can sit and move around while working with others. If teachers have tables instead of desks, which cannot be put together, encourage students to stand or sit on the floor in groups. Teachers should also consider which areas of the room make sense for quiet work; remember to be creative take advantage of all the space in the classroom, including the front of the room usually saved for lecturing.

- Develop Routines

Routines are essential to a successful learning environment in a Blended Learning classroom. However, establishing these routines takes time and a lot of repetition. With middle school and high school students this is particularly important and tricky as class time together is limited in these grades. Do not be tempted to rush through the implementation of these routines at the beginning of the year. Invest the time in establishing procedures now so that the rest of the year will run smoothly. And it is essential to review the procedures frequently to keep it fresh.

- Establish a Blended Learning Classroom Culture

The right classroom culture is essential to successful Blended Learning. Students must take ownership of their own learning and feel empowered to help students around them when the situation calls for it. I find that it is imperative to review Digital Citizenship every year. It is also important to discuss the benefits of Blended Learning to allow every student to get the personalized practice they need. Teachers must talk with students about the importance of respecting each other's space and time when they are working alone as well as the appropriate way to work in small groups.

Another strategy I use to support this culture of student ownership is by introducing student coaches. I find that it is easy to identify students who are more comfortable with certain products or tools. I recognize these experts as student coaches with visors that say “expert” on them. For older students, you could place a trophy or a statue to symbolize that they are the “expert” for the day. Students can ask these coaches for help not only to keep students engaged but also to allow the teacher to work one-on-one or in a small group with students who need it.

- Engage Parents

Educating parents about the importance of Blended Learning and the unique work they will need to do at home is essential at the beginning of the school year. I find that Open Houses are a great place to demonstrate tools students will be working with. I like to get parents signed up with their own accounts on FreshGrade at this time which allows me to communicate with parents and share classroom happenings and student progress. This is also a good time to demonstrate websites like TenMarks Math and show how students will use it in the coming year. I also share videos recorded in class during work time to help parents visualize what this kind of classroom environment looks like in practice. I also like to make one of the first homework assignments a letter explaining to parents the benefits of Blended Learning. It empowers students to send this important message home while giving parents the important information they need.

Of course the nature of Blended Learning requires that students do some prep work at home the night before. This can be a challenge to parents who are either anti-devices/technology or who do not have access at home. To accommodate these unique family circumstances that students have access to the computer lab before or after school. I also encourage students to use a parent’s smartphone if there is not a computer at home and they wish to view a playlist that might help them with homework-videos created by me.

- Find Balance

Even in the Blended Learning classroom, hands on activities are essential to allow students to learn using different modalities and to support all learners. I try to incorporate a wide variety of activities to allow for balance even in a Blended Learning Classroom.

- Use a Variety of Tools

I use a wide variety of tools in my classroom across subject and content areas.

IV. Method

Experimental research is research that is used to find the effect of a particular treatment against another runway condition (Sugiyono, 2013:72). There are four design experiment that can be used in the study are: Pre-experimental design, True Experimental Design, Quasi- Experimental Design and factorial design (Sugiyono, 2013:73). Related to the purpose, the appropriate design of this study is experimental that used quasi experimental research. This method is the most appropriate and effective method with the used of blended learning in teaching reading. Therefore, the data from the pre-test and post-test compare to the t-test calculation to investigate the used of blended learning in teaching reading.

Quasi experimental a design for studies in the field or in real-life situation where a researcher can manipulate some independent variables but, can't randomly assign subjects to control groups and experimental groups (Wiersma w and Jurss, 2005 : 130).

A. Population and sample

According to Scheiber & Asner-self (2010: 83) the population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested. In based on Arikunto,2013: 22 said that population is totality subject of the research.

The population in this research was the second grade students of MAN 2 MODEL MATARAM in academic year 2017/2018, which consists of 477 students'.

This sampling is a cluster sampling technique, the sample can be took 10-15% or 20-25%. Sample is part of a population (Sugiyono, 2014;2015). It means that, we can take the sample from the population. In this study the research was take two classes as the sample class experimental class XI IS 1 (38 students) and class control is XI IS 2 (38 students), the total of sample is 77 students at the second grade of MAN 2 Model Mataram.

