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The Impact of Using Blended Learning to Improve Reading Comprehension

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Abstract. This research aims to know the effectiveness of using blended learning model to improve reading comprehension at eleventh grade of SMAN 4 Purworejo. This research belonged to a quasi-experimental research. Instrument of the research was multiple choices test that consists of 40 numbers. The researcher took two groups of the students as the sample using purposive sampling. The data were analyzed by t-test. The result of the study showed that the mean score of experimental group was 78.33 and the mean of control group was 67.81. After the treatment, there was a significant difference in the students' ability reading comprehension between students taught using blended learning and those without using blended learning. The final result of t-test analysis was t-value>t-table (7.454>1.994). In other words, the use of blended learning was effective to improve reading comprehension ability at the eleventh grade students of SMA N 4 Purworejo was effective.

Keywords: Reading comprehension, Blended learning, Face to face learning

1. Introduction

Blended learning, also known as hybrid learning, is the blending of two or more types of learning [1]–[3]. Students have the option to participate in discussions with other teachers and students because of the blended structure of the program. It also provides a fun learning environment that caters to the needs of the digital generation[4]–[6].

In education we know model of learning, one is virtual education. It is possible for student and teacher making class synchronously or asynchronously[7]–[9]. The adequate preparation can help students acquire discipline, accountability, and learning motivation by using a blended learning paradigm [10]–[12]. Blended Learning can assist studentsimprove their reading comprehension. They also suggest that this learningapproach might be used to the development of other abilities [13]–[15].

In contrast to face to face learning environments, which impose limitations on location and time, e-learning provides an environment in which students can study regardless of time or location constraints. Using blended learning tool improved students' reading comprehension [16]–[19]. Blended learning education was more successful on their students' reading methods than face-to-face training [20]–[22].

Alternative solution to resolve various reading comprehension problems in the EFL context, it is necessary to implement a blended learning model which combines both online and face to face teaching modes [23]–[25]. Blended learning indicated that there is improved students ability of grasping literal and reading comprehension. In other words, students treated with blended learning model had significantly greater improvement on reading performance[26]–[28].

Learning environments have turned to a hot discussion among language scholars. Very popular nowadays, blended learning is not a new concept. It enjoys the advantages of face-to-face classrooms and virtual learning. Blended learning can positively affect the comprehension of a language as the learners enjoy the advantages of technology and online texts along with their reading instructions in the classroom.

Blended learning can be used as an alternative to tackling the problem of limited time and the amount of material that must be learned, resulting in a good impact on foreign students studying

Indonesian's reading comprehension skills [29]–[31]. Blended learning had a beneficial impact on reading comprehension ability [11]. BL has the potential to enrich and strengthen English reading comprehension among English as a second language (ESL) students in Thailand [32]. BL is an excellent approach for students to gain new knowledgein addition to textbook contents, because they live in a globalization era and must open their minds to the electronic world [33].

Based on the research question, therefore, objctives of the study are to find out students' reading comprehension ability during use blended model and to describe the effectiveness of using blended learning model to improve reading comprehension ability toward eleventh grade students of SMAN 4 Purworejo.

2. Literature Review

The Nature of Blended Learning

Blended learning combines traditional face-to-face instruction with the use of information and communication technology (ICT). Blended learning combines direct and indirect instruction, collaborative teaching, and learning with the assistanceof a personal computer or gadget [10]. Blended learning, as defined by [34] is a hybrid of two teachingand learning models: traditional learning systems and learningdissemination systems, the latter of which emphasizes the importance of computer-based technology centers in blended learning. Many other blended learning models have been proposed based on the above-mentioned influential definitions.

Physical or surface-level qualities, rather than pedagogical or psychological characteristics, have been the focus of most blended learning models [34]. As can be seen from the paragraph above, blended learning is a learning model that combines face-to-face and online learning. Web- enhanced, media-enhanced, and web-augmented learning are the three distinct types of blended learning. Blended learning is a type of distance learning that includes both online and face-to-face (traditional) learning. It is the most common term in the field of distributed education.

