

**TEACHER STRATEGIES THROUGH BLENDED LEARNING SYSTEM
TO FOSTER STUDENT READING SKILL AT MTSN 1 PASURUAN**

THESIS



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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2022**

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Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment
of the Requirement for the Degree of English Language Teaching (S.Pd.) in the
English Education Department



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FOSTER STUDENT READING SKILL AT MTSN 1 PASURUAN

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Malang, June 7th 2022

Krisna Aditya Putra

THESIS DEDICATION

This thesis is dedicated to my **beloved parents** and prominent family, who always supported, motivated, and prayed for my career until I finished my thesis. And also to my friends who helped me a lot, my teachers and lecturers guided me.

MOTTO

“Everyone has the opportunity to create something that can change the world and if stopping is not an option, then keeping going is the only way to reach that goal”

(Setiap orang memiliki kesempatan untuk menciptakan sesuatu yang bisa mengubah dunia dan jika berhenti bukanlah pilihan, maka terus melangkah adalah satu-satunya cara untuk mencapai tujuan tersebut)

ABSTRACT

Putra, Krisna, Aditya. 2022. Teacher Strategies through Blended Learning System to Foster Student Reading Skill at MTsN 1 Pasuruan. Thesis. English Education Department. Faculty of Education and Teacher Training. Maulana Malik Ibrahim State Islamic University of Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed

Keywords: Teacher strategy, blended learning, reading skill

Learning strategies have an essential role in achieving learning objectives, especially in improving students' reading skills. The pandemic made the Government Issue new rules for implementing the learning system in the classroom using a blended learning system. This system also affects the teacher's teaching strategies as a facilitator in the classroom to help the process of students' thinking skills improve reading skills in a text or video.

This research was conducted with the aim of; (1) identifying the teaching strategies carried out by teachers through a blended learning system to foster students' reading skills at MTsN 1 Pasuruan, (2) finding out the strengths and weaknesses in teaching reading skills through a blended learning system.

In this research, the researcher uses a qualitative approach, and the type of research is a field study using three instruments: observation, interview, and documentation. The data obtained have been processed in several ways. The first is to reduce the data, the second is to displays the data findings, and the last is to describe the conclusions. Participants in this study were English teachers of class VIII and class VIII students at MTsN 1 Pasuruan.

This study indicates that three strategies are learning used by English teachers through a blended learning system, namely Question-Answer Relationships, Think aloud, and reciprocal teaching. As for the way the teachers implement strategies for the online teaching stage of the Question-answer relations teacher through WhatsApp and E-learning groups, and during the offline teaching stage, the teacher uses think aloud and reciprocal teaching in the classroom.

ABSTRAK

Putra, Krisna, Aditya. 2022. Strategi Guru Melalui Sistem Pembelajaran Blended untuk Meningkatkan Kemampuan Membaca Siswa di MTsN 1 Pasuruan. Skripsi. Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Pd

Kata Kunci: Strategi guru, pembelajaran campuran, kemampuan membaca

Strategi pembelajaran memiliki peranan penting dalam mencapai tujuan pembelajaran, terutama dalam meningkatkan reading skill siswa. Keadaan pandemi membuat pemerintah mengeluarkan aturan baru dalam penerapan sistem pembelajaran di dalam kelas menggunakan blended learning system. Hal ini juga mempengaruhi strategi pengajaran yang di lakukan oleh guru sebagai fasilitator di dalam kelas untuk membantu proses kemampuan berfikir siswa dalam meningkatkan kemampuan membaca pada sebuah teks ataupun video.

Penelitian ini dilakukan dengan tujuan untuk; (1) mengidentifikasi strategi pengajaran yang di lakukan oleh guru melalui blended learning system untuk meningkatkan kemampuan membaca siswa di MTsN 1 Pasuruan, (2) mengetahui kelebihan dan kekurangan dalam pengajaran reading skill melalui blended learning system.

Dalam penelitian ini peneliti menggunakan pendekatan kualitatif dan tipe penelitian studi lapangan dengan menggunakan tiga instrumen yaitu observasi, interview dan dokumentasi. Data yang di dapatkan telah di proses dengan beberapa cara, yang pertama mereduksi data, kedua memaparkan hasil data temuan dan terakhir menggambarkan kesimpulan. Partisipan dalam penelitian ini adalah guru bahasa inggris kelas VIII dan siswa kelas VIII di MTsN 1 Pasuruan.

Hasil penelitian ini menunjukkan bahwa ada tiga strategi pembelajaran yang digunakan oleh guru Bahasa Inggris melalui sistem pembelajaran blended yaitu Question-Answer Relationships, Think aloud dan reciprocal teaching. Adapun cara para guru dalam mengimplementasikan strategi, untuk tahapan pengajaran online guru Question-answer relations melalui group WhatsApp dan E-learning dan saat

tahap pengajaran offline guru menggunakan think aloud dan reciprocal teaching di dalam kelas.

مستخلص البحث

بوترا ، كريشنا ، أديتيا. 2022. إستراتيجية المعلم من خلال نظام التعلم الخليط من الأسلوب لتحسين قدرة الطلاب على القراءة في المدرسة المتوسطة الحكومية الإسلامية باسوروان. الأطروحة. تدريس الإنجليزية. كلية علوم التربية و التعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. مشرف الأطروحة: الدكتورة الحاجة ليك رسكوبا أكتابرلينا الماجستير.

الكلمات المفتاحية : استراتيجية المعلم ، التعلم المختلط ، القدرة على القراءة

استراتيجيات التعلم لها دور مهم في تحقيق أهداف التعلم ، وخاصة في تحسين مهارات القراءة لدى الطلاب. أجبر الوضع الوبائي الحكومة على إصدار قواعد جديدة لتنفيذ نظام التعلم في الفصل باستخدام نظام التعلم الخليط من الأسلوب. يؤثر هذا أيضًا على استراتيجيات التدريس التي ينفذها المعلم كميتر في الفصل الدراسي للمساعدة في عملية مهارات التفكير لدى الطلاب في تحسين مهارات القراءة في نص أو مقطع فيديو.

تم إجراء هذا البحث بهدف ؛ (1) تحديد استراتيجيات التدريس المستخدمة من قبل المعلمين من خلال نظام التعلم الخليط من الأسلوب لتحسين مهارات القراءة لدى الطلاب في المدرسة المتوسطة الحكومية الإسلامية باسوروان (2) اكتشاف مزايا و عيوب تدريس مهارات القراءة من خلال نظام التعلم الخليط من الأسلوب.

في هذا البحث يستخدم الباحث المنهج النوعي ونوع البحث هو دراسة ميدانية باستخدام ثلاث أدوات وهي الملاحظة والمقابلة والتوثيق. تمت معالجة البيانات التي تم الحصول عليها بعدة طرق ، الأول هو تقليل البيانات ، والثاني هو تقديم نتائج البيانات وأخيرًا لاستخلاص النتائج. كان المشاركون في هذه الدراسة مدرسين للغة الإنجليزية من الفصل الثامن وطلاب الفصل الثامن في المدرسة المتوسطة الحكومية الإسلامية باسوروان

تشير نتائج هذه الدراسة إلى أن هناك ثلاث استراتيجيات تعليمية يستخدمها مدرسو اللغة الإنجليزية من خلال نظام التعلم الخليط ، وهي العلاقات بين الأسئلة والأجوبة والتفكير بصوت عالٍ والتعليم المتبادل. أما عن طريقة تنفيذ المعلمين للاستراتيجية، في المراحل: يقوم المعلم عبر الإنترنت بتدريس العلاقات بين الأسئلة والأجوبة من خلال الواتساب و مجموعات التعلم الإلكتروني وخلال مرحلة التدريس خارج الإنترنت ، يستخدم المعلم التفكير بصوت عالٍ والتعليم المتبادل في الفصل.

CHAPTER I

INTRODUCTION

In this chapter, the researcher will explain the introduction which contains of the background of the research, research question, objectives of the research, research significance, limitations of the research, research originality, definition of key term, and research systematic.

2.1 Background of the Research

English has become the first foreign language that all Indonesian students must learn in the national education system. This condition is inseparable from the flow of globalization, where English is the primary communication tool in interactions between countries and even between students with international standards. The ability to speak English is currently very reliable in various fields, both academically and in the realm of employment. We can find writing in English on every product we see every day. Therefore, English language skills are essential to be instilled in students from an early age to follow global trends and have good English skills. Good English skills cannot be separated from skills that support learning and the first aspect of human life, namely reading skills.

According to Ismail, Syahriza, & Basuki (2017), reading takes a crucial role and becomes a significant need in daily activities for everyone who wants to obtain any information needed. Reading is an essential skill for learners of English as a foreign language. This skill is the most critical skill for most learners to master to ensure success in learning English and in

any classroom where reading in English is indispensable. Furthermore, in the first Qur'an verse (QS. Al-Alaq [96]: 1-5):

(3) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (2) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (1) اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ
بِالْقَلَمِ عَلَّمَ الَّذِي (4) يَعْزَمُ لَمْ مَا الْإِنْسَانَ عَلَّمَ (5)

The meaning, (1) Recite in the name of your Lord who created, (2) Created man from a clinging substance, (3) Recite, and your Lord is the Most Generous, (4) Who taught by the pen, (5) Taught man that which he knew not. Quran, in the first verses, commands humans to read. The word Iqra is significant as it is repeated twice. M. Quraish Shihab (1999) agreed reading includes an observation of the universe, society and oneself, the holy verses of the Qur'an, magazines, and newspapers. Humans are required to read regularly to comprehend, appreciate, study, explore, research, enjoy, and practice their moral messages. Reading is the first and the most important condition for human accomplishment. Thus, it is not surprising that reading became the first guidance given by Allah SWT to humans that will bestow on new knowledge, understanding, and insight.

With strengthened reading skills, learners will progress and develop in all other areas of learning. Reading is one of the essential skills for everyone, including students, in pursuing education. According to Mickulecky and Jeffries (2004), reading is essential as it can better students' general language skills in English. It can help sharpen students' thinking patterns in English, expand students' vocabulary size and memorization, and improve their writing. It can be an excellent way to learn about new ideas,

facts, and experiences. As a result of this point of view, reading ability has been considered to help students expand their understanding of English.

On the other hand, in teaching students, there are several components that the teacher must consider. There are five crucial components in the classroom in a single unit of the learning environment. Those are goals, instructors/teachers, students, materials, and evaluation. Students and teachers are the driving force to enact effective learning. It can be done via facilitating the students to meet pre-established goals: objectives, educators, students, materials, and evaluation. Of the five components, educators or teachers are active drivers for effective learning. Learning is effective if it can facilitate students to achieve the specified learning objectives (Widyaningrum & Rahmanumeta, 2016). A teaching strategy is a comprehensive plan for a lesson that comprises organization, instructional objectives, and a list of methods that will be employed to put the strategies into action (Isaac, 2010). Furthermore, Issac (2010) defines *teaching tactics* as the teacher's activity in the classroom, which includes developing instructional strategies, providing appropriate stimulus for timely replies, drilling learned responses, enhancing responses through extra activities, and so on. However, in its application in teaching English subjects, the teacher has many obstacles and problems of its own in teaching reading skills.

According to Apsari (2015), some of the issues encountered in teaching reading skills in schools include a lack of students' vocabulary

mastery, a lack of interest in reading, the fact that students are not accustomed to reading a lot regularly and the allocation of teaching time. Meanwhile, the problem of students' reading ability is currently being influenced by the pandemic situation, which requires learning to switch to a blended learning system, resulting in a decrease in students' reading abilities. In a blended learning system, teachers are expected to develop strategies so that the blended learning system can run optimally and learning can be conveyed to students well, especially in learning reading skills as described previously. However, teachers also have difficulty finding the right strategy to help improve students' reading skills through the blended learning system caused by the Covid-19 virus.

In 2020 the Covid-19 outbreak swept across the world and disrupted activities usually carried out by the community, one of which is learning and teaching activities. It drives the field of education through online learning classes. Teachers are guided to focus on perceived learning results and student satisfaction by the quick transition to online education during the pandemic. Researcher are aware, and manyresearch has also noted the coercive nature of the transition to online learning. However, online learning has benefits such as self-paced learning (Amer, 2007), interactivity (Leszc-zyski et al., 2018; Wagner et al., 2008), flexibility (Smedley, 2010), and opportunities.

After undergoing online teaching and learning activities for approximately a year, the government decided to use a blended learning

system as a first step to transition from online learning to offline and online simultaneously. This system is also the government's preparation for the new normal era. According to Mosa (in Rusman, (2011) explains that blended learning combines two main elements: learning in the classroom and online learning. This online learning uses the internet network in which there is web-based learning. This learning utilizes multimedia technology such as video streaming, virtual classes, and email. The blended learning system has the effect of shifting teaching and learning activities for teachers and students where students and teachers are asked to implement blended learning strategies. However, implementing teaching strategies encountered several obstacles due to blended learning. Teachers and students were required to adapt quickly through the blended learning system.