B. Research instrument

The instrument is the tool or facility, that can was be use by researcher in setting the data to make more easily (Arikunto, 2002 : 136). The instrument used in this study to collect the data is a test with twenty (20) questions taken from the internet with the website by Asep Hendro (2017) (www.englishindo.com/2017/12/kumpulan-dongeng-bahasa-inggris-pilihan.html) accessed Des 2017. In the form of multiple choice questions. The reseacher gave the student test for pre-test on reading for two groups in the first meeting. The student will select the correct.

Research will deliver post-test to all students as the sample of the research. Regarding to the instrument of data collection, questions are scored 2 for each correct answers and research instrument consist of 5 test. It means the right student' score ranged from the highest 100 (when the students could answer all question correctly) and the lowest will 0 (when the students could not answer any of the test).

C. Data Collection Procedure

To obtain the data need for the present study, the research employs an achievement test. This test is divided into two parts namely pre-test and post-test.

- Pre-test

Pre-test is a test given before the experimental treatment in order to see if the groups are aqual (Lodico, 2010 : 228), the pre-test will be give to all of the students wether it is experimental class or control class. Reading test is a test that the purpose is to know the achievement in reading comprehension before treatment.

- Treatment

The experimental class will be use Blended learning and the class control without use Blended learning. The research delivered some kinds of teaching with relate to the material of this investigation about the using blended learning in teaching reading. The teaching is done by the researcher in the second grade students of MAN 2 Model Mataram as an effect know the use of Blended learning can increase students ability in teaching reading comprehension.

For the first meeting until the fourth meeting will be tested reading short stories one by one in order to know the extent to which the ability of students in reading, and the following meeting

until the last meeting will be tested in the form of multiple choices taken from the short story text.

• Post-test

After pre-test and teaching processor treatment, the research will give post-test to the students.This test include of the second method of data gathering. The test will similar to the pre-test but different in intruction. The test include part of reading test to reading comprehension. The post-test will be conduct after getting the data from pre-test that inform the research about score of students. The aim of this test is to compare the score before treatment and after using blended learning in teaching reading. The performance or this skill is to rather similar with the pre-test activity.The post-test consist of twenty (20) multiple choice items,from the textbook's Ministry of Education. It runs for 50 minutes.

D. Technique of Data Analysis

To analysis the data, the research try to find out the mean scores of experimental and control group. The research will use the formula as follow :

• Find out the mean score of the two groups, the researcher uses the formula bellow :

MX = MY =

Where :

X = the students' final scores for experimental group

Y = the students' final score for control group

N = the number of sample

M = the mean score of the two group

∑ = the sum of

• Find out the standard deviation of the two group. The formula is :

∑X =

Where :

X = the standard deviation of experimental group

NX = the number of sample of experimental group

Y = standard deviation of control group

NY = the number of sample of control group the last step is to find out the significance of the two variables being investigated by comparing the two mean scores and its each standard deviation. The formula is :

The Computation and Analysis of Mean Score

The researcher presented the statistical computation of obtained data. Later, the discussion covers the calculation of mean scores both finding the statistical computation covers the calculation of mean score of both control and experimental group. The data collection method has been mentioned in chapter III.

Before coming to the statistical computation of data, it is important tabulate the students score on pre-test and post-test.

Table 4.1 The Students' Pre-test and Post-test Score of Experimental Group

Experimental group			
No	Name	Pre-test	Post-test
1	Ahmad Habibi	60	80
2	Aziza Billah Alfayati	80	90

	Experimental group		
3	Baiq Rugayya Farhana	60	80
4	Dandi Aprial Maulana	70	80
5	Dindita Ayu Arrohman	40	70
6	Ericko Fedriansyah	60	70
7	Ersyistawati Oktaviani Putri	60	80
8	Fahrizal	60	70
9	Fahrhani Putri Handayani	60	80
10	Fathul Jalal	60	80
11	Ghazy Aldino	80	90
12	Hafizunnikman	60	80
13	Hayyul Ihsan	60	80
14	Intan Novia Rosiana	70	80
15	Iswandi	60	80
16	Lale Anggi Pramitha Putri Wiguna	60	70
17	Lydia Rinjani	70	80
18	M. Hasbiallah	60	70
19	M. Abimayu Arianto	70	80
20	Maulidya Arifia	60	80
21	Mohammad Apriantama Islahul Islam	60	70
22	Muhammad Adji Zam Zami	60	70
23	Muhammad Ali Fikri	60	80
24	Muhammad Fathurrahman	80	90
25	Muhammad Muzakki	0	0
26	Muslihaeni Mulyati	60	80
27	Nurhaliza	40	70
28	Nurlaila Hidayati	70	80
29	Rachmat Ilmansyah	0	0
30	Ratih Nur Fauziah	60	70
31	Rizkia Apriani	60	70
32	Rosliana Aledia Maryam	60	70
33	Rubab	40	60
34	Salma Azzahra	80	90
35	Satria Rizki Rahman	70	90
36	Wahyu Imami Maulida	70	80
37	Widya Artha Ningsih	80	90
38	Zahratul Aen	60	80
	∑	2270	2810

