

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language continually shapes our views of the world and ourselves. The ability to read is language based, as are the language abilities of listening, speaking and writing. In English curriculum, students' reading ability is very hoped in teaching and learning process especially in teaching English because English is compulsory subject must be known for all of students to develop through four skills, listening, speaking, reading and writing.

English is the one of many languages in this world, or English is one of a contributed language all over the world. It is very important role of the world's to easiest way to communicate with people from other countries about a many aspects of human life such as economy development, politic, science, technology, and education. One of the countries like Indonesia has been taught using English as a core subject in educational curriculum.

There are four skills in studying English that have to master by the learners, they are reading, speaking, listening, and writing. All of the skill is important but in English that reading is an important skill that can be developed others skills and it will be easier to mater other skills, and in this research using reading skill to develop their reading ability.

Reading is the process of looking at the series of written symbols and getting the meaning from them. Harmer (2007:99) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, and the better they get it. Erfort (2013: 2) stated

that reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency, and there are several different types that relevant with many purposes in reading comprehension. So, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. And reading is the one way to deliver the information or communication between the writer and the reader. Reading without meaning is unsatisfying and inconsequential exercise. The most important result of reading process is comprehension ability. To develop reading comprehension ability, they have to read more. Reading provides opportunities to expose new words that will build their vocabulary mastery.

This is the reason why most of the students are bored in reading class. Although some of the teachers have used strategies or method to make students interest to do the reading comprehension task, to finding the main idea of the text and guessing the answer of the text. Reading comprehension is most likely to occur when students are reading what they read, or at least what they see some good reason to read.

This problem also happened when the writer did her field experience program (PPL) at SMP Negeri 1 Sipahutar. The writer found that the students had trouble in reading comprehension. The writer gave the students test of reading in form narrative text to find out their problem in reading

comprehension. The writer made an evidence to prove their statement above, as follow:

Table 1.1 The Result of Preliminary Research with Conventional Method

No	Name of the Students	R	N	S
1.	ALS	14	20	70
2.	BDS	10	20	50
3.	CNS	11	20	55
4.	ET	14	20	70
5.	ES	12	20	60
6.	FKS	8	20	40
7.	GTT	14	20	70
8.	IAP	10	20	50
9.	JTS	13	20	65
10.	KNS	8	20	40
11.	LAT	8	20	40
12.	MS	9	20	45
13.	NT	10	20	50
14.	RTS	9	20	45
15.	SS	10	20	50
16.	YS	10	20	50
Total score				855

$$S = \frac{R}{N} \times 100$$

Where:

S = Score number of test

R = Number of the correct answers

N = Number of question

Mean: $70 + 50 + 55 + 70 + 60 + 40 + 70 + 50 + 65 + 40 + 40 + 45 + 50 + 45 + 50 + 50 = 855 : 16 = 53,4$

From the observation of reading test above, it prove that they still lack in reading. The writer found that 13 students of 16 students get score under 70 in reading test, another students just in 40-65 score. The students face many problems dealing with reading. The students find difficulties in reading text is drawing the meaning and interpreted the information appropriately. And they also found difficulties in translating the reading text for many unfamiliar words for them so some of them opened their dictionary when reading, to translate the text. Although the text seemed simple, they needed much time to read and to translate it, and also teacher teaches reading with traditional method so the learners feel bored during the study.

The English teacher must have variety of approach, technique, strategy and method in teaching reading comprehension. And there are of some methods in teaching reading comprehension, one of them is blended learning. It can be shown that today's teaching learning process is not only limited in the class but also can be conducted through e-learning or internet. One of learning model that become popular today is Blended Learning. Blended learning is the combination between traditional face to face learning

supplemented by e-learning or online learning. Online learning supplements traditional face to face learning to make better students achievements. Stacey and Gerbic (2007) stated that students learning experience and performance can be improved when online resources are integrated with traditional forms of course delivery, such as face to face lecturers and tutorials (also see, Ituma, 2011).

Blended learning is a face-to-face learning (traditional) method accompanied by online learning, it is often defined as the combination of face-to-face and online learning (Garrison, 2011). From Garrison's point of view, online learning or e-learning should not be viewed as replacing the enormous value of face-to-face educational experience. He further states that the power of blended online and face-to-face experiences, that can provide sustained and rigorous educational discourse. A blended learning environment is a flexible approach, which combines traditional face-to-face instruction with computer-mediated or online instruction (Bonk and Graham, 2012, Gecer, 2013, Graham, 2013, Oliver and Stallings, 2014).