Therefore, the government has provided schools and instructors with blended learning opportunities in a dire pressing need to develop and teach reading abilities, particularly in the aftermath of the covid-19 outbreak. Teachers will develop new ways to maximize the teaching of reading skills in English topics, whether through online techniques utilizing technology or through traditional methods in the classroom, but only in limited conditions. Because of the difficulty of learning utilizing the blended learning approach and the complexity of learning reading skills, this transformation will undoubtedly result in new things in different teacher teaching tactics. Many teaching tactics will be used to maximize the process, but each strategy will

have its own set of positive and negative attributes. The strategies will be investigated in greater depth through this research.

Based on the explanation above, the researcher is interested in conducting research entitled "*Teacher Strategies through Blended Learning System to Foster Student Reading Skill at MTsN1 Pasuruan*" to get the suitable teaching strategies to help teachers improve students' reading skills through a blended learning system.

2.2 Research Question

The COVID-19 pandemic has changed aspects of learning activities. What was originally carried out offline has now developed into online. After the Covid-19 pandemic passed, the implementation of the blended learning system was very much carried out by schools. Therefore, the researcher want to observe the strategies used by teachers in the application of blended learning and their effects in improving the reading skills of the students of MTsN 1 Pasuruan as a provision to become a teacher. Indeed, it identifies the following research questions:

- 1) What are teacher strategies in teaching reading through a blended learning system at MTsN 1 Pasuruan?
- 2) What are the strengths and weaknesses of teaching strategies implemented in teaching reading through blended learning system at MTsN 1 Pasuruan?

2.3 Objectives of the Research

Referring to the problem formulation that has been described previously, this research aims to identify two folded ideas:

1) To identify teaching strategies in teaching reading in a blended learning system at MTsN 1 Pasuruan.

2) This study will describe the weaknesses and strengths of teaching strategies implemented in teaching reading through a blended learning system at MTsN 1 Pasuruan.

2.4 Research Significance

The author of this study expects that the findings will be helpful to English teachers, students, and other researchers. For starters, the findings of this study are expected to provide information as feedback to English teachers to improve the quality of their teaching and learning activities, particularly in reading comprehension. Second, this study is designed to help students improve their English language skills, particularly their reading skills, by serving as a reference. It is intended that they would recognize the many sorts of teaching tactics and select one to help them develop their reading skills. Other researchers are the third group. The findings of this study are likely to serve as a resource for future researchers looking into instructional tactics for reading comprehension.

2.5 Limitation of the Research

This study focuses on the teaching strategy of English teachers in improving students' reading skills at MTsN 1 Pasuruan during the covid-19 pandemic using a blended learning system. The researcher found teacher teaching strategies and provide conclusions that can be used as a reference

for teaching solutions to improve students reading skills in the blended learning system method. This research conducted at MTsN 1 Pasuruan, focusing on the students in grade VIII.

2.6 Definition of Key Term

In the study's title, "Teacher Strategies through Blended Learning Systems to Foster Student Reading Skills at MTsN 1 Pasuruan," there are several important terms. Therefore, the researcher took the initiative to present an understanding and a little explanation of some of the current terms.

1.7.1 Teacher Strategy is a well-thought-out approach for achieving specified objectives in an activity. In this scenario, the teacher's plan involves structure, a desire for students' behavior, and a list of methods needed to attain goals during teaching and learning activities in the classroom.

1.7.2 Blended Learning System is a learning system that integrates two learning methods, namely face-to-face learning and online learning. This learning system collaborates with traditional systems with technology.

1.7.3 Reading Skill refers to a person's capacity to comprehend concepts, symbols, or sounds of language in a reading text tailored to the reader's aim and purpose to obtain the required message or information.

2.7 Research Systematic

Research systematics is the most important part of a scientific paper to explain the technical discussion as a whole. While the research proposal includes 3 chapters consisting of Introduction, Literature Review, and Research Methodology. The contents of each explain a different description as follows:

CHAPTER I: In this chapter aims to describe the research design and introduction to the research which consists of (a) the background of the research problem which is the basis for conducting the research, (b) the formulation of the problem put forward which is of interest and urgent for research, (c) the purpose of the research. , (d) the benefits obtained from the research, (e) the limitations of the discussion in the study, (f) the comparison of research with previous studies, (g) definition of key term, and (h) research systematics.

CHAPTER II: In this chapter, the theory from the literature is used as a reference for researchers to analyze the data obtained from the research results, which include (a) teacher strategies, (b) blended learning system, and (c) student reading skills.

CHAPTER III: In this chapter aims to explain and describe the methodology of the research which includes several aspects such as (a) research type and approach, (b) researcher's presence, (c) research location, (d) data and data

source, (e) data collecting, (f) data analysis, (g) validity test data, and (h) research procedure.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presents some theories that are related to the literature such as the definition of reading, teacher's strategies in teaching reading, blended learning system, teacher strategies through blended learning system, student reading through the blended learning system, the strengths and weaknesses of blended learning system and theory overview of reading difficulty and reading task.

2.1 Definition of Reading Skill

Reading has a very important role as a formation in the development of human thought and is a special ability that must be mastered by everyone. People get information and knowledge through reading. However, reading can also improve human life skills and increase new knowledge, but reading goes much deeper. According to Hesham (2005), reading is a process of finding knowledge from texts. This can be seen through a collaborative process between the reader and the text which refers to fluency in reading. Reading is spelling words or sentences and interpreting the meaning and symbols of printed words.

Reading is an important goal of learning because it helps build a view of the new world and opens up new opportunities. Reading skills, according to (Pang et al., 2013), enable the reader to gain new knowledge, stay up to date with the latest information and technology, enjoy literature, and carry out their daily tasks as part of modern life. Reading also has stages

that help students gain a better understanding of what they don't know and how to build new knowledge. Reading skills include, according to Davies (1968), identifying the meaning of words, drawing conclusions, identifying the author's technique, recognizing the mood of the passage, and finding answers to questions. other studies according to Munby (1978) Reading skills can also include: recognizing language texts; inferring meaning; using unfamiliar lexical items; understanding information stated explicitly and implicitly, conceptual meaning, the communicative value of sentences, relationships within sentences, and between parts of a text via lexical cohesion devices; distinguish indicators and main information in the discourse; differentiate the main idea from supporting details Extraction of relevant points from the text on a case-by-case basis; Skimming, scanning, and transcoding information from diagrams/graphs are examples of basic reference skills.

Reading is critical in language learning acquisition, particularly for the foreign language learner. Reading allows students to expand their knowledge of the language in terms of vocabulary, grammar, and discourse structure. Reading has several advantages for foreign language learners in terms of contributing to an effective learning process. The learners may discover new vocabularies when reading foreign learner text. Overall, the more students read, the more vocabulary they will acquire. Reading also aids readers in deciphering new words and phrases encountered in everyday conversation, as cited in Haris (2002). According to Grabe (2009), reading

in English as a foreign language is a dual-language processing system that combines first and second language reading resources.

2.2 Teacher Strategies in Teaching Reading

Teaching reading is part of the important thing when teaching English. It can be done in various stages of activities based on the students' needs. It also can be implemented with various kinds of teaching strategies. A teaching strategy is a broad plan for a lesson that comprises organization, instructional objectives, and a list of methods that will be used to put the strategies into action (Isaac, 2010). Besides that, according to Antoni (2010), a teaching strategy is an overall plan for a lesson or lesson that includes structure, desired student behavior in terms of instructional objectives, and a summary of the tactics needed to implement the strategy. In other words, teaching techniques are methods for instructing students. The teacher must employ the strategy to balance the method and how the teachers applied the subject (Aswan et al., 2010). In order to get the desired results, teaching tactics for English skills should be tailored to each talent.

In teaching reading, a teacher must have a certain strategy so that the materials can be delivered effectively to the students. According to Brown (2004), the goal of reading instruction is to help students become effective and efficient readers. To meet these goals, teachers must employ reading comprehension strategies. When teaching reading comprehension, teachers can employ a variety of strategies. Teaching reading comprehension techniques, according to C.R. Adler (2001), are intentional plans-sets of

procedures that effective readers use to make sense of the text. Students who are taught comprehension strategies become deliberate, active readers who are in charge of their own reading comprehension. As a result, effective reading teachers recognize that reading may be taught using a range of ways. Teachers must adapt their instruction to the needs of their students with some strategies.

According to Vacca (1999), there are four strategies for teaching reading comprehension:

2.2.1 Scaffolding

Scaffolding is the teacher's help for the growth of a student's learning ability. It is a type of instructional support that assists people in completing tasks that they would otherwise be unable to perform on their own (H. Wu & Pedersen, 2011). It is a reading teaching approach in which pupils are provided some help at the beginning of reading exercises (Ganong, 2007). Traditionally, a more informed individual, such as parents or instructors, provides scaffolding for social interaction. The learner's ongoing process can demonstrate improvement when more knowledge is observed, which is known as fading. Educators can assist students in becoming more engaged in the learning process, which will lead to scaffolding. Finally, this technique enables teachers to assist students in text-related learning circumstances by negotiating meaning and overcoming obstacles.

Teachers or other persons who are more capable assist students in solving challenges that are above their developmental capacity.

2.2.2 Think-aloud

Students use the think aloud approach to voice their thoughts while they read. It teaches students to recognize the distinction between reading and comprehending a material by expressing their opinions. This concept of metacognition is an important part of learning because it allows students to assess their level of understanding in order to become strategic readers.

Think aloud, according to Oster (2001), allows students to voice their thinking. It also enables teachers to employ strategies such as prediction and visualization. Think Aloud's goal is for kids to be able to recall more important information from the book. As a result, think-aloud requires students to express their thoughts aloud while reading and to answer to questions posed by teachers or other students. Based on the foregoing, it can be stated that think-aloud is an approach for getting students to articulate and express their views in order to broaden their knowledge of the text rather than just the words. It will also allow teachers to assess students' comprehension and choose the most effective teaching and learning methods.

2.2.3 Reciprocal Teaching

The reciprocal teaching reading strategy invites students and teachers to share roles by letting both lead the discussion about a

given passage. This strategy has four focuses in its implementation to guide the discussion: predicting, generating questions, summarizing, and clarifying. It teaches students how to determine essential ideas from a text, such as a vocabulary, develop questions and ideas, and summarize information effectively. (Palinscar & Brown, 1984) stated that the reciprocal strategy aims to encourage the development of students' skills as readers and language learners, such as asking, summarizing, clarifying, predicting, and responding to what they have read.

2.2.4 Question-Answer Relationship (QARs)

The question-and-answer relation guides pupils' learning depending on the reader's information to answer questions. Teachers help pupils become aware of knowledge sources to reply to questions (Pearson & Johnson, 1978). As a result, two ways of interpreting information to answer the question impress the reader: information from the text and information in the reader's thinking.

In addition, teachers also may use other strategies such as (1) developing a vocabulary of children, (2) not to continue reading without understanding, (3) grasping the heart of the matter, (4) using contextual clues, (5) visualizing what is written, (6) provide a variety of reading purpose, (7) identify texts and tasks. Besides of that, Hockly (2018) adds that the utilization of computer technology integrated into blended learning is frequently considered to be carried out in different places from face-to-

face instruction and mainly in the students' own time. Further, Bataineh and Mayyas (2017) explain that blended learning incorporates both in-class and online instruction, which offers different variations of teaching and learning methods (e.g., lecture, discussion, guided practice), delivery modes (face-to-face vs. computer-mediated), and modalities (e.g., synchronous vs. asynchronous) to improve the teaching and learning. Thus, in other words, blended learning is the mix of two learning modes: face-to-face classroom and online classroom to get all of the learning benefits of both modes.

2.3 Blended Learning System

Blended learning system is a learning system that integrates traditional learning with technology. The blended learning system provides wider opportunities for students to explore the knowledge they have. According to Sharma & Barrett (2011), Blended learning is the deliberate integration of classroom face-to-face instruction learning experiences and e-learning. Furthermore, Blended learning systems involve a combination between students and teachers in face-to-face relations and through technology to gain learning objectives reinforced by assignments, activities, and evaluations in a compelling way to students (McGee & Reis, 2012). These definitions, taken combined, underline the power and effectiveness of merging two different types of learning.

Blended learning is frequently used in EFL teaching and learning, including in reading instruction. Teachers should provide curriculum-relevant resources and apply suitable tactics in the teaching and learning

process to assist students to develop the skill of reading comprehension. To motivate pupils, teachers should be knowledgeable and enthusiastic about their students' reading materials. Blended learning, according to Osguthorpe and Graham (2003), is rich in pedagogy, easy for social engagement online, provides tremendous access to knowledge, has personal agency, is cost-effective, and allows for easy revision. Furthermore, blended learning has numerous advantages. The advantages are (1) improved learning efficacy, (2) easy access to education, and 3) cost-effectively reaching a big audience in a short period of time as cited by (Graham: 2006). Hande also mentions the advantages of integrated learning. A blended learning system, according to Hande (2014), has the ability to create independent, participatory, and meaningful learning; it may also be used for conversation, asking questions, receiving feedback, sharing knowledge, and assessing.

According to Arends (2008), the learning steps are orientation, organization, investigation, presentation, analysis, and evaluation. The characteristics of online learning are learning carried out using the internet to make it easier for students to learn anytime and anywhere. Therefore, learning activities, media, and teaching materials are also arranged in a form that can be accessed using the internet. According to Haughey (1998), there are three possibilities for developing an internet-based learning system: web courses, web-centric courses, and web-enhanced courses.