Table 4.2 The Students' Pre-test And Post-test Score of Control Group

Control group			
No	Name	Pre-test	Post-test
1	Abdul Latif	50	60
2	Abdurrahman	0	0
3	Adam Maulana Haris	40	40
4	Aditya Sulistyo Pratama	60	70
5	Agil Fatdlullah	0	0
6	Amelia Ayudia Yufi	60	70
7	Annisa Aulia	60	70
8	Baiq Nadia Indra S	60	70
9	Diana Mega Pratiwi	60	80
10	Fitrah Firdanis Maharasta	50	70
11	Hilal Idyarahman	60	60
12	Hudaeni	0	0
13	Kiki Adeana Sisca	60	70
14	Lalu Adam Zikrullah	60	70
15	Lalu Muhammad Rm	60	70
16	Lalu Fikri Azani	70	80
17	M. Yusron Hafizi	40	50
18	Mindriani	60	60
19	Muhammad Hapiz	60	70
20	Muhammad Ali Azmi	60	70
21	Muhammad Isda Aditya R.	60	80
22	Muhammad Sultan Arda B.	60	70
23	Munawarah	60	70
24	Nabial Akbar Nasrullah	60	80
25	Niza Rosdian	0	0
26	Nuraliza Eka Pertiwi	60	70
27	Nurul Diviana Ramhdani	40	50
28	Qibthiya Anjani	60	70
29	Ramadana Pratama	0	0
30	Safira Fauzi	60	70
31	Silmi Firdaus	60	70
32	Sofia Ramhdani Oliviantari	60	60
33	Tamlihatul Khalisah	60	70
34	Tri Wahyuni Septiana	60	70
35	Usamah	0	0
36	Yudika Al Farizi	60	60
37	Zidan Fitrayadi Rahman	60	70
38	Zihan Hanggarani	60	80
	∑	1850	2170

After tabulated the score above, then the researcher calculated the mean score and the coefficients of the both test. It was important to find out the deviation of pre-test and post-test of the individual score. The deviation of two scores was tabulated as follows :

Table 4.3 The Table of Computation The Mean Score of Experimental Group.

No	Name	Pre-test	Post-test	(X)	(X2)
1	Ahmad Habibi	60	80	20	400
2	Aziza Billah Alfayati	80	90	10	100
3	Baiq Rugayya Farhana	60	80	20	400
4	Dandi Aprial Maulana	70	80	10	100
5	Dindita Ayu Arrohman	40	70	30	900
6	Ericko Fedriansyah	60	70	10	100
7	Ersyistawati Oktaviani Putri	60	80	20	400
8	Fahrizal	60	70	10	100
9	Fahrhani Putri Handayani	60	80	20	400
10	Fathul Jalal	60	80	20	400
11	Ghazy Aldino	80	90	10	100
12	Hafizunnikman	60	80	20	400
13	Hayyul Ihsan	60	80	20	400
14	Intan Novia Rosiana	70	80	10	100
15	Iswandi	60	80	20	400