Based on the reason above, the writer would like to conduct a research entitled "The Effect of Blended Learning Method toward Students' Reading comprehension at SMP N 1 Sipahutar".

1.2 The Problem of the Study

In this study the problem is formulated as follows: "Does the blended learning significantly affect the students' reading comprehension at the second grade of SMP N 1 Sipahutar?"

1.3 The Objective of the Study

The objective of the study is to find out whether the blended learning significantly affects the students' reading comprehension at the second grade of SMP N 1 Sipahutar.

1.4 The Scope of the Study

There are several methods in teaching reading, they are Phonics approach, Language experience approach, the context support method, the whole-word approach and blended learning, but in this research focus on the blended learning method to influence in students' reading comprehension. Blended learning method is applied through WhatsApp messenger. Blended learning method in doing assignments online, receiving and collecting assignments through the WhatsApp Group (WAG) and to get learning materials in digital form (PDF, DOC, PPT, voice message and YouTube video link). In reading comprehension there are several levels, they are literal level, interpretive level and critical level, but in this research focus on the literal level to know the level of success or understanding of students in achieving learning goals.

1.5 The Hypothesis

A hypothesis needed to show the researcher's thinking and expectation about the outcome of the researcher will be. The hypothesis in this research formulated as the following.

Ha : There is a significant effect of blended learning method toward students' reading comprehension at the second grade of SMP N 1 Sipahutar.

Ho : There is no significant effect of blended learning method toward students' reading comprehension at the second grade of SMP N 1 Sipahutar.

1.6 The Significances of the Study

The finding of this study are expected to be theoretically and practically

1.6.1 Theoretically

The finding of this study is expected to give evidence about the result of using Blended learning toward students' reading comprehension.

1.6.2 Practically

The finding of this study is expected to be useful for:

- a. English teacher, as source of information to improve the quality of english learning process especially in reading.
- b. Students, to encourage them to be more active and high motivated students, especially in group work/team.
- c. The results of this research are expected to be a source of information for further research in reading by using Blended learning (BL) and prove this method more with different participant.
- d. The finding of this research will be useful to the readers who are interested in analyzing teaching learning reading process.
- e. Writer, to find out the more suitable technique in teaching reading.

CHAPTER II

REVIEW OF LITERATURE

2.1 Language

Language is the system of words or signs that people use to express thought and feeling. And language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Language is the most important aspect in human interaction. People communicate and interact with others by using the language. It is used between three or more people in carrying out their daily activities and has a main role to make people understand. There are many languages in the world, one of them is English.

Language is purposefully used to engage others as well simply convey certain types of information. Some of the experts have given their opinion or idea about language. Hutajulu and Herman (2019:29) stated that language is as the tool of communication that has the essential part in making communication. The concern herein is on how language is organized to achieve the social functions it is meant to serve (Widdowson, 1996:58). So language cannot be separated from the human being, or language is a media or it is as a tool of communication and to say anything or express the ideas or opinions, to get information, by using language people can interact well, exchanging their ideas and to fulfill their needs.

Language as a meaning-making resource language as 'meaning-potential'. To learn a language is to learn how to mean (Halliday, 1975:58). Bennett (1976:59) points out that 'it seems likely that communication is a matter of

speaker's seeking either to inform a hearer or to enjoin some action upon him. Language as meaning also can be called that language is a tool of communication to convey information.

The writer summarizes them that language is a media or as a tool of communication that makes people can express or to convey their purposes, feeling, and their ideas or opinions. People can interact to another through language and all human's activities are affected by language, and people always use it to know and to connect all people in the world, and this world there are many languages and one of them is English.

2.1.1 Teaching English

English is the language of international communication becomes the major language of printed information. And it is most important language in the world. There so many countries use English as foreign languages, which one of them is in Indonesian English is used a foreign language. English as a world language is not merely an international language. A language gains a status as a global language when it has a special role that is recognized in every country in the world (Crystal, 1997:107). English has become international language. Most of the community in the whole the world use English in order to communicate with others who have different language. Therefore, English teaching is very important to be taught and learned by students.

Teaching is as engagement with learners to enable their understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection. Teaching is the process of

attending to peoples' needs, experience and feelings, and making specific interventions to help to learn particular things. In teaching learning process, the teacher should determine teaching method that is suitable with the material. The teacher should also use suitable media to teach the material. A good class management will help the teacher control class situation.