Blended Learning in Reading Class

As the reading materials on an e-tool like wiki have links and are editable, they encourage the learners to do more reading on the same topic by just clicking on the underlined term or phrase and entering a new webpage. In other words, they will have access to more reading resources.

That's why it can be claimed that online reading encourages learner's autonomy to read more materials independent of what is presented in the classroom. Thus, modern technology can be used to be at the disposal of teachers to improve their students' language skills [13]. According to [32] the use of BL had minimised the barriers to the development of English reading comprehension that students had previously identified, and that BL was at least as effective as 'traditional' forms of instruction in its educational outcomes.

BL have a number of specific benefits to its use were identified, including the use of ICT applications to motivate learners, to promote self-directed learning, and to provide more extensive channels of communication between participants. From the experience of this particular case, it can be concluded that BL has at least the potential to enrich and strengthen teaching and learning practices in English language education in Thailand.

The Strength of Blended Learning

Blended instructional models that use conventional resources and internet technologies for learning goals are not new [35]. Blended learning is the most common learning model in informal education,such as courses. This learning paradigm has been used in a variety of coursessince it allows for the development of teachers, learners, and learning itself. According to [36] blended learning can be used to achieve the following pedagogical goals:

a. Students will be prepared for independent and productive activities that will allow them to acquire a variety of abilities.
b. To implement in place a social order that involves preparing specialists to work with information technologies.
c. Intensify all levels of the educational process, including leveraging information technology to improve effectiveness and teaching quality.

The Weakness of Blended Learning

There are many advantages to combining online technology and multimedia tools with traditional classroom settings, as well as how this integration may impact students learning. However, in a blended learning environment, there are some hazards to be aware of. According to [37] any difficulty, no matter how minor, might havean impact on the entire course plan. The following are the most common blunders:

a. The type of technology available has an impact on the success of delivering online chats or video. The failure of a voice chat program can be caused by a slow internet connection.
b. Some students may have difficulty using the tools because they can work on online assignments outside of class.
c. Despite constant reminders from teachers to write down their user names and or passwords, students occasionally forget them.

The Nature of Reading Comprehension

Reading comprehension is inextricably linked to reading comprehension. There was a mental process incomprehension of a written language that converted the text into meaningful information stored in the memory and fresh information as they read. According to [38] students can learn new things from the textsthat they read. Reading require comprehension in order to comprehend the context and gain new information from the text. The ability to interpret or comprehend the material was referred to as reading comprehension.

According to [39] reading comprehension is a verycomplex process that involves components, procedures, and solutions todifficulties in order to increase learners comprehension. Reading comprehension consist of twowords: reading and comprehension [40]. Reading comprehension is a complex and complicated dialogue process, which is done by the author and the reader to process the meaningful interpretation or written verbal symbols through medium of writing. Reading comprehension involves a complex interaction of automatic and strategies cognitive processes that allows the reader to form a mental image of the text [41].

To summarize, reading comprehension is a multi-component brain process in which various components interact with one another to draw themeaning of the text. The reader, the text, and the activity are the key sourcesof these component. Those aspect should interact properly with one another;if there is an increasing interference between them, reading will be difficult.

Types of Reading Comprehension

There are the following types of reading comprehension [42] :

1. Lexical comprehension, it refers to the teacher explaining new words to the students after the text has been read to them.
2. Literal comprehension, it will assist students in better understanding and making sense of the material.
3. Interpretive comprehension, it entails asking what if, why, and how questions. The reader must be able to read the text between the lines.
4. Applied comprehension, it refers to the teacher's ability to apply the text toa real-life situation, such as a classroom setting.
5. Affective comprehension, it refers to students' understanding of how a story's plot works, how the characters fit into the story, and howemotions are included.
6. Effective comprehension, this aids learners in completing tasks independently.