16	Lale Anggi Pramitha Putri Wiguna	60	70	10	100
17	Lydia Rinjani	70	80	10	100
18	M. Hasbiallah	60	70	10	100
19	M. Abimayu Arianto	70	80	10	100
20	Maulidya Arifia	60	80	20	400
21	Mohammad Apriantama Islahul Islam	60	70	10	100
22	Muhammad Adji Zam Zami	60	70	10	100
23	Muhammad Ali Fikri	60	80	20	400
24	Muhammad Fathurrahman	80	90	10	100
25	Muhammad Muzakki	0	0	0	0
26	Muslihaeni Mulyati	60	80	20	400
27	Nurhaliza	40	70	30	900
28	Nurlaila Hidayati	70	80	10	100
29	Rachmat Ilmansyah	0	0	0	0
30	Ratih Nur Fauziah	60	70	10	100
31	Rizkia Apriani	60	70	10	100
32	Rosliana Aledia Maryam	60	70	10	100
33	Rubab	40	60	20	400
34	Salma Azzahra	80	90	10	100
35	Satria Rizki Rahman	70	90	20	400
36	Wahyu Imami Maulida	70	80	10	100
37	Widya Artha Ningsih	80	90	10	100
38	Zahratul Aen	60	80	20	400
	∑			540	9400

Where :

X : Deviation score of pre-test in experimental group.

X2 : The square of deviation score in experimental group.

Table 4.4 The Table of Computation The Mean Score of Control Group.

No	Name	Pre-test	Post-test	(Y)	(Y2)
1	Abdul Latif	50	60	10	100
2	Abdurrahman	0	0	0	0
3	Adam Maulana Haris	40	40	0	0
4	Aditya Sulistyo Pratama	60	70	10	100
5	Agil Fatdlullah	0	0	0	0
6	Amelia Ayudia Yufi	60	70	10	100
7	Annisa Aulia	60	70	10	100
8	Baiq Nadia Indra S	60	70	10	100
9	Diana Mega Pratiwi	60	80	20	400
10	Fitrah Firdanis Maharasta	50	70	20	400
11	Hilal Idyarahman	60	60	0	0
12	Hudaeni	0	0	0	0
13	Kiki Adeana Sisca	60	70	10	100
14	Lalu Adam Zikrullah	60	70	10	100
15	Lalu Muhammad Rm	60	70	10	100
16	Lalu Fikri Azani	70	80	10	100
17	M. Yusron Hafizi	40	50	10	100
18	Mindriani	60	60	0	0
19	Muhammad Hapiz	60	70	10	100
20	Muhammad Ali Azmi	60	70	10	100
21	Muhammad Isda Aditya R.	60	80	20	400
22	Muhammad Sultan Arda B.	60	70	10	100
23	Munawarah	60	70	10	100
24	Nabial Akbar Nasrullah	60	80	20	400
25	Niza Rosdian	0	0	0	0
26	Nuraliza Eka Pertiwi	60	70	10	100
27	Nurul Diviana Ramhdani	40	50	10	100
28	Qibthiya Anjani	60	70	10	100
29	Ramadana Pratama	0	0	0	0
30	Safira Fauzi	60	70	10	100
31	Silmi Firdaus	60	70	10	100

32	Sofia Ramhdani Oliviantari	60	60	0	0
33	Tamlihatul Khalisah	60	70	10	100
34	Tri Wahyuni Septiana	60	70	10	100
35	Usamah	0	0	0	0
36	Yudika Al Farizi	60	60	0	0
37	Zidan Fitrayadi Rahman	60	70	10	100
38	Zihan Hanggarani	60	80	20	400
	∑			320	4200

Where :

Y : Deviation score of pre-test in control group.

Y^2 : The square of deviation score in control group.

After getting the score deviation of pre-test and post-test of two groups, the mean score of two groups can be computed. It can be formulated as follows :

1. The mean score of experimental group :

$$Mx = \sum \frac{x}{N}$$

where : Mx = The mean score of two group

x = The students final score for experimental group

N = The number of sample

∑ = The sum of……

So, $Mx = \sum \frac{x}{N}$

$= \frac{540}{38}$

= 14,21

2. Standard deviation of experimental group

$$\sum x = \sum \mathbf{x^2} - \frac{(\boldsymbol{x})2}{\boldsymbol{Nx}}$$

Where :

X = The students standard deviation for experimental group

N = The number of sample

∑ = The sum of……

So, $\sum x = \sum X^2 - \frac{(x)2}{Nx}$

$$= 9400 - \frac{(540)2}{38}$$

$$= 9400 - \frac{291600}{38}$$

$$= 9400 - 7673{,}68$$

$$= 1726{,}32$$

3. The mean score of control group :

$$My = \sum \frac{y}{N}$$

Where :

My = The mean score of two group

Y = The students final score for control group

N = The number of sample

∑ = The sum of…….