The didactic method is a way through which the teacher conducts and organizes the training of the trainees. We define the method as “the assembly or the system of processes or modes of execution of the operations involved in the learning process, integrated into a single flow of action, in order to achieve the objectives proposed” (Cerghit 2006:140).The degree of freedom and of directing depends on the pedagogical conception at the core of the pedagogical approach.

It is recommended that the choice of teaching-learning methods to be made according to training objectives, the skills of the trainees and trainer and the information content to be mastered. The functions which teaching-learning methods carry out are:

1. The cognitive function, representing the way of access to knowledge, and information, necessary for its plenary development.
2. The formative-educational function through exercising skills, certain motor and psychic functions at the same time as discovering scientific facts.
3. The motivational function inspiring the student, transforming the learning activity into an attractive, stimulating activity.

4. The instrumental function allows the method to be positioned between the objectives and the results of the didactic activity, being a working tool, a means to efficiently achieve the plan and achieve the intended purpose.
5. The normative function of optimistic action is highlighted by the prescriptions, rules and phases that the method brings in achieving the objective (Cerghit 2006:141).

The method is a way that is used to achieve the established goal. In teaching and learning activities, the method is required and its use varies according to the purpose to be achieved after the teaching is ended. An educator will not be able to perform its duties when he does not master the same form of teaching method (Djamarah, 1991: 91).

Pang, Muaka, Bernhardi, & Kamil (2003:141) stated that reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading involves both the acquisition of meanings intended by the researcher and the reader's own contributions in the form of interpretation, evaluation, and reflection on those meaning. Blended learning is a method that used in reading to improve student's reading comprehension.

2.1.2 Skills in English

There are four skills in studying English that have to master by the learners, they are reading, speaking, listening, and writing, and the fourth skills are important basic skills to improve student's English skill.

1. Speaking skill

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.

2. Listening skill

Listening comprehension is the receptive skill in the oral mode. When we speak of listening what we really mean is listening and understanding what we hear. Speaking is often connected with listening. For example, the two-way communication makes up for the defect in communicative ability in the traditional learning. Temple and Gillet (1984) also emphasize the close relationship between listening and speaking in this way: Listening cannot be separated from the expressive aspects of oral communication. It is impossible to "teach listening" separately from speaking or to set aside a portion of the instructional time for listening instruction and ignore it the rest of the time. Listening is as much a part of group discussions, dramatic play, or puppetry, for example, as the dialogues and actions created. When children develop their communicative powers they also develop their ability to listen appreciately and receptively.

3. Writing skill

Writing is the productive skill in the written mode. It, too, is more complicated than it seems at first, and often seems to be the hardest of the skills, even for native speakers of a language, since it involves not

just a graphic representation of speech, but the development and presentation of thoughts in a structured way.

4. Reading skill

Reading is the receptive skill in the written mode. It can develop independently of listening and speaking skills, but often develops along with them, especially in societies with a highly-developed literary tradition. Reading can help build vocabulary that helps listening comprehension at the later stages, particularly.

All of the skill is important but in English that reading is an important skill that can be developed others skills and it will be easier to mater other skills, and in this research using reading comprehension to develop their reading ability.

2.2 Reading

Reading is the process of looking at a series of written symbols and getting meaning from them. Reading is a critical-creative reading process that is carried out with the aim of obtaining a comprehensive understanding of reading, and an assessment of the state, value of function, and impact of reading.

Reading is a communication process requiring a series of skills. As such reading is a thinking process rather than an exercise in eye movements. Effective reading requires a logical sequence of thinking or thought patterns, and these thought patterns require practice to set them into the mind Shepherd and Mitchell (1997: 11).

Furthermore, Al-Khulli, (1997:11) in Haq (2011:11) indicates that reading is one of the four language skills constitutes as a process to obtain much information and get meaning from written materials. This implies that reading gives a chance for reader to know what the purpose is. Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Reading also has a positive effect on students, vocabulary knowledge, on their spelling and on their writing (Harmer, 2007: 11).

Reading is understanding the meaning of printed words i.e. written symbols, Patel and Jain (2008:126). Reading is an active process which consists of recognition and recognition and comprehension skill. Reading is an important activity in life with which one can update his/ her knowledge. Reading skill is an important tool for academic success.

Reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide him both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language. Reading is very necessary to widen the mind and gain and understanding of the foreign culture. Reading is certainly an important activity for expanding knowledge of a language.