2.3.1 **Web-Course** uses the internet for educational purposes, where students and teachers are entirely separate, and no face-to-face is

required. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are delivered entirely online. In other words, this model uses a remote system.

2.3.2 **Web-Centric Course** is the use of the internet that combines learning without face-to-face (distance) and face-to-face (conventional). Some of the material is delivered via the internet and partly through face-to-face. Their functions are complementary. For this model, the teacher can provide instructions for students to learn the subject matter through the web that they have made. Students are also given directions to find other sources from relevant websites. For face-to-face, students and teachers discuss more the findings of the material that has been studied through the internet.

2.3.3 **Web-Enhanced Course** uses the internet to support the improvement of the quality of learning carried out in the classroom. The **function** of the internet is to provide enrichment and communication between students and teachers, fellow students, group members, or students with other resource persons. Therefore, the teacher's role, in this case, is required to master the technique of finding information on the internet, guiding students to search and find sites that are relevant to learning materials, presenting material through the exciting web and in demand,

serving guidance and communication via the internet, and other skills required. The development of E-Learning is not merely presenting subject matter online but must be communicative and exciting. The subject matter is designed as if students learn in front of the teacher through a computer screen connected via the internet. The three developments of internet-based learning systems have different characteristics according to their functions, patterns, and approaches to learning.

Thus, it can be concluded that blended learning is beneficial in the classroom. It allows teachers to provide materials in a variety of ways. Furthermore, because blended learning incorporates a variety of educational modalities, the majority of students who participate benefit from it. Because most students use technology in their daily lives, they are more likely to interact with material when it is employed in the classroom. Finally, the students' competence abilities are enhanced.

2.4 Teacher strategies through Blended Learning System

According to Pitaloka et al., (2020) in their research, the teacher's strategy in teaching in blended learning goes through two stages of strategy:

2.4.1 Implementation of E-learning

At this stage, the teacher can provide online reading teaching strategies by providing an online class where the teacher can give assignment orders to students. The teacher gives several learning topics with various types of reading skill learning activities, such as

reading a particular article, listening to a learning video about reading skills, or discussing a reading text. At the e-learning stage, students can also download the text material being studied and collect answers online.

2.4.2 Implementation of in-class Delivery

In in-class delivery, students and teachers meet face-to-face. The teacher provides exercises and materials that can hone students' reading skills. At this stage, the teacher can provide material according to the learning manual in improving reading skills such as previewing and predicting, skimming, scanning, and guessing the meaning of words from context, identifying main ideas, and other skills. Students are given many texts and have to apply their reading skills in completing assignments. The teacher also gives a particular time to students to complete their activities.

Pitaloka et al., (2020) also explained three stages in implementing learning strategies in blended learning: pre-activity, whilst-activity, and post-activity. It is also explained in Meliawati et al., (2014) to implement online learning and face-to-face teaching so that the teaching-learning process becomes student-centered activities and students become independent language learners in three steps, including pre-activity, whilst-activity, and post-activity:

2.4.2.1 Pre-activity (face to face learning)

In this stage, the teacher provides openings and directions to prepare students to accept reading material. It can be in the shape of leading a prayer together and then providing information about the learning objectives of the material to be studied. However, on the other hand, teachers can do pre-activity in online learning.

2.4.2.2 Whilst-activity (offline and online learning)

In this stage, the teacher provides several steps. This step is divided into primary activities, namely:

2.4.2.2.1 Exploration (offline learning)

In this step, the teacher can provide a stimulus in pictures to be translated into English to practice speaking English orally.

2.4.2.2.2 Elaboration (online learning)

English teachers in offline learning can provide reading texts to students, discuss the contents of the reading texts, and answer questions based on the reading texts provided. Then in the online learning stage, the English teacher can instruct students to open the website such as Google classroom, or another learning resources, enter the site, and look for reading material/text; read the text;

and answer quizzes or questions related to the text individually, then discuss the results.

2.4.2.2.3 Confirmation (offline learning)

Then after discussing the results of the quizzes that have been done during online learning, the English teacher will provide feedback about the material they have learned in the face-to-face learning and provide opportunities for students to ask questions and discuss. Further, followed by giving homework that can be done by online.

2.4.2.3 Post activity (face-to-face learning)

At this stage, the English teacher will review the essential points that have been obtained from the previous material and prepare for learning at the next meeting.

2.5 Student Reading Skill through Blended Learning

Reading skill has become one of the important skills in studying English as a foreign language. As stated by Mutiara & Bugis (2018) one of the main topics of further reading is reading comprehension. The goal is for students to be able to comprehend the contents and understand, interpret, and live them. Literal understanding, interpretative understanding, critical understanding, and creative understanding are all types of comprehension tasks. The reader will use his knowledge of the issue to help him integrate

his grasp of face reading, and he will change his method if he does not succeed in doing so.

After the pandemic itself, the use of the blended learning system has had an effect on increasing reading skills in student learning activities at school. A blended learning system that integrates traditional learning with technology, integration of classroom face-to-face learning experiences with online learning experiences has changed the way how reading skills can be taught so the student can improve their reading skill. As stated by Watts and Watts (2009), Khatib et al. (2011), the blended learning paradigm, which is an evolution of e-learning, is currently popular among EFL/ESL students and is seen as useful in generating a new and dynamic environment when learning to read English is targeted. Teachers must provide curriculum-related resources and employ suitable teaching and learning strategies to assist students in developing reading comprehension abilities. To motivate students, teachers must be educated and enthusiastic about student reading materials.

Reading and literacy are evolving as a result of technological advancements in blended learning. Students encounter paper texts and pencil communication in the classroom, and the contemporary 21st-century environment involves different texts and new facility to communicate (Lamb & Johnson, 2011). The blended learning model has 6 syntaxes, namely (1) learning orientation; (2) accessing materials and content activities; (3) group assignment projects; (4) discuss offline and online for

project monitoring; (5) testing the project results face-to-face in class; and (6) evaluation. The learning approach by applying this model is through learner-centered learning, which encourages students to learn independently and be able to construct their own knowledge (Jalinus et al., 2021).

2.6 The Strengths and Weaknesses of Blended Learning System

Blended learning (BL), defined as “the thoughtful integration of classroom face-to-face learning experiences with online learning experiences” has been transforming higher education to provide more engaged learning experiences for students. BL integrates seemingly opposite approaches, such as formal and informal learning, face-to-face and online experiences, directed paths and reliance on self-direction and digital references and collegial connections, in order to achieve individual and organizational goals Rossett A, Frazee R V. (2006).

According to Hande (2014) the blended learning system has the strengths and the weaknesses as follow: The Strengths of blended learning system students learned some of the material on their own, which assisted them in applying their knowledge in a more facilitated learning environment. They discovered that the blended learning provided more engagement for the students, allowing for a more interactive classroom environment. The students felt that the length of actual classroom time was reduced, resulting in less exhaustion, while classroom interactions were more productive due to pre-work. The blended format encouraged them to engage in meaningful activities outside of class. Online quizzes assisted

students in identifying areas for review; questions that provided immediate feedback on student answers were beneficial. It was convenient to submit homework, and view course material, course objectives, and reading material online. The use of multimedia and external links aided comprehension of the subject. Posting class materials (PowerPoint presentations), formative and summative assessment assignments, and presentation and external link instructions saved classroom time. Online objective self-assessment tests were graded automatically and instantly. Students' grades in the online grade book provided them with easy access. It took seconds to create online surveys for class session evaluation. Blended learning created a dialogue outside of the classroom among students and teachers through discussions and forums provided in the software.

Furthermore, the weaknesses of a blended learning system depend upon concretization, coordination, collaboration, and communication across the organization, the reason why it is not so easy to do. Other weaknesses include poor Internet connectivity and speed, which is a must when given time-limited online assignments. Both software and hardware are expensive in Indonesian settings. Specific configurations on the laptops/desktops had to be enabled to access the blended learning system. The time limit on specific assignments made it stressful. The process of conducting online tests is entirely dependent on expensive technology that may or may not be available to all students staying outside the school.

2.7 Theory Overview of Reading Difficulty and Reading Task

In teaching reading, the teacher also analyzes students' reading to find out the difficulties experienced by students. On the other hand, to improve students' reading skills, the teacher gives homework to students to enhance their abilities and reviews the teacher's material.

2.7.1 Reading Difficulty Theory

According to Kamhi & Catts (2008), reading is an interactive process consisting of inferring, knowing the correct voice, and understanding. Using these skills effectively in a reading environment allows the reader to understand the text. The success of the reading process is determined by variables such as reading attitudes, reading objectives, prior knowledge of the text, textual structure, vocabulary knowledge; understanding is determined by the reader's interaction with the text (Yıldırım, 2010). However, in teaching reading skills to students, the teacher also encountered some difficulties.

In general, "difficulty" is a particular condition characterized by the existence of obstacles in activities to achieve goals, so it requires even more active effort to overcome them. Reading difficulties can be interpreted as a condition in a reading process marked by certain obstacles to achieving learning outcomes. These barriers may or may not be realized by the person who experiences them and can be sociological, psychological in the whole learning

process (Mulyadi, 2010). Reading difficulties are a visible symptom in various types of direct behavioral manifestations. According to the understanding of reading difficulties, as already stated, the manifested behavior is characterized by certain obstacles.

According to Amilda (2009), there are four groups of characteristics of reading difficulties, namely 1) reading habits, 2) mistakes in recognizing words, 3) misunderstandings and 4) various symptoms. Students who have difficulty learning to read often show unnatural reading habits, such as showing tense movements. Students who are poor in the vocabulary will often experience mistakes in recognizing words, which will impact student understanding. The lack of students' understanding of the text they read makes students unable to understand the meaning of the text. Multivariate symptoms themselves are behaviors that appear from students, such as reading word for word, reading with full tension, and reading with inappropriate emphasis.

2.7.2 ReadingTask Theory

As we all know, tasks refer to the activities that students complete in and out of the classroom. However, to gain a better understanding of tasks, the author cites numerous definitions of tasks from various specialists. A task, according to Nunan (2004: p.4), is a piece of classroom work in which learners comprehend, manipulate, produce, or interact in the target language while their

attention is focused on mobilizing their grammatical knowledge in order to express meaning, to convey meaning rather than manipulate form.

Furthermore, Branden (2006, p.4) argues that a task is an activity in which a person is involved to achieve a goal and requires language. Homework in reading skills aims to increase students' understanding of the material given and improve their ability to read and review the material given in class. Some of the homework given by the teacher includes mind mapping, memorizing vocabulary, and looking for mind ideas.

2.7.2.1 Mind Mapping

According to Buzan (1993), mind mapping is an excellent tool for learning. It is simple and incorporates students into the learning process. It entails using a variety of images, colors, and visual-spatial layouts to explain linked ideas and complex problems in a straightforward manner (Marguiles, 1991) that can be used by students of various ages.

2.7.2.2 Memorizing Vocabulary

Students can also be assigned the responsibility of remembering vocabulary by the teacher. Vocabulary plays a crucial part in ensuring that pupils comprehend the text. Because vocabulary is crucial for pupils learning English, it should be given more attention. According to Thornbury

(2002), meaning is received in little amounts without knowledge of grammar, but nothing can be observed without knowledge of vocabulary.

2.7.2.3 Mind Idea

Another homework assignment that the teacher can assign to pupils is finding mind idea in the text they have read. According to Dalman (2013), mind idea is the main notion, thought, or main idea of a paragraph. The primary idea in a paragraph can be located at the beginning (deductive paragraph), the conclusion (inductive paragraph), or both (mixed paragraph). At the same time, it can also be found in the middle of the paragraph.

2.8 Previous Study

Previous study has an urgent role in proving the validity of the research study conducted. In addition, originality in this study also avoids all elements that indicate plagiarism. Therefore, the originality of the research must realize research whose validity can be accounted for based on the elaboration of the results of previous research. The previous studies that have relevance to this research are as follows:

First, Afi Normawati (2021), in the article with the title "The Implementation of Blended Learning in Teaching Reading". This research focused on implementing blended learning to enhance enthusiasm in reading classes in an English education department in a university. This

study shows that the implementation of blended learning did not disrupt the classroom stages. The teaching and learning process still involves building field knowledge, text modeling, joint text construction, and text-independent construction. The similarity in this research is to use blended learning in teaching reading. The difference in this study is that the problem under study is not the teacher's strategy. However, the implementation of blended learning in learning and the subjects used are students from a university.

Second, Pitaloka, et al (2020). "Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences." Indonesian research journal in education (Pitaloka et al. 2020). This research aims to describe students' perceptions and experiences through blended learning in a reading skill course for undergraduate EFL students and explain teacher steps in teaching reading through a blended learning system using e-learning and in-class delivery. The similarity in this research is to use blended learning in teaching reading skills. The difference in this research is that the research object is students' perceptions and experiences. On the other hand, this research applied to the blended learning system and explained teacher steps in teaching reading through blended learning.

Third, Nurdianingsih, Fitri (2021). "Teacher Strategies in Teaching Reading Comprehension". Professional Journal of English Education (Nurdianingsih, Fitri 2021). This study aims to describe the teacher's strategy in teaching reading comprehension to students by involving an

English teacher. The similarity in this study is to examine the teacher's strategy in teaching reading skills. While the difference in this study is, this research is not applied in a blended learning system.