So, $My = \sum \frac{y}{N}$

$$= \frac{320}{38}$$

$$= 8{,}42$$

4. Standard deviation of control group :

$$\sum Y = \sum y^2 - \frac{(y)2}{Ny}$$

Where :

Y = The students standard deviation for control group

N = The number of sample

∑ = The sum of……..

So, $\sum Y = \sum y^2 - \frac{(y)2}{Ny}$

$$= 4200 - \frac{(320)2}{38}$$

$$= 4200 - \frac{102400}{38}$$

= 4200 – 2694,73

= 1505,27

1. The Computation and Analysis Mean Score of Two Groups.

After finding standard deviation the result of the data analysis score is calculated to the score of the t-test formula :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

Where :

M*x* : Mean score of experimental group.

M*y* : Mean score of the control group.

X2 : The deviation squares of the experimental group.

Y2 : The deviation squares of the control group.

Nx : The number of sample experimental group.

Ny : The number of sample control group.

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_X + N_Y - 2}\right)\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

$$= \frac{14,21 - 8,42}{\sqrt{\left(\frac{1726,32 + 1505,27}{38 + 38 - 2}\right)\left(\frac{1}{38} + \frac{1}{38}\right)}}$$

$$= \frac{5,97}{\sqrt{\left(\frac{3231,59}{74}\right)\left(\frac{2}{38}\right)}}$$

$$= \frac{5,97}{\sqrt{(43,67)(0,05)}}$$

$$= \frac{5,97}{2,18}$$

$$= 2,73$$

The result of the t-test formula above is 2,73. This figure is also considered as one finding of the research. Finally, this analysis of the data eventually lead to the conclusion of this research that using Blended Learning of reading has 76 (76-2=74) in teaching reading at the second grade students of MAN 2 Model Mataram in Academic year 2017/2018.

E. Discussion

Viewing of the result of data analysis above, it shows that the eleventh grade students of Man 2 Model Mataram in the academic year 2017/2018, showed some phenomena that the students still encountered various kind of difficulties in reading. The result of automaticity and fluency from the data analysis show that the critical value of t-table on the level of significant of t 2,73 was 0,05. Therefore, it was found that 2,73 was higher than 0.05.

The improvement of their reading could be seen in their pre-test and post-test result. The result of average pre-test of experimental group and control group were 2270 and 1850 and most of the students got the scored 60. From the result, it was found that the ability of both groups were relatively almost the same. Furthermore, based on pre-test scores, we can see the students have some difficulties in reading test. Most of the students still misunderstanding about main point narrative text.

Examples of student difficulties in narrative texts:

“ Peter is youngest in our family. He is fourteen years old and four years youngest than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family “.

From the example above of pre-test in experimental and control class most of the students still misunderstanding about the main point, that questions like as :

According to the passage, we know that Peter is ?

It is implied in the passage that ?

From the text, we may conclude that?

Based on statement above, the teacher can understand and recognize the ability of the students either who have poor or good ability in reading so the teacher can actualize real treatment and solution for them.

From 76 students at second grade students of MAN 2 Model Mataram, the researcher took 76 students as sample and divided into two groups namely Experimental group and control group. The researcher gave two tests for the students. Pre-test had given in the first meeting to know students basic knowledge in reading. Post-test had gave in the last meeting to know the increase of treatment.

The result of this study was experimental group got higher score than control group. The mean score of experimental group was 14,21 higher than control group was 8,42 it showed that the spread of subject’s score of experimental group was closed to each other.

After calculating data by using a t-test formula and the result were 2,73. The critical value of t-test is compared to the t-table with the degrees of freedom df (Nx+Ny-2) = (38 + 38-2) = 74. The degree of freedom of 74 is at the competence interval of 0,05 is 2,00 and 0,01 is 2,66 the comparison is done between t-test formula with t-table in which the result of t-test is 2,73 it is find out that the t-table of “t” indicated t-test > t-table.

After the data had been obtained, it was found that Blended Learning has positive effect in teaching reading. It showed by the significant value of t-test > t-table. It means that Ha Blended Learning of reading is effective in teaching students (alternative hypotheses) was accepted because t-test was higher than t-table.

There cognize the ability of the students second who have poor or good ability in reading so the teacher can actualize real treatment. The Blended Learning of reading this is extremely important, it can increase student’ motivation n, stepping away from generic texts, which may have no relevance for an individual students.