Reading is a receptive language process. There is a process in which readers try to get more information from what is encoded by the author in the

text in order to construct meaning from the text they read. Then, it can be understood that there is an interaction between a reader and a text in that reading process (Eskey and Dubin (1986:47). Reading is a passive skill which requires interactive process in comprehending the meaning in order to get information or ideas from written text.

The writer summarizes that reading is a complex process of thinking in assigning materials which involves most of the readers' intellectual act, such as comprehension in order to get ideas or information. So to encourage students to read, it is wise for the teachers to find the best way that can be applied to improve students' reading comprehension. In this research the writer using the Harmer (2007:11) theory of reading, this theory can help the writer to find reading comprehension.

2.2.1 The Purpose of Reading

Reading is a way a person gets information from written texts. Alderson (2000:3) believes that reading is, first and foremost, a purposeful activity. It means that reading is an activity with a purpose. The purpose for reading influences the reader's type of involvement with the text. The purpose of reading is to decoding information from text into one's mind (Nuttal, 1982:3). People read for variety reasons. One may read for pleasure as when reading a story book, or for knowledge as when reading a history book. In other words, the purposes of reading guide the reader's selection of texts.

There are many purposes of reading which put forward by Rivers and Temperely (1978:127) in Nunan (1999:127) address seven main purposes of reading:

1. To obtain information for some purpose or because we are serious about some topic.
2. To obtain instructions on how to perform some tasks for our work or daily life (e.g. knowledge how an appliance works).
3. To act in a play, play a game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when or where something will take place or what is available.
6. To know what is happening or has happened (as reported in newspaper, magazines, report).
7. To have enjoyment or excitement.

Based on explanation above, the writer summarizes that the purpose of reading is to connect or to correlate the ideas on the text to what you already known, and to get more information or more understanding and knowledge.

2.2.2 The Process of Reading

Reading is the active process to combining information from the text and the readers' prior knowledge. In addition, Walker (2000:3) defines that reading is an active process in which readers shift between sources of information, elaborate meaning and strategies, monitor their comprehension, and use the social context to reflect their response. It means that reading is a cognitive activity in which the readers take part in an active process to get

comprehension and to reflect their response. The process of reading may be broadly classified into three stages (Patel and Jain 2008:114):

1. Recognition Stage

At this stage the learner simply recognizes the graphic counterparts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

2. Structuring Stage

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units. So, it means that the learner focus in understanding the structural meaning of the syntactical units.

3. Interpretation Stage

This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

2.2.3 Types of Reading

There are several types of reading (Patel and Jain 2008:117) that is:

1. Intensive reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises.

There are few characteristics of intensive reading:

- a. This reading helps learner to develop active vocabulary.
- b. Teacher play main role in this Reading.
- c. Linguistic items are developed.
- d. This reading aims at active use of language.
- e. Intensive reading is reading aloud.
- f. In intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

2. Extensive reading

Extensive reading is the most efficient way to help students change old habits and become confident second language readers. Extensive reading is the reading for pleasure. The reader wants to know about something and does not care about specific or important information after reading.

Material for extensive reading will be selected at a lower level of difficulty than that for intensive reading. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for

enjoyment, without the aid of the teacher. Extensive reading can be made the basis for oral reports, to the rest of the class, or full class discussion. There are Few Characteristics of Extensive Reading are:

- a. It helps learner to develop to active vocabulary.
- b. Extensive reading is silent reading.
- c. In extensive reading the subject matter is emphasized.
- d. In the extensive reading the learners play main role because they have to ask for measures.
- e. In extensive reading the idea can be developed.
- f. The aim of extensive reading is to enrich learners' knowledge.
- g. Through extensive reading the good reading habit can be developed.

3. Aloud reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4. Silent reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading. Silent reading is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties. It is kind of habit in which learner are enabled to read without any audible whisper.

Based on explanation above, the writer summarizes that in this research using aloud reading. Reading aloud is the perfect time to provide students with a window into the comprehension of a proficient reader so that they can begin

to “construct a network of techniques for themselves (Hanh, 2002:113). Moreover, Holly and Tyran (2007, p. 668) stated that a systematic approach to reading aloud can yield important academic benefits for children.

The proper production by the teacher of: Punctuation signal, stress, and intonation may play an important role in this process (Amer, 1997:1836).

2.3 Reading Comprehension

Reading comprehension is the understanding and interpretation of what is read. Reading comprehension is a skill, which the reader must be guess and answer question, and explain again what the purpose and message author. Reading is not simply a process of getting the meaning but the readers interpreted what they have read and comprehended.