Strategies for Reading Comprehension

When someone reads a picture book to a child before they can read,the process of understanding text begins. Students listen to the words, look the illustrations in the book, and begin to associate the words on the pagewith the words they hear and the concepts they represent [41]. Students require modeling, practice, and feedback in order to master comprehendingmethods. According to [43] the strategies that were taught are listed below:

1. Using Previous Knowledge / Preview
   Students use what they already know to assist them grasp the literature they are about to read when they preview it.

2. Predict
   When students create predictions about the literature they're about to read, they're setting expectations based on prior knowledge of the same subject.
3. Identifying the Main Idea and Summarizing
   Students must determine what is significant and then put it in their own words when identifying key ideas and summarizing.
4. Questioning
   Another technique for helping pupils focus on the significance of thematerial is to submit and answer questions about it.
5. Make Conclusions
   Students must learn to draw on prior information and notice hints in the text itself in order to draw inferences about something that is not directly stated in the text.
6. Visualize
   Students who visualize while reading recall information more effectively than those who do not.

Models of Reading Process

There are three models for the second-language reading process: the bottom-upmodel, the top-down model, and the interactive model [44].

1. The Bottom- Up Model
   This model begins by decoding the smallest linguistic units, such asphonemes, graphemes, and words, and then builds meaning from small to large.
2. The Top-down Model
   In order to comprehend a text, connect these to fresh information obtained in the text. Readers do not read every word of a text; instead,they concentrate on recognizing the text's words.
3. The Interactive Model
   While reading, decoding processes support one another; if they don'tunderstand, they should use their prior knowledge to assist them.

Factors that Influence Reading Comprehension

There are many factors can influence how well printed materials areunderstood. The characteristics of the materials, syntactical organization, and the appearance of print are some of the variables that will be discussed here [45].

a. Vocabulary
   One of the most important factors in a reader's comprehension is vocabulary familiarity, as successful associating between printed words with their meaning and referents is dependent on vocabulary familiarity.
b. Concept of The Material
   When familiar words are employed to represent elusive topics, the reader's comprehension can be hampered.
c. Syntactical Structure
   Another factor that may be a barrier to comprehension is that the syntactical structure of the passage is written in words and concepts that are familiar to the reader, but it is still difficult to comprehend thetortuous of grammatical structure to comprehend them, the student should be familiar with them by providing many exercises that deal with sentence structures.
d. The Appearance of Print
   The format of reading materials can have an impact on how well they are understood.

3. Methodology

According to [46] there are four types of experimental designs that could be employed in research. This research was classified as a quasi-experimental research design. Researcher used a pre-test and post-test design. This design involves two groups of subject, they are experimental group and control group. The experimental group was given a material by using blended learning model and control group was not given material using blended learning. Moreover, this research was conducted by using quantitative technique in processing the data and getting the result.

According to [47], in quantitative research, the researcher need an instrument for collected the data. The researcher used pre-test and post-test in getting the data. Pre-test was given before the

treatment and post-test was given after the treatment. The form of test could be multiple choices, matching, completing, short answer and essay. In this research, the researcher used multiple choices test for XI MIPA 1 as the control class and XI MIPA 2 as the experimental class. Each class would done a pre-test at the beginning of the meeting before they got treatment and after they finished getting treatment, they would done a post-test to find out whether the treatment was successful or not. In this research, the type of the test was multiple choice with total 40 numbers.

The questions consist of structure of the text, social function, linguistic elements, purpose of the text, main idea, meaning of the word and similar word. For the scoring, the correct answer got one point and the wrong answer got a zero point.