Fourth, Mardianti, Selviana (2021). "Teachers' Strategies on Online Teaching in Reading Comprehension at SMPN 2 Selorejo Blitar". Thesis majoring in English Education, Faculty of Teacher Training and Education, University of Muhammadiyah Malang (Mardianti, Selviana, 2021). This study examines the problems faced by teachers in teaching reading comprehension in online learning, besides knowing the teacher's strategies in teaching reading in these online learning problems. The similarity in this study is to examine the teacher's strategy in learning reading. However, the difference in this study is that the research was conducted by looking at the teacher's strategy in learning reading in online teaching only.

Fifth, Eriyaningsih, F., Hariyadi, H., & Nuryatin, A. (2022). "The Use of Blended Learning Model of Indonesian Lesson in the New Normal Era". *Journal of the Study of Language, Literature, and Its Teaching*. This study aims to determine how practical the application of blended learning is in learning Indonesian. This study, of course, involves respondents from teachers and students who go through blended learning strategies and learning processes, which are different from previous face-to-face learning. The equation in this study is the learning method used, namely using a blended learning system. In comparison, the difference in this study is to examine the use of blended learning in teaching Indonesian language

learning. The following is a table of similarities, differences, and research originality:

Table 2.1
Table of similarities, differences, and research originality

No.	Researcher name and Title	Similarities	Differences	Research Originality
1.	Afi Normawati (2021). <i>The Implementation of Blended Learning in Teaching Reading</i>	Blended learning in teaching reading	1.) Implementation for Blended learning 2.) The object is an undergraduate student	<ol style="list-style-type: none"> This study identifies teacher strategists in teaching reading through a blended learning system at MTsN 1 Pasuruan. This study will describe the weaknesses and strengths of teaching strategies implemented in teaching reading through a blended learning system at MTsN 1 Pasuruan.
2.	Nova Lingga Pitaloka (2020). <i>Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences</i>	Blended learning in reading course	Students' perceptions and experiences	
3.	Fitri Nurdianingsih (2021). <i>Teacher Strategies in Teaching Reading Comprehension</i>	Teacher strategies in teaching reading	Using traditional system	
4.	Selviana Mardianti (2021). <i>Teachers' Strategies on Online Teaching in Reading Comprehension at SMPN 2 Selorejo Blitar</i>	Teacher strategies in teaching reading	Analyzing teacher strategy in online learning	
5.	Faridah Eriyaningsih, Haryadi, dan Agus Nuryatin (2022). <i>The Use of Blended Learning Model of Indonesian Lesson in the New Normal Era</i>	Model blended learning	The subject is Indonesian lesson	

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the research methodology used in the study as a systematic attempt to answer the research question and consists of eight sections; research design, researcher's presence, research participants, research location, research schedule, data source, data collecting, data analysis, data validity test, and research procedure.

3.1 Research Design

A research method is a vital element. Because in research, it takes a proven way to produce a tested research result and give a high assessment of the research results.

The design used in this research is descriptive qualitative. According to Umar Sidiq & Moh. Miftachul Choir (2019), qualitative research is an inquiry strategy that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, is focused and multi-method, natural and holistic, prioritizes quality, uses several methods, and is presented narratively. In simple terms, qualitative research aims to discover solutions to a phenomenon or topic utilizing a systematic application of scientific processes and a qualitative approach.

Based on Koentjaraningrat (1993), the qualitative research design format consists of three models, namely descriptive format, verification format, and grounded research format. This study used a qualitative method

with a descriptive design, namely research that provides a detailed description of specific individuals or groups about the conditions and symptoms. The reason for using a descriptive design is that this research produces a description and an in-depth picture of the processes and actual events in the research.

The type of research used is field research, which means the researcher will focus on examining the background, interactions, and conditions of particular students and conducting field studies to obtain data from sources by describing the conclusions obtained to be the research results. According to Suryana (2010), field research attempts to investigate in depth the historical context of the current situation and the interactions of individuals, groups, and society. This study is distinguished by an in-depth examination of a particular social unit, with the result being a comprehensive and well-organized image.

3.2 Researcher's Presence

One of the main instruments in qualitative research is the presence of a researcher because the presence of a researcher has an essential role in determining the focus of research, selecting informants or sources who will be the object of research, and data sources, conducting analysis and data collection and drawing conclusions from research results. Because of this, the researcher must attend the research location directly and be present among the students.

3.3 Research Participants

The research participants in this study were the English teacher and 2 random students. However, in order to reduce energy, money, and effort, the researcher employed purposive sampling (Apsari, 2015). As a result, the English teacher was chosen as a participant in this study based on the researcher's personal assessment (Fraenkel & Wallen, 2008). The teacher was purposefully chosen since she has been teaching English for over twenty years and facing adjustment in the blended learning school system. It is expected that by selecting this teacher, the ways for teaching reading in blended learning classes will be effectively examined. Then the selection of students as participants in this study is as students who undergo the strategy that has been given by the teacher, the classroom learning system and the challenges they confront. Therefore, 2 random students were taken to avoid bias.

3.4 Research Location and Schedule

3.4.1 Research Location

The research location is a place or location for a researcher to conduct research. In this case, the research location will be conducted at MTsN 1 Pasuruan, in Bangil District, Kalirejo Village, Pasuruan Regency. The researcher chose this place because several aspects were considered. All eighth-grade students at MTsN 1 Pasuruan already have smartphones, eighth-grade students at MTsN 1 Pasuruan understand essential English, and MTsN 1 Pasuruan

School has an adequate computer lab. Furthermore, the MTsN 1 Pasuruan School has implemented learning with a blended learning system.

3.4.2 Research Schedule

This research will be implemented within five months, from February 2022 to June 2022. The research schedule is as follows:

Table 3.1

Table of research schedule

Agenda	Research steps	Month				
		02	03	04	05	06
Prepare	Preparation of research proposals.					
	Preparation of research instruments.					
	Consultation.					
Implementation	Data collection.					
	Data management.					
	Consultation.					
Final Report Writing	Preparation of reports.					
	Consultation.					
	Thesis Defense.					

3.5 Data Source

According to Mahmud (2011), the term data is the plural form of the word datum which means information about something, including codes, numbers, and symbols. The data comes from a fact that has been determined to be evidence when testing the hypothesis. In addition, the intended data can also be in the form of statistical calculations, correspondence

information, or data that has changed the form of documents. Furthermore, when discussing data, this cannot be separated from the existence of data sources. According to Sugiono (2009), the data source is the subject from which the data source can be obtained. In this study, the data sources are divided into primary and secondary.

3.5.1 Primary Data Source

Primary data source is the main data directly collected by researchers from the main source of research. Sources of data were obtained by conducting field observations by looking at student learning activities as the object of research and also interviews conducted with students and subject teachers as objects of research.

3.5.2 Secondary Data Source

Secondary data source is the second source of data that comes from other supporting data. In this case, the secondary data includes field documentation and also a literature review that has a correlation with the research and is carried out by the researcher directly.

3.6 Data Collecting

Data collecting is the systematic process of gathering and ascertaining information on the variable of interest (subjects to be tested) to answer questions arising from the tests, test hypotheses, and assess the outcomes. The data collecting techniques carried out are as follows:

3.6.1 Observation

According to Sugiyono (2009, p.64), observation is defined as a person's ability to use his observations due to the five senses of the eye, with the help of the other five senses. Researcher will learn about behavior and the meaning of these behaviors through observations and recordings, which are investigated systematically by conducting careful research by conducting direct reviews to obtain original/authentic data related to teaching strategies in improving students' reading skills with blended learning system at MTsN 1 Pasuruan by obtaining a letter of permission from the campus to conduct observations while conducting research, after that a permit letter must be given to the Principal and provide information on the purpose of the research carried out there and what is needed during the research.

3.6.2 Interview

According to Emzir (2010, p.50), an interview is a process of communication or interaction between researcher and informants or research subjects to acquire information through questions and answers. In essence, an interview is an activity in which the author asks questions to the subject instructor about the problem being examined to obtain in-depth knowledge on the issue or theme highlighted in a study by performing field research. There are two

subjects that will be interviewed in this study, namely teacher and students. Teacher and students who are the subject of the study are asked about the classroom learning system and the challenges they confront.

The type of interview used in this study uses a semi-structured interview. This type of interview is often used in qualitative research, which allows the interviewer to explore new developments in the causes of interviews. According to Arikunto (2010), the meaning of semi-structured interviews is an interview technique carried out by researchers first by asking structured questions, then one by one they are deepened by extracting further information in-depth about the research topic that they want to study. The following is a table of informants, teacher interview guideline, and student interview guideline:

3.6.3 Documentation

According to Fathoni (2006), basically, documentation is a written record in the form of writing, pictures, or someone's monumental works. While in scientific research documentation is a data collection technique by studying various kinds of notes, then documentation is also located as a complement to the observation and interview methods.

3.7 Data Analysis

In analyzing the data, some steps were applied. Analyzing divides something into pieces or units (Brinkmann & Kvale, 2014). Therefore, transcription significantly impacts the data material coded and analyzed. The transcript is close to the actual interview (Brinkmann & Kvale, 2014). Descriptive qualitative data analysis is used in this study. The process begins with the researcher having to systematically collect the data collected to increase the understanding of the data for presenting the result. Miles and Huberman (1994) states that data analysis involves data reduction, data display, and verification:

3.7.1 Data Reduction

The first stage is data reduction is to reduce the existing data. Data that occurs repeatedly is reduced at this stage. Moleong (2006) said that of reducing data means selecting, summarizing, focusing on the important things, and finding the topic. Unneeded and irrelevant data is reduced, and only necessary data is included. Furthermore, the condensation of meaning is shortening the statement obtained from the informant.

3.7.2 Data Display

The second stage is data display. After the data has been reduced, it is processed to make it more understandable. Observations are reported in a narrative format, questionnaires are presented in a tabular format, and interviews are described. Data

visualization aids researchers in comprehending what is going on and allowing for further investigation or caution based on that understanding (Sugiono, 2009). The researchers in this study employed narratives and tables to provide qualitative research data routinely used. The results are identified to answer the study question as one piece of evidence builds on the other.

3.7.3 Verification

The third stage is verification or drawing conclusions based on the findings and verifying the data. As explained above, the initial conclusions drawn are still temporary and are still subject to change if new evidence is discovered to support the next stage of data collection. This process of obtaining evidence is known as data verification (Sahid, 2011). If the conclusions at the initial stage are consistent and supported by solid evidence and are consistent with the conditions when the researcher returned to the field. In that case, the conclusions are credible.

The researcher's verification step should still be open to new data input, even though the data is classified as meaningless. However, researchers at this stage should have decided between data that has meaning and data that is unnecessary or meaningless. Data that can be processed in the further analysis must be separated, such as valid, weighty, and substantial. In contrast, other not supportive data are weak and deviate far from the norm.

3.8 Data Validity Test

3.8.1 Data triangulation is a way to perform data validation tests with several stages of discussion:

- a. Perform data narrowing by taking what is needed and discarding data that is not needed
- b. Sort and structure the data needed to be systematic and easy to process
- c. Perform data display
- d. Draw conclusions and verify data

3.8.2 Peer to Peer Review is a way of conducting data validation tests with colleagues who conduct research in the same place:

- a. Provides a critical or in-depth view
- b. Testing the working hypothesis
- c. Helping research development

3.8.3 Perseverance Researchers, in this case, researchers are more concerned with seeking consistency of interpretation with various methods in relation to the analysis process. In this context, the researcher conducted detailed and continuous observations.

3.9 Research Procedure

The research procedure referred to in this research study is certainly related to the process of conducting research. The following is a description of the stages of the research that will be carried out.

3.9.1 Preparation Stage

The following describes the steps taken by researchers in the preparation stage.

- a. Reviewing some of the kinds of literature that are relevant to the research topic to be studied.
- b. Determining the title of the thesis.
- c. Submitting a title to the thesis advisor.
- d. Submitting a title to the head of the department.
- e. Getting a supervisor.
- f. Consulting research proposals to supervisors.
- g. Conducting proposal seminars.

3.9.2 Implementation Stage

The following describes the steps taken by researchers in the implementation stage.

- a. Researcher collects data from primary sources by conducting field observations and interviews with the research object. Then the researcher also collects data from secondary sources including supporting documents and literature reviews that have relevance to the study of the research topic.
- b. Organizing data according to the research question.
- c. Carry out the data analysis process by formulating research findings and establishing conclusions.

3.9.3 Final Stage

The following describes the steps taken by researchers in the final stage.

- a. Preparing research reports systematically and in accordance with the writing rules that have been set.
- b. Conducting thesis defense.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents data analysis which deals with the data that have been investigated in the research. The data are about teacher strategies through blended learning to foster student reading skill at MTsN 1 Pasuruan. In this chapter, the researcher presents two things which are the findings and the discussion of the research/said findings.

4.1 Findings

Before elaborating the teacher's strategy in teaching reading in blended learning and how they implement it. The informants involved were an English teacher and also two students at MTsN 1 Pasuruan. The participant's characteristics are listed in the table below.