References

1. Arikunto, Suharsimi. (2013). Prosedur Penelitian Suatu Pendekatan Praktek.
2. Jakarta ; PT. Rineka cipta.
3. Arikunto, suharsimi. (2002). Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta : Rineka cipta .
4. Almasaeid Fahed. (2014). The Effect Of Using Blended Learning Strategy On Achievement And Attitudes In Teaching Science Among 9th Grade Students. Turki ; Ministry of Education, United Arab of Emirates.
5. Awad Soliman Keshta, Ismail Ibrahim Harb (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. Education Journal.
6. Bersin, J . (2014). English language teaching and assessment in blended learning. Lecturer of English, AAB University, Industrial Zone 10000 Prishtina, Kosovo.
7. Brown . (2001). Reading with meaning Teaching Comprehension in the Primary Grades. Stenhouse Publishers Portland, Maine
8. Banditvilai Choosri, (2016). Enhancing Students' Language Skills through Blended Learning. Thailand ; English Department, Faculty of Liberal Arts and Science, Kasetsart University.
9. Beatrice S. dkk . (2008). Teaching Reading in a Second Language. Pearson Education, Inc. All rights reserved.
10. Dziuban at al. (2004). Blended Learning in English Language Teaching: Course Design and Implementation. British council.
11. David. (2002). Teaching ESL/EFL Reading and Writing. Routledge, New York and London.
12. Elizabeth S. Pang, dkk. (2003). Teaching reading . International Academy of Education (IAE).
13. Friesen , Norm (2012). English language teaching and assessment in blended learning. Lecturer of English, AAB University, Industrial Zone 10000 Prishtina, Kosovo.
14. Ghazizadeh Tina. (2017). The Effect of Blended Learning on EFL Learners' Reading Proficiency. Roudehen, Iran ; ELT Department, Roudehen Branch, Islamic Azad University.
15. Harker , Koutsantoni (2005). Blended Learning in English Language Teaching: Course Design and Implementation. British council.
16. Harmer. (2007). Teaching and Researching Reading. Harlow, England : Person Education Limited.
17. Keshta Soliman Awad, Dkk. (2013). The effectiveness of a blended learning program on developing Palestinian tenth graders' English writing skills. Palestine ; Education, the Islamic University of Gaza (IUG).
18. Keene Oliver Ellin, (2006). Reading with Meaning Teaching Comprehension in the Primary Grades. Stenhouse Publishers Portland, Maine.
19. M. Taylor Barbara, Pearson P. David, (2002). Teaching Reading Effective Schools, Accomplished Teachers. London ; Lawrence Erlbaum Associates, Publishers 2002 Mahwah, New Jersey.
20. Marsh, (2012). English language teaching and assessment in blended learning. Lecturer of English, AAB University, Industrial Zone 10000 Prishtina, Kosovo.
21. Sakinah, (2016). The Use Of Course Review Horay Model In Teaching Reading At The Second Grade Students Of SMP Negeri 19 Mataram In Academic Year 2016/2017. ; Unpublished S.Pd Thesis University Of Mataram.
22. Saliba Gina dkk, (2013). Fundamentals of Blended Learning. Australia License; Creative Commons Attribution-NonCommercial-ShareAlike.
23. Sarah Rich. (2016) . Steps to Set Up Your Classroom for Blended Learning. Founding member faculty member of the Paul Cuffee School in Rhode Island.
24. Stein, J. Graham. (2010). Perceptions Of Blended Learning. Bagwell College o Education Kennesaw State University.
25.
26. Sugiyono. (2014). Metode Penelitian Pendidikan: Kuantitatif. Kualitatif dan R&D. Bandung : Alfabeta.
27. Tomlinson Brian, Whittaker Claire, (2013). Blended Learning in English Language Teaching: Course Design and Implementation. British Council ; Spring Gardens London SW1A 2BN, UK.
28. Weigel . (2002) . Reading with meaning Teaching Comprehension in the Primary Grades. Stenhouse Publishers Portland, Maine

29. www.englishindo.com/2017/12/kumpulan-dongeng-bahasa-inggris-pilihan.html, accessed.Desember 2017

30. Woolley Gary. (2010). Developing reading comprehension: combining visual and verbal cognitive processes. Woolley • Australian Journal of La nguage and Literacy.