4. Results and Discussion

Students result of pre-test and post-test in control class and experimental class; The researcher asks the students to do 40 questions of multiple choice about analytical text exposition. The result of students test of experimental group and control group are showed on the table below :

Table 1. The Result of Pre-Test of Experimental Group and Control Group

No	Experimental group	Score	No	Control group	Score
1.	Student 1	47	1.	Student 1	40
2.	Student 2	55	2.	Student 2	45
3.	Student 3	40	3.	Student 3	52
4.	Student 4	50	4.	Student 4	47
5.	Student 5	40	5.	Student 5	40
6.	Student 6	37	6.	Student 6	45
7.	Student 7	40	7.	Student 7	47
8.	Student 8	40	8.	Student 8	50
9.	Student 9	52	9.	Student 9	37
10.	Student 10	47	10.	Student 10	42
11.	Student 11	57	11.	Student 11	50
12.	Student 12	37	12.	Student 12	35
13.	Student 13	47	13.	Student 13	55
14.	Student 14	42	14.	Student 14	47
15.	Student 15	42	15.	Student 15	65
16.	Student 16	40	16.	Student 16	37
17.	Student 17	37	17.	Student 17	47
18.	Student 18	42	18.	Student 18	45
19.	Student 19	47	19.	Student 19	37
20.	Student 20	57	20.	Student 20	47
21.	Student 21	40	21.	Student 21	45
22.	Student 22	50	22.	Student 22	40
23.	Student 23	47	23.	Student 23	47
24.	Student 24	57	24.	Student 24	50
25.	Student 25	42	25.	Student 25	40
26.	Student 26	40	26.	Student 26	45
27.	Student 27	52	27.	Student 27	45
28.	Student 28	42	28.	Student 28	42
29.	Student 29	37	29.	Student 29	45
30.	Student 30	37	30.	Student 30	45

31.	Student 31	40	31.	Student 31	37
32.	Student 32	52	32.	Student 32	42
33.	Student 33	40	33.	Student 33	40
34.	Student 34	47	34.	Student 34	32
35.	Student 35	47	35.	Student 35	50
36.	Student 36	55	36.	Student 36	45
	Mean	45,03		Mean	44,44

The total students of experimental group are 36 and the students of control group are 36. From the data above , the highest score of pre - test in experimental group is 57 and that in control group is 65. The lowest score of pre - test in experimental group is 37 and that in control group is 32.

Table 2. The Result of Post – Test of Experimental Group and Control Group

No	experimental group	score	No	control group	score
1	Student 1	67	1	Student 1	70
2	Student 2	70	2	Student 2	60
3	Student 3	77	3	Student 3	72
4	Student 4	87	4	Student 4	80
5	Student 5	70	5	Student 5	77
6	Student 6	85	6	Student 6	60
7	Student 7	65	7	Student 7	70
8	Student 8	77	8	Student 8	55
9	Student 9	75	9	Student 9	60
10	Student 10	90	10	Student 10	62
11	Student 11	75	11	Student 11	65
12	Student 12	77	12	Student 12	70
13	Student 13	87	13	Student 13	62
14	Student 14	77	14	Student 14	57
15	Student 15	82	15	Student 15	60
16	Student 16	85	16	Student 16	65
17	Student 17	90	17	Student 17	70
18	Student 18	70	18	Student 18	72
19	Student 19	82	19	Student 19	67
20	Student 20	77	20	Student 20	72
21	Student 21	82	21	Student 21	65
22	Student 22	82	22	Student 22	70
23	Student 23	72	23	Student 23	65
24	Student 24	82	24	Student 24	70
25	Student 25	75	25	Student 25	67
26	Student 26	80	26	Student 26	77
27	Student 27	82	27	Student 27	75
28	Student 28	82	28	Student 28	65
29	Student 29	72	29	Student 29	73
30	Student 30	80	30	Student 30	70

31	Student 31	77	31	Student 31	75
32	Student 32	75	32	Student 32	65
33	Student 33	82	33	Student 33	67
34	Student 34	77	34	Student 34	75
35	Student 35	80	35	Student 35	70
36	Student 36	75	36	Student 36	67
	Mean	78,33		Mean	67,81

The total students of experimental group are 36 and the students of control group are 36. From the data above , the highest score of post - test in experimental group is 90 and that in control group is 77. The lowest score of post - test in experimental group is 65 and that in control group is 55.