Table 4.1

Table of informants

No	Informant	Status
1	RC	English Teacher
2	CIQM	Student Grade VIII
3	MRA	Student Grade VIII

4.1.1 Observation

From observations made by researchers during teacher observations, the blended learning system was applied with different

implementation times with two stages. In the first week, students and teachers conduct the online learning stage (e-learning delivery) for the following week students and teachers carry out offline learning stages (in-class delivery) and for the following next weeks only repeat the previous schedule. Through online learning, teachers use several learning media by integrating technology such as e-learning platforms, google forms, power points, and WhatsApp groups. While learning through the offline stage, the teacher uses conventional learning media such as books, whiteboard, and projector screens.

4.1.2 Interview

4.1.2.1 Teacher Strategies in Teaching Reading through Blended Learning System

To answer the first and second study's objectives, semi structured interviews were performed with an English teacher and two students from MTsN 1 Pasuruan. Teachers use blended learning strategies to teach reading skills, such as online classes or e-learning, as well as in-class instruction. In each blended learning phase, the phases of teaching reading have their unique strategies. Furthermore, the researcher has collected the data using the instrument of this study to identify the teacher strategies in teaching reading through blended learning. Based on the online observation

and semi-structured interview on one English teacher and two students of MTsN 1 Pasuruan, the teacher's main strategies in teaching reading through blended learning are divided into two main stages which is e-learning-integrated class and face-to-face offline class. Furthermore, RC, the English teacher, has stated:

RC: *“...as our learning system has transformed into blended learning system, so do our means of delivering reading materials, which is both via online and face-to-face offline class. So it's very different from before, we can always deliver reading material face to face...”*(Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)

It can be concluded that there are two stages in teaching reading skill in blended learning, blend of e-learning and in-class delivery. The two main stages/phases have their own strategies. It is stated in the interview that one of strategies in teaching reading is Question Answer Relationship (QARs) for the e-learning phase, and two strategies, Reciprocal Teaching and Think Aloud in in-class delivery phase, as stated by RC in the following:

RC: *“...For teaching reading itself, in each phase of online or offline learning there are separate strategies. During online learning or e-learning, as a teacher gives the text to students and then asks questions about the topics contained in the text and students answer these questions, meanwhile in in-class learning we will implement think-aloud strategies such as the teacher providing opportunities for students to retell ideas or*

information they get from reading activities, besides that, reciprocal teaching strategy is also used, students being given material by the teacher then students are asked to return to explain the material that has been given...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)

This is also supported by CIQM's statement as a student, that blended learning transforms the learning system into an online phase through e-learning that also use WhatsApp group as a media as well as through in-class delivery:

CIQM: “...Learning during the e-learning phase in reading activities in English subjects requires more independent study, so we were asked to answer several questions related to the reading that had been given. Quite difficult but we can discuss it with friends via the WhatsApp platform...”. (Interview with CIQM on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

MRA who is also a student of MTsN 1 Pasuruan also stated that a review of learning as well as practice is done orally after they are given reading materials, when the teacher implement Think-Aloud strategy. Besides that students are also asked to re-explain the material or the main points of a texts or other forms of writing that have been given by the teacher to test students' understanding during reciprocal strategy:

MRA: *“...Then during face-to-face learning we are asked to express our thoughts or opinions when we finish reading a text that has been provided, but sometimes we ask the teacher a lot about the meaning of the vocabulary. We were also asked to re-explain the previously learned material orally...” (Interview with MRA on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)*

The English teacher at MTsN 1 Pasuruan also stated that blended learning at school was carried out within 1 week by e-learning or online, then the next 1 week, the learning was conducted in in-class delivery or face-to-face. This is all in accordance to the school regulations, as stated by RC:

RC: *“...Learning through e-learning and in-class delivery is carried out every week, then so on. So for example, this week the students are given online learning, then next week they will do face-to-face meetings. For this provision, it has been regulated by the higher-ups and regulators so it is up to the teacher who implements and regulates the learning strategy...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)*

From the statement above, we can see that the blended learning system implemented in schools within only a week, namely e-learning and in-class delivery alternately are two separate provisions from the school centre, but the teachers are free to use the strategies

suitable to the needs of the school, the needs of students as well as the reading ability to be achieved by the teacher to the students.

4.1.2.2 The Implementation of Teacher's Strategies in Teaching Reading Skill through Blended Learning to Foster Student's Reading Skill

Because the stages of teaching reading skills in blended learning must combine two activities, namely online and offline, the implementation of strategies carried out by teachers is also different. The following is an elaboration of the implementation of each of the previously described strategies that we can find from interviews with English teachers:

RC: *"...in the implementation of E-learning as a stage of learning reading skills, most strategies revolves students independent study through video learning provided through e-learning platforms or WhatsApp groups, where students are asked to answer questions that are appropriate to the reading text or video which has been given. This strategy is used for online conditions because the teacher does not allow to meet directly with students, therefore learning media to help students are needed so that students can improve their reading skills well and are able to answer every question given. The implementation of online strategies is indeed a little difficult because students cannot be monitored directly whether they really understand or not, but we can see the level of student understanding from the answers to assignments that have been collected and recap of their scores. However, if*

students still have difficulties, this can be backed up during face-to-face learning...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)

Furthermore, based on the students’ experience, CIQM also stated that:

CIQM: “...When learning through e-learning, it is actually a little difficult to understand the material because we cannot ask the teacher directly. When the teacher gives questions related to the readings that I have read, it is quite honing our reading skills, because it is like being tested for understanding. But sometimes students are lazy to do or cannot ask directly to the teacher...” (Interview with CIQM on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

It is also inline with the student MRA said below:

MRA: “...When learning online, the questions given indeed make us motivated to understand the reading given, but that's the case, sometimes we are not sure whether our answers are correct or not because we don't know who to correct them...” (Interview with MRA on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

From the interview that was conducted, we can conclude that the strategies used in teaching reading skill for the students during online learning phase is using Question-Answer Relationship (QARs) using the media like the school’s e-learning to track the students’ assignment, WhatsApp group for coordination, and also video or a passage. Beside that, the implementation of the strategies used in teaching reading skill when in offline or in class delivery is very different from

the e-learning phase. We can see the statement from RC as the english teacher below:

RC: *“...Actually, both blended learning is face-to-face or in-class delivery, the function is to review the material that has been studied during online learning and to understand the students' ability to read in English again, because teachers can directly assess and measure students' abilities. As I explained earlier, the strategy used is more student centered so that students want to express their opinions about what they have read and take turns with their friends to explain the material that has been obtained previously, this triggers students to master what they have read and can translate it orally. Because the material taught during online learning can be sharpened again when learning in-class delivery, the value and ability of students can be measured and they can achieve high reading skills...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)*

On the other hand, there are forms of assignments that are also given to students to support teaching reading skills to students as stated by RC below:

RC: *“...Yes, the tasks given to students to support the teaching of reading skills are indeed related to the element of reading itself, it can be learning about vocabulary or ways to determine the main idea. When students need the meaning of new vocabulary that they do not understand, they are welcome to ask the teacher or look for meaning on the internet. In addition, the material on how to determine the main idea is also given before the student is given an assignment, there are two ways, namely deductive or inductive...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)*

In line with RC explanation, CIQM as a student also stated that agree in every steps of lesson given to increase their reading skill is easy to follow and understand:

CIQM: *“...The tasks given to support the implementation of learning strategies in the classroom are various, such as finding the meaning of the vocabulary from the readings we read, how to determine the main ideas in each reading. This is quite helpful for me in practicing English learning skills...”* (Interview with CIQM on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

MRA also said that the assignment and also the strategies that have been implemented was easy to understand and make them have ability in reading skills little by little:

MRA: *“...Sometimes when we read we are confused about what it means, so Mrs. RC always encourages us to look for the meaning of every vocabulary we don't know, including how to determine the main idea of the reading. In addition, the assignments given also help us improve our reading skills...”*(Interview with MRA on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

In summary, we can see that the combination of strategies used during online learning, namely Question Answer Relationships (QARs) complements each other with strategies used during in class delivery learning, namely Think Aloud and Reciprocal Teaching. This can make students' reading abilities high because the strategies used are connected and complement each other. In addition,

assignments and providing materials that support students in honing their reading skills have also been implemented.

4.1.2.3 The Strengths and Weaknesses of Learning Reading Skills through Blended Learning

The findings in this second part discuss the strengths and weaknesses of blended learning system learning on teacher strategies. To answer the second research question, the researchers interviewed the informants to learn more about the advantages and disadvantages of learning through the blended learning system. The finding is shown from the interview results by RC below:

RC: *“...Through the blended learning system, several strengths can be felt by students and teachers, where learning strategies can be more varied because they can be applied in the classroom and outside the classroom. Another strength is that students can play an active role in deepening the material provided through online teaching. The teacher also provides material in power points and gives quizzes online. Learning time in class is also reduced to reduce the boredom that students have...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)*

Researchers realize that learning using a blended learning system provides several facilities for teachers to apply more varied teaching strategies and provides opportunities for students to explore their knowledge more broadly. In line with the RC statement, CIQM said that:

CIQM: *“...Teaching using a blended learning system makes it easy for us, Sis, because we do not always have to come to class. We can also use technology to help us learn, such as filling out questions via Google form and discussing via WhatsApp Group...” (Interview with CIQM on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)*

In line with CIQM, MRA also said that:

MRA: *“...Through blended learning, we do not get bored because we can study at home and learn in class. If we always come to class, we like being bored and tired, but if we are always at home, we also like being bored. Only because of this blended learning system can we learn in school and home. While studying online the teacher gives quizzes in the WhatsApp group, and when learning offline the teacher gives games before learning begins...” (Interview with MRA on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)*

In sum, it can be concluded that learning through a blended learning system makes it easy for teachers to use more varied learning strategies to help students easily understand the material provided by the teacher. Students also feel that learning is not boring because it can be done at school and at home so that students can further explore themselves to understand the material that is not given in class. However, the teacher and students also gave statements regarding the weaknesses they experienced when learning through the blended learning system, which made teachers and students

have to adapt to the existing system, as stated by RC as an English teacher:

RC: *“...Teachers also experience difficulties through learning with a blended learning system because e-learning often experiences problems and must be maintained first. Sometimes signal constraints also affect teachers in teaching students online, hindering the learning process in the classroom. On the other hand, the problems in blended learning occur more often during online learning. Teachers have difficulty controlling students directly, so they do not know which students are learning and which are not. However, the teacher evaluates the student in face-to-face learning to solve this...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)*

Based on the teacher interviews above, the weaknesses faced by teachers when learning through the blended learning system when online learning took place. This weakness is because teachers have to adapt to the existing system and connectivity constraints that interfere with learning in the classroom. It is also in line with student, CIQM said that:

CIQM: *“...Suppose I have problems with learning the blended learning system. In that case, it is more when I study online, Sis, because previously there were some things we did not know about, such as the use of e-learning and Google Forms, but after learning we could understand them, sometimes the internet connection also made it difficult for me to follow the class lessons. The teacher often gives me the assignment to study online....” (Interview with*

CIQM on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

Furthermore, MRA also has the similar explanation:

MRA: "...I experienced problems such as missing internet problems. Also, early in attending class, there were several online learning media that I did not understand, Sis. The teacher gave many assignments during online classes compared to when I went offline. ..." (Interview with MRA on Thursday, June 2, 2022, 16.00 – 16.31 p.m. On Google Meet)

Based on the interview above, the researcher can be concluded that were still the weaknesses faced both of teacher and students during blended learning system, Most of the weaknesses students face are that the assignments given by the teacher are very different between offline and online, and online learning requires a good internet connection. For teachers, the weaknesses they face are the irregular teaching time because they have to teach in two different systems and internet constraints when learning online. Furthermore, after almost a year of students running the blended learning system, they feel more comfortable than fully online learning because students and teachers are still given time for face-to-face learning. This system also provides students and teachers with new knowledge and experiences, such as stated by RC that:

RC: “...For me, every learning system has its drawbacks. However, a blended learning system is better than learning thoroughly online where students and teachers can learn face to face because this is important for emotional relationships and communication with students. However, we can also do online learning to allow students to explore their reading and study skills further independently so that learning is not boring...” (Interview with RC on Wednesday, June 1, 2022, 12.45 – 13.36 p.m. On Google Meet)

Based on the interview above, it can be concluded that the blended learning system provides new choices for teachers and students in the learning system. This system can also be an alternative for a new learning system for schools during the current pandemic, because the blended learning system provides opportunities for teachers and students to take advantage of technology. Students and teachers can still do face-to-face learning as well.

4.2 Discussions

According to the findings of the interviews, the English teacher at MTsN 1 Pasuruan used several strategies in teaching reading to improve students' reading skills through blended learning. They are Question-Answer Relationships (QARs), which were used in the online learning phase (e-learning), and Think Aloud and Reciprocal Teaching, which were utilized in the offline learning phase (in class delivery).

4.2.1 Teacher Strategies in Teaching Reading through Blended Learning System

Question-Answer Relationships were one of the teaching strategies for reading comprehension. This strategy was used by the English teachers at MTsN 1 Pasuruan to ensure that students read the text that they had been asked to read through the teacher's online learning instruction and clarified that they understood the text. It suggests they've previously read and comprehended the text and are prepared to respond to the question. This strategy allowed the teacher to determine how well the students understood the text. According to King (2008), the QAR technique is a questioning strategy that stresses the relationship between the text, the inquiry, and the students' prior knowledge.

Think aloud was used by the MTsN 1 Pasuruan english teacher in teaching reading comprehension strategies. It is used to help students to express their opinion and understanding of the text verbally. The think aloud approach can be used to explore differences in problem-solving abilities across students, differences in task complexity, the effects of instruction, and other factors that influence problem-solving abilities (Samoren, etc, 1994). Teachers use think-aloud when teaching offline in a blended learning system because this strategy could directly improve students' reading skills.

Reciprocal teaching was the last strategy teachers used when teaching reading skills in offline sessions. This strategy is used to provide students opportunities to further explore their abilities in terms of sharpening reading skills to find main ideas and detailed information obtained while reading. The reciprocal strategy aims to encourage the development of students' skills as readers and language learners, such as asking, summarizing, clarifying, predicting, and responding to what they have read (Palinscar & Brown, 1984).

Furthermore, in implementing teaching strategies through blended learning, the English teacher at MTsN 1 Pasuruan explained that they use several media when learning online (e-learning) and offline (in-class delivery), such as video PowerPoint, e-learning platforms and giving reading texts to provide explanations to students.

Thus, the English teacher at MTsN 1 Pasuruan uses the above strategies in teaching students' reading skills while learning through a blended learning system. They use Question-Answer Relations, Think Aloud, and Reciprocal Teaching. Moreover, in how to implement teaching strategies, they make lesson plans and instructions that will be shared in WhatsApp Groups during online learning and live explanations during offline learning.

4.2.2 The Strengths and Weaknesses of Learning Reading Skills through Blended Learning

The strengths of teaching reading skills through a blended learning system are that teachers can use several teaching strategies to improve student's reading skills in both online and offline learning, a blended learning allows students to explore their knowledge in broader reading skills online after the teaching on online the teacher will evaluate it during offline learning, and the blended learning system also makes teaching and learning activities not dull.

Furthermore, the weaknesses of this system are the difficulty of teachers controlling student learning when teaching online, signal and network problems when learning online, and complicated e-learning systems. However, from the strengths and weaknesses described above, the blended learning system provides schools and teachers with new options to develop teaching strategies for students using technology.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion derived from the findings and the discussion in chapter four. In addition, several suggestions are pointed out in order to give information as well as guidance to conduct upcoming research to the same topic.

5.1 Conclusion

Based on the discussion above we can conclude that through blended learning system, teacher could not implement as many strategies they are so used to in in-class delivery. Teachers combine several teaching reading strategies during both online and offline to foster students' reading skills. The teachers mostly begin a QARs during online session then reciprocal and Think-Aloud in in-class delivery.

In its implementation, the teachers will deliver the texts to the students via WhatsApp group then initiate QARs relating to the text's topic. In Offline learning session, teachers encourage the students to think critically in reading the texts and then reexplain and rewrite the idea that they gain from the texts, teachers also implement reciprocal strategy during offline session in reading class to improve the creativity and the active participation of the student. Although some students still face difficulty during blended learning as they have to adapt to two different teaching-learning systems, online and offline, poor internet connectivity becomes one of the obstacle both for students and teachers.

Furthermore, the teacher feels several strengths through the blended learning system. With this system, teachers can use other new strategies more widely because the blended learning system allows teachers to develop teaching strategies, especially for teaching reading skills. However, teachers also have weaknesses, including students and teachers who have not been able to adapt more to the blended learning system, especially during online learning sessions because this is a new thing for the MTsN 1 Pasuruan School.

In conclusion, teachers use three different strategies to teach reading skills in Blended learning system. They are QARs during online learning (e-learning), think-aloud and reciprocal teaching in offline learning (in-class delivery). On the other hand, during the implementation of this system, the teacher can develop existing deficiencies by adding other strategies in teaching reading skills during the blended learning system

5.2 Suggestion

Based on the conclusions above, the researcher provides several suggestions for teachers, students and future researchers.

For the teacher, the researcher hopes that teachers can use this research as a reference for teaching reading strategies through the blended learning system. Using blended learning, teachers can also develop other strategies to foster students' reading skills.

For the students, this research can be a reference for students to foster their reading skills, and students must be able to adapt easily to technological developments, especially in education.

The last is for future research, the researcher hopes that this research can be an inspiration and guide for further research on teacher strategies through blended learning to improve student's reading skills and what is associated with these findings. The researcher also realizes that the instruments used in the study are only limited to a few research instruments. The researcher hopes that further researcher can continue this research with other better instruments to explore the required data deeply. Additionally, further research can investigate the implementation of blended learning in other English language skills or aspects, in large scale research. It is also recommended to investigate deeper informations viewed from the teachers.

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APPENDIXES

Appendix I Permission Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
KANTOR KEMENTERIAN AGAMA KABUPATEN PASURUAN
MADRASAH TSANAWIYAH NEGERI 1
Jalan Besar Nomor 1 Kalinye Bangel 67163
Telepon (0343)741737, Faksimili (0343)741737
Email : mtsnbangel@gmail.com

SURAT PEMBERIAN IJIN
Nomor : 427 /Mts.13.08.01/PP.00.5/04/2022

Menindaklanjuti surat permohonan ijin yang saudara ajukan sebagaimana pokok surat, pada prinsipnya kami memberi ijin saudara :

Nama : Krisna Aditya Putra
NIM : 18180015
Program Studi : Tadris Bahasa Inggris
Semester – Tahun Akademik : Genap 2021/2022
Judul Proposal : **“Teacher Strategis through Blended Learning System to Foster Student Reading Skill at MTsN 1 Pasuruan”**


Untuk melakukan penelitian yang akan dilaksanakan pada tanggal 11 s.d 13 Mei 2022 dalam rangka menyelesaikan tugas akhir di Universitas Islam Negeri Maulana Malik Ibrahim Malang Fakultas Ilmu Tarbiyah dan Keguruan.

Demikian surat ijin ini dibuat untuk dipergunakan seperlunya.

Pasuruan, 08 April 2022
Kepala Madrasah

Herlina Sulistiani

School Permission Letter

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gayamsari No. 50, Telepon (0341) 552385 Faksimile (0341) 552385 Malang
http://fik.uin-malang.ac.id email : fik@uin-malang.ac.id

Nomor : 826/Un.03.1/TL.00.1/03/2022
Sifat : Penting
Lampiran : -
Hal : **Izin Survey**

29 Maret 2022

Kepada
Yth. Kepala MTsN 1 Pasuruan

Pasuruan

Assalamu'alaikum Wr. Wb.


Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris (TBI) Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Krisna Aditya Putra
NIM : 18180015
Jurusan : Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik : Genap - 2021/2022
Judul Proposal : **Teacher Strategies through Blended Learning System to Foster Student Reading Skill at MTsN 1 Pasuruan**

diperi izin untuk melakukan survey/studi pendahuluan di lembaga/institusi yang menjadi wewenang Bapak/Ibu

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.


Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :
1. Ketua Program Studi TBI
2. Arsip

University Permission Letter

Appendix II Teacher and Students Interview Guideline

No	Informant	Status
1	RC	English Teacher
2	CIQM	Student Grade VIII
3	MRA	Student Grade VIII

No	Questions	Answer
1	<i>Strategi apa yang guru terapkan pada pengajaran kemampuan membaca siswa menggunakan blended learning system?</i> What strategies do teachers apply to teaching students' reading skills using a blended learning system?	
2	<i>Seperti apa ibu melakukan tahapan pengajaran melalui e-learning maupun in class delivery?</i> How did you do the teaching stages through e-learning or in-class delivery?	
3	<i>Dalam menggunakan E-learning sebagai media pembelajaran reading skill, strategi apa yang ibu gunakan untuk meningkatkan skill membaca siswa?</i> In using E-learning as a medium for learning reading skills, what strategies do you use to improve students' reading skills?	
4	<i>Dalam menggunakan in-class delivery sebagai media pembelajaran reading skill, strategi apa yang Ibu gunakan untuk meningkatkan skill membaca siswa?</i> In using in-class delivery as a medium for learning reading skills, what strategies do you use to improve students' reading skills?	
5	<i>Apakah ibu ada memberi tugas seperti (Membuat mind mapping, menghafal vocabulary, mencari mind idea) untuk meingkatkan skill membaca pada siswa?</i> Do you give students reading assignments such as (making mind mapping, memorizing vocabulary, search	

	for mind idea) to foster student reading skill?	
6	<i>Apa saja kelebihan yang di dapatkan saat menyampaikan materi reading melalui system blended learning?</i> What are the strengths and weaknesses you get when delivering reading material through the blended learning system?	
7	<i>Apa saja kekurangan yang di dapatkan saat menyampaikan materi reading melalui system blended learning?</i> What are the weaknesses you get when delivering reading material through the blended learning system?	
8	<i>Apakah ibu mempunyai strategi khusus dalam meningkatkan skill membaca siswa melalui blended learning system?</i> Do you have a specific strategy to foster student reading skills through blended learning system?	
9	<i>Apa ada hal penting lagi yang ingin ibuk sampaikan untuk meningkatkan skill membaca siswa?</i> Is there anything else important you would like to say to foster students' reading skills?	

No	Questions	Answer
1	<i>Seperti apa pembelajaran yang kamu laksanakan melalui blended learning system?</i> What kind of learning do you carry out through a blended learning system?	
2	<i>Pada pembelajaran blended learning melalui e-learning, cara apa yang dapat meningkatkan pemahaman mu terhadap materi reading?</i> In blended learning through e-learning, what ways can improve your understanding of reading material?	
3	<i>Pada pembelajaran blended learning melalui in-class delivery, cara apa yang dapat meningkatkan pemahaman mu terhadap materi reading?</i> In blended learning through in-class delivery, what ways can improve your understanding of reading material?	

4	<p><i>Apakah kamu mendapatkan tugas melalui e-learning dan in-class delivery yang diberikan oleh guru, seperti membuat mind mapping, menghafal vocabulary dan menemukan ide pokok dalam teks?</i> Did you get assignments through e-learning and in-class delivery given by the teacher, such as making mind maps, memorizing vocabulary and finding main ideas in the text?</p>	
5	<p><i>Menurut kamu, apakah kelebihan pembelajaran reading skill melalui blended learning?</i> In your opinion, what are the strengths of learning reading skills through blended learning?</p>	
6	<p><i>Menurut kamu, apakah kekurangan pembelajaran reading skill melalui blended learning?</i> In your opinion, what are the weaknesses of learning reading skills through blended learning?</p>	
7	<p><i>Apakah ada hal lainnya yang ingin kamu sampaikan sebagai siswa untuk meningkatkan reading skill yang kamu miliki melalui pembelajaran blended learning system?</i> Is there anything else you would like to say as a student to improve your reading skills through blended learning systems?</p>	

Appendix III Transcript of Interview

TRANSCRIPT OF INTERVIEW

First Participant

Name : Dra. Rima Cahyani
English Teacher : English Teacher of Grade VIII
Day/Date : Wednesday, 01 June 2022
Time : 12.45 – 13.36 WIB
I (*Interviewer*) RC (*Participant*)

I : Selamat siang buk?
(*Good afternoon mam?*)

RC : Selamat siang.
(*Good afternoon.*)

I : Gimana kabarnya buk hari ini?
(*How are you doing mam?*)

RC : Alhamdulillah baik.
(*Alhamdulillah, fine*)

I : Alhamdulillah buk, baiklah buk sesuai yang sudah kita jadwalkan hari ini saya akan mewawancarai ibuk, apakah ibuk sudah siap?
(*Alhamdulillah mam, okay mam based on the schedule that we already agreed, today I will interview you, are you ready mam?*)

RC : Iyah sudah siap.
(*Okay, I am ready*)

I : Hari ini saya akan menanyakan beberapa pertanyaan mengenai strategi pengajaran ibuk melalui blended learning sistem untuk meningkatkan skill membaca siswa. Kita awali dengan pertanyaan pertama, strategi apa yang diterapkan dalam mengajarkan reading dalam blended learning system?

(Today I will ask some questions about teacher teaching strategies through blended learning systems to improve students' reading skills. We start with the first question, what strategies are applied in teaching reading in a blended learning system?)

RC : Dengan adanya perubahan sistem pembelajaran menjadi blended learning, sistem pembelajaran juga harus diubah menjadi strategi penyampaian materi reading melalui online atau e-learning serta penyampaian materi di kelas atau tatap muka. Jadi sangat berbeda dari sebelumnya yang mana saya selalu bisa menyampaikan bahan bacaan secara tatap muka.

(With the change in the learning system to blended learning, the learning system must indeed be changed into a strategy for delivering reading material via online or e-learning as well as delivering material in class delivery or face-to-face. So it's very different from before, we can always deliver reading material face to face)

I : Lalu, bagaimana dengan tahapan pengajaran reading yang ibu lakukan saat melakukan pengajaran melalui e-learning maupun in-class delivery?

(Then, what about the stages of teaching reading that you did when teaching through e-learning or in-class delivery?)