1. Descriptive Analysis
   a. The Result of Experimental Group
   Descriptive statistics of pre-test and post-test in experimental group.

Table 3. Descriptive statistics of pre-test and post-test in experimental group

Experimental Group	Pre-Test	Post-Test
Mean	45,03	78,33
Median	42,00	77,00
Mode	40,00	82,00
Max	57,00	90,00
Min	37,00	65,00
Sum	1621	2820
Standard Deviation	6,43	6,07
Varians	41,34	36,86
Range	20,00	25,00

The table shows in pre test, the researcher can conclude that the highest score (H) is 57, the lowest score (L) is 37, the range (R) is 20, the median (Me) is 42, the mode (Mo) is 40, the mean score (M) is 45, the standard deviation (SD) is 6.43, the variance (S^2) is 41,34, and the total score (T) is 1621. Meanwhile, in post –test, the researcher can conclude that the highest score (H) is 90, the lowest score (L) is 65, the range (R) is 25, the median (Me) is 77, the mode (Mo) is 82, the mean score (M) is 78, the standard deviation (SD) is 6.07, the variance (S^2) 36,86 and the total score (T) is 2820.

   b. The result of control group

Table 4. Descriptive Statistics of Pre-Test and Post-Test in Control

Control Group	Pre-test	Post-test
Mean	44,44	67,81
Median	45,00	68,50
Mode	45,00	70,00
Max	65,00	80,00
Min	32,00	55,00
Sum	1600	2441
Standard Deviation	6,18	5,91
Varians	38,25	34,96
Range	33,00	25,00

The table shows in pre test, the researcher can conclude that the highest score (H) is 65, the lowest score (L) is 32, the range (R) is 33, the median (Me) is 45, the mode (Mo) is 45, the mean score (M) is 44, the standard deviation (SD) is 6.18, the variance (S2) is 38,25, and the total score (T) is 1600. Meanwhile, in post –test, the researcher can conclude that the highest score (H) is 80, the lowest score (L) is 55, the range (R) is 25, the median (Me) is 45, the mode (Mo) is 70, the mean score (M) is 67, the standard deviation (SD) is 5.91, the variance (S^2) is 34, 96, and the total score (T) is 2441.

2. Inferential Analysis

This analysis is implemented to find out the comparative study of students' reading comprehension between using blended learning and face to face learning. Before the researcher did computation to test the hypothesis, she did a computation of pre-requisite test at first and the test are as follows:

a. Test of Normality

The computation of normality which is done by using Chi-Square formula shows that the data is normal. It is done by comparing the normal curve of collected data and standard normal curve. The calculation of normality test as follows:

Table 5. The Calculation of Normality Test Using Chi-Square Post-test of Experimental Group

INTERVAL	**f_o**	**f_h**	**f_o-f_h**	**$(f_o-f_h)^2$**	**$(f_o-f_h)^2/f_h$**
55-59	2	1	1,18	1,40	1,71
60-64	6	5	1,13	1,28	0,26
65-69	10	12	-2,29	5,23	0,43
70-74	12	12	-0,29	0,08	0,01
75-78	5	5	0,13	0,02	0,00
79-83	1	1	0,18	0,03	0,04
SUM	36	36	0,05	8,04	2,45

The table above shows that the result is 3,72. The researcher uses Chi- Square table at the significance of 5% with 36 samples was 11,07. It show that the result of manual calculation less than chi square table (3,72<11,07). Therefore, the data is normal.

Table 6. The Calculation of Normality Test Using Chi-Square Post-test of Control Group

INTERVAL	**f_o**	**f_h**	**f_o-f_h**	**$(f_o-f_h)^2$**	**$(f_o-f_h)^2/f_h$**
65-69	2	1	1,18	1,40	1,71
70-74	5	5	0,13	0,02	0,00
75-79	12	12	-0,29	0,08	0,01
80-84	11	12	-1,29	1,66	0,13
85-89	4	5	-0,87	0,76	0,16
90-94	2	1	1,18	1,40	1,71
SUM	36	36	0,05	5,31	3,72

The table above shows that the result is 2,45. The researcher uses chi square table at the significance of 5% with 36 samples was 11,07. It show that the result of manual calculation less than chi square table (2,45<11,07). Therefore, the data is normal.

1. Test of Homogeneity

The researcher applied the variance of homogeneity test to test the variance of two samples, experimental and control group. To know whether the variance of two sample is homogenous or not, the researcher uses F test. The compulation of F test is as follows:

$$\mathrm{F} = \frac{\text{the highest variance}}{\text{the lowest variance}}$$
$$\mathrm{F} = \frac{41{,}34}{32{,}25}$$
$$\mathrm{F} = 1{,}08$$

From the computation above, the value F is 1,08. Then, it is compared to the value of F_{table} with df of numerator (36-1=35) and df of numerator (36-1=35). The F_{value} on significant level 0,05 is 1.76. Because of F_{value} is lower than F_{table} (1,08<1,76), it means that the variance of two sample is homogenous.

2. Test of Hypothesis

After knowing the data has normal distribution, the researcher uses T-test as a technique to find out whether or not the hypothesis is accepted. The manual computation is as follows:

t : t value
$\overline{x_1}$: 78,33
$\overline{x_2}$: 67, 81
s_1^2 : 36,68
s_2^2 : 34,96
n_1 : 36
n_2 : 36

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$
$$t = \frac{78{,}33 - 67{,}81}{\sqrt{\frac{(36-1)36{,}68 + (36-1)34{,}96}{36+36-2}\left(\frac{1}{36}+\frac{1}{36}\right)}}$$
$$t = \frac{10.52}{\sqrt{\frac{(35)36.68 + (35)34.96}{70}\left(\frac{1}{36}+\frac{1}{36}\right)}}$$
$$t = \frac{10.52}{\sqrt{\frac{1{,}283.8 + 1{,}223.6}{70}(0.055)}}$$
$$t = \frac{10.52}{\sqrt{\frac{2{,}507.4}{70}(0.055)}}$$
$$t = \frac{10.52}{\sqrt{1.9701}}$$
$$t = \frac{10.52}{1.4036}$$
$$t = 7.454$$

T_{table} = 1.994
T_{value} = 7.454

It means that T_{value} is greater than T_{table}, so the hypothesis is accepted.

Table 7. Test of hypothesis using SPSS

Independent Samples 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
Hasil	Equal variances assumed	,016	,900	7,454	70	,000	10,52778	1,41243	7,71078	13,34478
	Equal variances not assumed			7,454	69,951	,000	10,52778	1,41243	7,71075	13,34481

Based on the results of the independent t-test, if the value of Sig.(0.000) <0.05, then there is a significant difference in value between the experimental class and the control class.

5. Conclusion

The conclusion of this research is show that there is significant difference between the control class and the experimental class. The mean score of post-test in experimental group is 78.33 and in control group is 67.81. It means that the mean score of post - test in experimental group is higher than in the control group (78.33>67.81). By using 0.05 significance level, the t-table is 1.994 and the t-test is 7.454. It means that the t-test is higher than t-table (7.454>1.994). As it can be seen that the average score in the experimental group is greater than the score in the control group (78.33>67.81), this proves that the experimental class taught using blended learning between face-to-face learning and online learning can actually improve students' reading comprehension ability compared to the control class which was only taught using face-to-face learning. Thus, it can be concluded that the blended learning model is effective in improving students' reading ability.

This study supported previous literature [48] & [49] investigating the use of blended learning in teaching EFL reading. Blended learning can improve students' reading skills in undergraduate classes and support students' skills in using ICT to assist the learning process. The researchers claim that the use of Blended Learning can be utilized as a solution to develop students' reading skills because it is supported by various application-based media that are easily accessed by every students.

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