RC : Untuk pengajaran materi reading, dalam setiap fase pembelajaran online atau offline terdapat strategi tersendiri. Selama pembelajaran online atau e-learning, sebagai seorang guru saya memberikan teks kepada siswa dan kemudian mengajukan pertanyaan tentang topik yang terdapat dalam teks dan siswa menjawab pertanyaan tersebut, namun ketika pembelajaran di kelas saya akan menerapkan strategi berfikir kritis seperti guru memberikan kesempatan bagi siswa untuk menceritakan kembali ide atau informasi yang diperolehnya dari kegiatan membaca, selain itu saya juga digunakan strategi reciprocal teaching, seperti siswa diberikan materi oleh guru kemudian siswa diminta kembali untuk menjelaskan materi yang telah diberikan.

(For teaching reading itself, in each phase of online or offline learning there is a separate strategy. During online learning or e-learning, as a teacher gives the text to students and then asks questions about the topics contained in the text and students answer these questions, then when learning in class will apply to think aloud strategies such as the teacher providing opportunities for students to retell

ideas or information they get from reading activities, besides that, reciprocal teaching strategies are also used, such as students being given material by the teacher then students are asked to return to explain the material that has been given)

I : Bagaimana dengan jadwal pengajaran yang di lakukan oleh sekolah menggunakan sistem blended learning ini buk?

(How about the teaching schedule carried out by the school using this blended learning system, mam?)

RC : Pembelajaran melalui e-learning dan in-class delivery dilakukan setiap minggu, begitu seterusnya. Jadi misalnya minggu ini anak-anak waktu belajar online, maka minggu depan mereka akan melakukan pertemuan tatap muka. Untuk ketentuan ini sudah diatur oleh pusat sehingga guru hanya melaksanakan dan mengatur strategi pembelajaran.

(Learning through e-learning and in-class delivery is carried out every week, then so on. So for example, this week the children are online learning time, then next week they will do face-to-face meetings. For this provision, it has been regulated by the center so it is only the teacher who implements and regulates the learning strategy)

I : Jika tadi saya menanyakan tahapan pengajaran reading skill melalui blended learning system, untuk sesi online sendiri strategi apa yang ibuk gunakan untuk meningkatkan kemampuan membaca siswa?

(If I previously asked about the stages of teaching reading skills through a blended learning system, what strategy do you use for the online session to improve students' reading skills?)

RC : Dalam menggunakan E-learning sebagai tahapan pembelajaran reading skill, strategi yang digunakan sebagian besar berupa siswa yang harus belajar secara mandiri melalui video pembelajaran yang disediakan melalui platform e-learning atau grup WhatsApp, dimana siswa diminta untuk menjawab pertanyaan-pertanyaan yang ada. Sesuai dengan teks bacaan atau video yang telah diberikan. Strategi ini digunakan untuk kondisi online karena guru tidak diizinkan untuk bertemu langsung dengan siswa, oleh karena itu diperlukan media pembelajaran untuk membantu siswa agar siswa dapat meningkatkan reading skill dengan baik

dan mampu menjawab setiap pertanyaan yang diberikan. Penerapan strategi online memang sedikit sulit karena siswa tidak dapat dipantau secara langsung apakah benar-benar paham atau tidak, namun kita dapat melihat tingkat pemahaman siswa dari jawaban tugas yang telah dikumpulkan dan rekap skornya. Namun, jika siswa masih mengalami kesulitan, hal ini dapat didukung pada saat pembelajaran tatap muka.

(In using E-learning as a stage of learning reading skills, the strategies used are mostly in the form of students who have to learn independently through video learning provided through e-learning platforms or WhatsApp groups, where students are asked to answer questions that are appropriate to the reading text or video which has been given. This strategy is used for online conditions because the teacher does not allow to meet directly with students, therefore learning media to help students are needed so that students can improve their reading skills well and are able to answer every question given. The implementation of online strategies is indeed a little difficult because students cannot be monitored directly whether they really understand or not, but we can see the level of student understanding from the answers to assignments that have been collected and recap of their scores. However, if students still have difficulties, this can be backed up during face-to-face learning)

I : Dalam sesi offline atau in-class delivery sebagai tahapan pengajaran, strategi seperti apa yang ibuk gunakan untuk meningkatkan skill membaca siswa?

(In offline sessions or in-class delivery as a teaching stage, what kind of strategies do you use to foster students' reading skills?)

RC : Sebenarnya bila blended learning bersifat tatap muka atau penyampaian di kelas, fungsinya untuk mereview materi yang telah dipelajari selama pembelajaran online dan untuk memahami kembali kemampuan siswa membaca dalam bahasa Inggris, karena guru dapat langsung menilai dan mengukur kemampuan siswa. Seperti yang saya jelaskan sebelumnya, strategi yang digunakan lebih berpusat pada siswa sehingga siswa ingin mengungkapkan pendapatnya tentang apa yang telah mereka baca dan bergiliran dengan temannya untuk menjelaskan materi yang telah diperoleh sebelumnya, hal ini memicu siswa untuk menguasai apa yang mereka miliki. Membaca dan dapat menerjemahkannya secara lisan. Karena materi yang diajarkan selama pembelajaran online dapat diasah kembali saat pembelajaran di

kelas disampaikan, nilai dan kemampuan siswa dapat diukur dan mereka dapat mencapai keterampilan membaca yang tinggi.

(Actually, when blended learning is face-to-face or in-class delivery, the function is to review the material that has been studied during online learning and to understand the students' ability to read in English again, because teachers can directly assess and measure students' abilities. As I explained earlier, the strategy used is more student centered so that students want to express their opinions about what they have read and take turns with their friends to explain the material that has been obtained previously, this triggers students to master what they have read and can translate it orally. Because the material taught during online learning can be sharpened again when learning in-class delivery, the value and ability of students can be measured and they can achieve high reading skills)

I : Apakah ibuk juga memberikan tugas kepada siswa seperti (membuat mind mapping, menghafal vocabulary atau mencari mind idea) untuk meningkatkan kemampuan membaca siswa?

(Do you give student reading assignments such as (making mind mapping, memorizing vocabulary or search for mind idea) to foster student reading skill?)

RC : Ya, tugas-tugas yang diberikan kepada siswa untuk menunjang pengajaran reading skill memang berkaitan dengan unsur membaca itu sendiri, bisa berupa pembelajaran tentang kosakata atau cara-cara menentukan ide pokok. Ketika siswa membutuhkan arti dari kosakata baru yang tidak mereka pahami, mereka dipersilakan untuk bertanya kepada guru atau mencari makna di internet. Selain itu materi tentang cara menentukan ide pokok juga diberikan sebelum siswa diberikan tugas, ada dua cara yaitu deduktif atau induktif.

I : Apa saja kelebihan yang ibu dapatkan saat menyampaikan materi reading melalui blended learning system?

(What are the strengths you get when delivering reading material through blended learning system?)

RC : Melalui sistem blended learning, beberapa kelebihan dapat dirasakan oleh siswa dan guru, dimana strategi pembelajaran dapat lebih variatif karena dapat diterapkan di dalam kelas maupun di luar kelas. Kelebihan lainnya adalah siswa dapat berperan aktif dalam memperdalam materi yang diberikan melalui

pembelajaran online. Guru juga memberikan materi dalam power point dan memberikan kuis secara online. Waktu belajar di kelas juga dikurangi untuk mengurangi kebosanan yang dimiliki siswa.

I : Jadi pembelajaran menjadi tidak membosankan yah bu?

(So the learning activity not get boring, yes?)

RC : Iyah, melalui blended learning, kita tidak bosan karena kita bisa belajar di rumah dan belajar di kelas. Jika kita selalu datang ke kelas, kita suka bosan dan lelah, tetapi jika kita selalu di rumah, kita juga suka bosan. Karena sistem blended learning ini kita bisa belajar di sekolah dan di rumah. Saat belajar online guru memberikan kuis di grup whatsapp, dan saat belajar offline guru memberikan permainan sebelum pembelajaran dimulai.

(Yes, through blended learning, we are not bored because we can study at home and study in class. If we always come to class, we like to be bored and tired, but if we are always at home, we also like to be bored. Because of this blended learning system, we can learn at school and at home. When learning online the teacher gives a quiz in the whatsapp group, and when learning offline the teacher gives a game before learning begins.)

I : Bagaimana dengan kekurangan yang di dapatkan saat menyampaikan materi reading melalui blended learning system?

(How about the weaknesses you get when delivering reading material through blended learning system?)

RC : Guru juga mengalami kesulitan melalui pembelajaran dengan sistem blended learning karena platform e-learning sering mengalami kendala dan harus di update terlebih dahulu. Terkadang kendala sinyal juga mempengaruhi guru dalam mengajar siswa secara online sehingga menghambat proses pembelajaran di kelas. Disisi lain, kendala di blended learning lebih sering terjadi disaat pembelajaran online dimana guru kesulitan mengontrol siswa secara langsung sehingga tidak tahu mana siswa yang benar-bener belajar dan tidak namun untuk menyelesaikan ini guru melakukan evaluasi kembali saat pembelajaran tatap muka.

(Teachers also experience difficulties through learning with a blended learning system because e-learning platforms often experience problems and must be updated first. Sometimes signal constraints also affect teachers in teaching students online, thus hindering the learning process in the classroom. On the other hand, problems in blended learning occur more often during online learning where teachers have difficulty controlling students directly so they don't know which students are really learning and which aren't, but to solve this the teacher re-evaluates during face-to-face learning.)

I : Apakah ada hal lain yang ingin ibu sampaikan sebagai guru untuk meningkatkan kemampuan membaca siswa melalui blended learning system?

(It is there anything else that you would like to convey as a teacher to improve students' reading skills through a blended learning system?)

RC : Bagi saya, setiap sistem pembelajaran memiliki kekurangannya masing-masing. Namun, sistem blended learning lebih baik daripada belajar secara online secara menyeluruh dimana siswa dan guru dapat belajar tatap muka karena ini penting untuk hubungan emosional dan komunikasi dengan siswa. Namun, kita juga bisa melakukan pembelajaran online agar siswa dapat menggali kemampuan membaca dan belajarnya lebih jauh secara mandiri sehingga pembelajaran tidak membosankan.

(For me, every learning system has its drawbacks. However, blended learning systems are better than online learning entirely where students and teachers can learn face-to-face because this is important for emotional connection and communication with students. However, we can also do online learning so that students can explore their reading and study skills further independently so that learning is not boring.)

Second Participant

Name : Cheryl Izzaz Q.M
Student : Student of Grade VIII
Day/Date : Thursday, 02 June 2022
Time : 16.00 – 16.31 WIB
I (Interviewer) : CIQM (Participant)

I : Hallo Cheryl, Selamat sore?
(Hello Cheryl, Good afternoon)

CIQM : Hallo kak, Selamat sore juga.
(Hello sist, Good afternoon)

I : Okay, untuk mempersingkat waktu. Kakak langsung saja mulai sesi wawancara sore ini yah, kamu bisa menjawab berdasarkan pengalaman dan informasi yang kamu miliki.

(Okay, without any further ado, I will start this interview session, you can answer based on your experience and information that you have.)

CIQM : Siap kak.
(Okay, ready sist)

I : Baiklah, untuk pertanyaan pertama, seperti apa pembelajaran yang kamu laksanakan melalui blended learning?

(Okay, for the first question, what kind of learning do you carry out through blended learning?)

CIQM : Pembelajaran selama fase e-learning dalam materi reading skill pada pelajaran bahasa Inggris membutuhkan pembelajaran yang lebih mandiri, sehingga kami diminta untuk menjawab beberapa pertanyaan terkait bacaan yang telah diberikan. Cukup sulit tapi kita bisa mendiskusikannya dengan teman melalui platform WhatsApp.

(During the e-learning phase in reading activities in English subjects requires more independent study, so we were asked to answer several questions related to the reading that had been given. Quite difficult but we can discuss it with friends via the WhatsApp platform.)

I : Untuk pertanyaan kedua, pada saat pembelajaran melalui E-learning cara apa yang kamu rasa dapat meningkatkan pemahaman kamu saat materi reading?

(For the second question, when learning through E-learning what ways do you feel can improve your understanding of reading material)

CIQM : Saat belajar melalui e-learning sebenarnya agak sulit memahami materi karena kita tidak bisa bertanya langsung kepada guru. Ketika guru memberikan pertanyaan terkait bacaan yang telah saya baca, cukup mengasah kemampuan membaca kita, karena seperti sedang diuji pemahamannya. Namun terkadang siswa malas melakukan atau tidak bisa bertanya langsung kepada guru.

(When learning through e-learning, it is actually a little difficult to understand the material because we cannot ask the teacher directly. When the teacher gives questions related to the readings that I have read, it is quite honing our reading skills, because it is like being tested for understanding. But sometimes students are lazy to do or cannot ask directly to the teacher.)

I : Okay kemudian, apakah guru ada memberikan tugas mengenai materi reading skill kepada siswa?

(Okay then, does the teacher give assignments regarding reading skill material to students?)

CIQM : Tugas yang diberikan untuk mendukung pelaksanaan strategi pembelajaran di kelas bermacam-macam, seperti menemukan makna kosa kata dari bacaan yang kita baca, cara menentukan ide pokok dalam setiap bacaan. Hal ini cukup membantu saya dalam melatih keterampilan belajar bahasa Inggris.

(The tasks given to support the implementation of learning strategies in the classroom are various, such as finding the meaning of the vocabulary from the readings we read, how to determine the main ideas in each reading. This is quite helpful for me in practicing English learning skills.)

I : Menurut kamu, apa nih enakya belajar menggunakan blended learning system?

(In your opinion, what are the strengths of learning to use a blended learning system?)

CIQM : Mengajar dengan sistem blended learning memudahkan kita, Kak. Karena kita tidak selalu harus datang ke kelas. Kita juga bisa menggunakan teknologi untuk

membantu kita belajar, seperti mengisi pertanyaan melalui Google form dan berdiskusi melalui WhatsApp Group.

(Teaching using a blended learning system makes it easy for us, Sis, because we do not always have to come to class. We can also use technology to help us learn, such as filling out questions via Google form and discussing via WhatsApp Group.)

I : Kalau tadi manfaat belajar secara blended learning, untuk kekurangannya yang kamu rasakan sebagai siswa apa nih?

(If the previous question is about the benefits of learning through blended learning, what are the drawbacks that you feel as a student?)

CIQM : Misalkan saya memiliki masalah dengan mempelajari sistem blended learning. Dalam hal ini lebih pada saya belajar online Kak, karena sebelumnya ada beberapa hal yang kami tidak tahu, seperti penggunaan e-learning dan Google Forms, tetapi setelah belajar kami dapat memahaminya, terkadang koneksi internet juga menyulitkan saya untuk mengikuti pelajaran di kelas. Guru sering memberi saya tugas untuk belajar online.

(Suppose I have problems with learning the blended learning system. In that case, it is more when I study online, Sis, because previously there were some things we did not know about, such as the use of e-learning and Google Forms, but after learning we could understand them, sometimes the internet connection also made it difficult for me to follow the class lessons. The teacher often gives me the assignment to study online.)

Third Participant

Name : Mochammad Rayhan Alfirdaus

Student : Student of Grade VIII

Day/Date : Thursday, 02 June 2022

Time : 16.00 – 16.31 WIB

I (*Interviewer*) MRA (*Participant*)

- I : Selamat sore, Rayhan! Apa kabar nih?
(*Good afternoon, Rayhan! How are you?*)
- MRA : Alhamdulillah kak, sehat.
(*Alhamdulillah, I am in a good condition*)
- I : Oke Rayhan, seperti yang sudah kakak sampaikan sebelumnya, saat ini Kakak mau minta tolong ke Rayhan untuk melakukan wawancara dengan kakak mengenai strategi yang digunakan guru sekolah Rayhan dalam mengajarkan pembelajaran reading saat pelajaran Bahasa Inggris, apakah Rayhan sudah siap?
(*Okay Rayhan, as I have said before, now I want to ask Rayhan to do an interview with me about the strategies used by Rayhan's school teacher in teaching reading learning during English lessons, is Rayhan ready?*)
- MRA : Baik kak, siap!
(*Yes, I am ready*)
- I : Oke, langsung saja ya Rayhan, untuk pertanyaan pertama, saat pembelajaran blended learning, blended learning itu pembelajaran yang dilakukam secara online dan offline yah. Nah, bagaimana sih sistem belajar reading saat pelajaran Bahasa Inggris kamu selama pembelajaran offline atau atap muka?
(*Okay, let's go straight, Rayhan, for the first question, when learning blended learning, blended learning is learning that is done online and offline. So, how is the system for learning to read during your English lessons during offline or face-to-face learning?*)
- MRA : Pada saat pembelajaran tatap muka kita diminta untuk mengungkapkan pikiran atau pendapat kita ketika selesai membaca sebuah teks yang telah disediakan, namun terkadang kita banyak bertanya kepada guru tentang arti dari kosakata tersebut. Kami juga diminta untuk menjelaskan kembali materi yang telah dipelajari sebelumnya secara lisan.
(*Then during face-to-face learning we are asked to express our thoughts or opinions when we finish reading a text that has been provided, but*)

sometimes we ask the teacher a lot about the meaning of the vocabulary. We were also asked to re-explain the previously learned material orally.)

I : Okeh, terimakasih jawabannya ya Rayhan, nah kalau tadi adalah pengalaman kamu saat belajar reading di pelajaran Bahasa Inggris saat offline atau tatap muka, kalau saat online bagaimana Rayhan?

(Okay, thanks for the answer, Rayhan, so if that was your experience when learning reading in English lessons offline or face-to-face, how about Rayhan online?)

MRA : Saat belajar online, soal-soal yang diberikan memang membuat kita termotivasi untuk memahami bacaan yang diberikan, namun begitulah, terkadang kita tidak yakin apakah jawaban kita benar atau tidak karena kita tidak tahu siapa yang harus mengoreksinya.

(When learning online, the questions given indeed make us motivated to understand the reading given, but that's the case, sometimes we are not sure whether our answers are correct or not because we don't know who to correct them.)

I : Oh I see, lalu seperti apa sih tugas-tugas yang diberikan guru mengenai materi reading?

(Oh I see, then what are the assignments given by the teacher regarding reading material?)

MRA : Terkadang ketika kita membaca kita bingung apa maksudnya, maka dari itu Bu RC selalu mendorong kita untuk mencari arti dari setiap kosakata yang belum kita ketahui, termasuk bagaimana menentukan ide pokok bacaan tersebut. Selain itu, tugas yang diberikan juga membantu kita meningkatkan kemampuan membaca kita.

(Sometimes when we read we are confused about what it means, so Mrs. RC always encourages us to look for the meaning of every vocabulary we don't know, including how to determine the main idea of the reading. In addition, the assignments given also help us improve our reading skills.)

I : Okay, lalu apa kelebihan yang kamu rasakan saat pembelajaran blended learning selama ini?

(Okay, then what are the advantages that you feel while learning blended learning so far?)

MRA : Melalui blended learning, kita tidak bosan karena kita bisa belajar di rumah dan belajar di kelas. Jika kita selalu datang ke kelas, kita suka bosan dan

lelah, tetapi jika kita selalu di rumah, kita juga suka bosan. Hanya karena sistem blended learning ini kita bisa belajar di sekolah dan di rumah. Saat belajar online guru memberikan kuis di grup whatsapp, dan saat belajar offline guru memberikan game sebelum pembelajaran dimulai.

(Through blended learning, we do not get bored because we can study at home and learn in class. If we always come to class, we like being bored and tired, but if we are always at home, we also like being bored. Only because of this blended learning system can we learn in school and home. While studying online the teacher gives quizzes in the WhatsApp group, and when learning offline the teacher gives games before learning begins.)

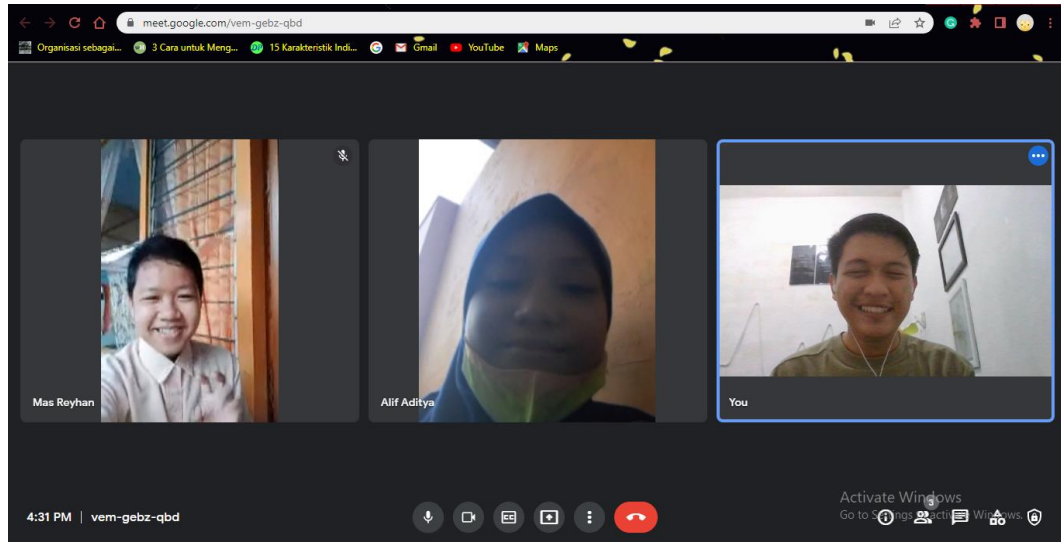
I : Selanjutnya, kalau untuk kekurangan dalam pembelajaran blended learning, menurut kamu apa saja?

(Furthermore, for the shortcomings in blended learning, what do you think?)

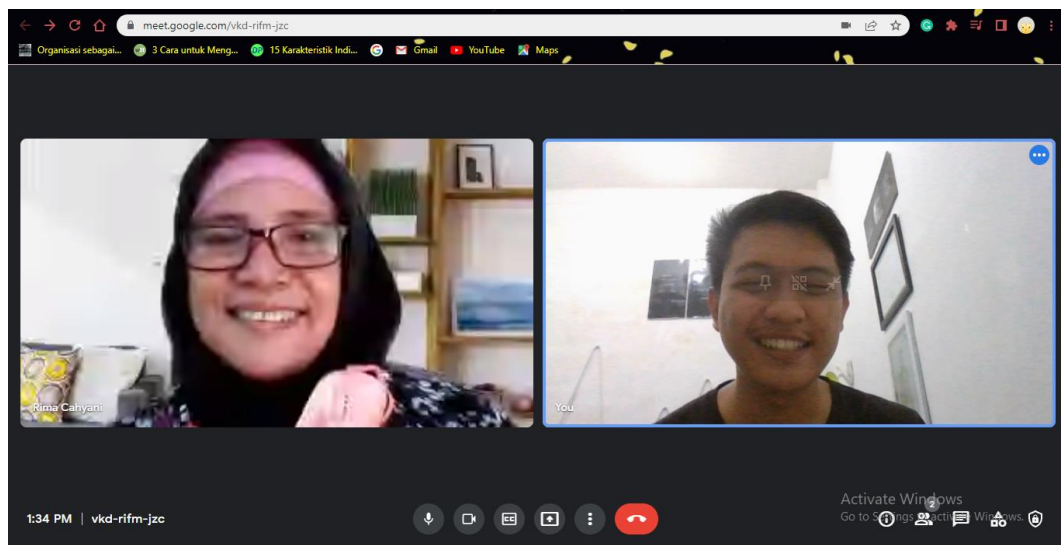
MRA : Saya mengalami masalah seperti masalah internet yang hilang. Apalagi awal-awal masuk kelas ada beberapa media pembelajaran online yang saya kurang paham, Kak. Guru memberikan banyak tugas selama kelas online dibandingkan dengan ketika saya offline.

(I experienced problems such as missing internet problems. Also, early in attending class, there were several online learning media that I did not understand, Sis. The teacher gave many assignments during online classes compared to when I went offline.)

Appendix IV Pictures of Interview

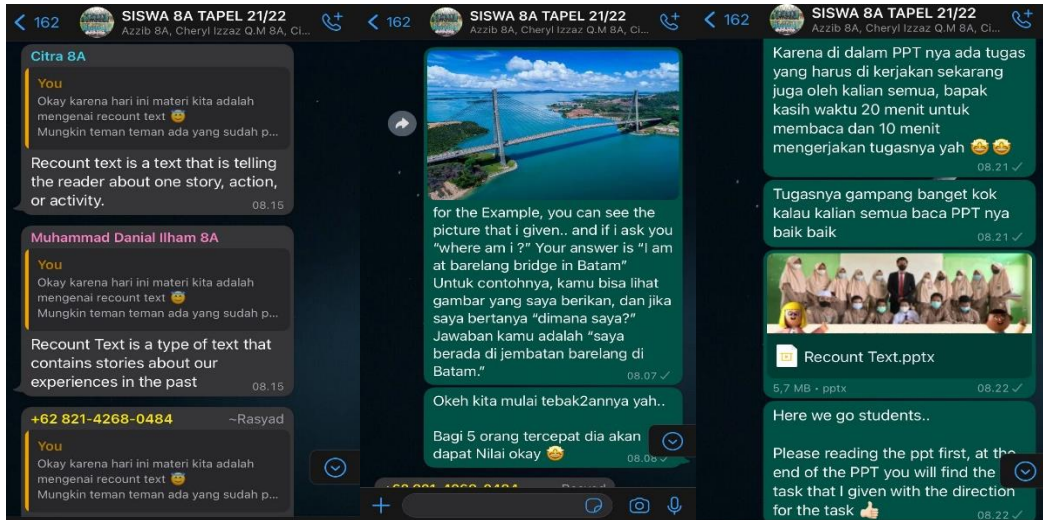


Students interview grade VIII: MRA and CIQM



English Teacher interview: RC

Appendix V Pictures of Online Learning Teaching



Teacher teaches reading skills online session via Whatsapp group.



Teacher teaches reading skills online session via Google meet.

Appendix VI Pictures of Offline Learning Teaching



Teacher teaches reading skills offline session in-class delivery.



Teacher teaches reading skills offline session in-class delivery.

Appendix VII Student Identity



Name : Krisna Aditya Putra
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Place/date of birth : Batam, 23 April 1999
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