Comprehension is understanding something, getting it is the meaning (Sadoski 2004:67). Comprehension is the complex cognitive process involving the intentional interaction between the reader and text to interact meaning, and comprehension is the act of constructing meaning with text.

2.3.1 The Levels of Reading Comprehension

Sadoski (2004:68) stated there three levels of reading comprehension. They are (1) the literal level, (2) the inferential or interpretive level, (3) and the critical level.

1. The literal level

This level involves literal comprehension, interpreting the author’s in a given sentence in a way that has meaning to us, but without considering and weighing the implications of any interpretation we

may have. Literal comprehension involves word meaning, but it is more than decoding the meanings of individual words one at a time.

2. The inferential or interpretive level

The level of inferential comprehension, also called the interpretive level, is the level of comprehending what is implied but not explicitly stated.

3. Critical level

Critical refers to the kind of reading that requires personal judgment and evaluation. At this level, the readers form generalizations, draw conclusions, compare, analyze, and apply ideas gained.

2.4 Narrative Text

A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors (Rebecca (2003)). In addition, Anderson and Anderson (2003) explain that narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

The text structure of narrative text has been discussed by Anderson and Anderson (2003). They explain five steps in constructing a narrative text. They are orientation, complication, sequences of events, resolution, and coda. Thus narrative tells about the event which happened in the past time, in generally the tense of narrative text that is past tense form.

2.5 Blended Learning

Blended Learning is a term derived from the English language derived from two syllables namely: blended and learning. Blended means mix or a good combination. Blended Learning is basically a combination of learning excellence that is done face to face (face to face) and virtually (Husamah, 2014: 99).Khan et al (2012: 2) stated that the charm of blended learning approach lies in the adaptation of technology-aided learning methods in addition to the existing traditional based learning. Huang and Chiang (2010:2) stated that one of the characteristics of blended learning is flexibility of providing learning resources in the case that it is usually supported by virtual learning environments (VLEs), which are a computer-based standardized learning system and are used to sustain content delivery of online learning as well as to promote online communication between an instructor and learners.

The blended learning method places the online delivery system as an integral part of the overall learning process. It means that both face-to-face and online learning processes form a whole. In the blended learning method, of course, the problem of the relevance of which learning topics can be done online and which is done face-to-face (traditional) is an important consideration factor in adjusting to learning objectives, learning materials, student characteristics and existing conditions.

In teaching English especially reading, there are many methods of language teaching that may be selected. One of them is Blended Learning which uses computer technology in presenting lessons; stresses the essential role of activity and firsthand experience. Leibling and Prior (2005: 3) stated

that Blended Learning involves multiple media. e.g. a combination of classroom teaching with independent e- learning. In addition, Watson concludes few of the many definitions of blended learning include:

1. The integration of face-to-face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology. Blended strategies enhance student engagement and learning through online activities to the course curriculum, and improve effectiveness and efficiencies by reducing lecture time.
2. A course that blended online and face to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings. The Sloan Consortium defines blended courses as having between 30 percent and 79 percent of their content delivered online, with the remaining portion of the course content delivered by face-to-face instruction or other non web-based methods, such as paper textbooks.
3. The combination of multiple approaches to learning. Blended learning can be accomplished through the use of “blended” virtual and physical resources.

Colis and Moonen (2001:3) stated that “Blended learning is a hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning. In addition, Jordan, Et Al also argues that ‘blended learning’ is used to describe a blend of a range of

delivery media; face-to-face class-based method (synchronous); distance-learning methods (both synchronous and asynchronous); self directed learning. This idea is supported by Wilson and Smilanich who argue that blended learning is represents a compromise, combining a face-to-face component with computer- based distance learning where teacher and learner interact dynamically.

The blended learning method or online learning or commonly referred to as e-learning, in this case participants learn to follow the learning process that is delivered online via a network either the internet or the intranet. For example, learning participants get learning materials in digital form (PDF, DOC, PPT, voice message and link video from YouTube) doing assignments online, receiving and collecting assignments through the WhatsApp messenger or WhatsApp Group (WAG), obtaining other information through chatting on WhatsApp Group (WAG) and others.

The learning process by blended learning method that is delivered online via a network with:

2.5.1 WhatsApp Messenger

WhatsApp messenger is a cross-platform instant messaging application that allows iPhone, BlackBerry, Android, Windows Phone and Nokia smartphone users to exchange text, image, video and audio messages for free. And whatsapp is a globally popular instant messaging application for Smartphone and as we know the users must use their internet connection to send messages to each other. WhatsApp as a relatively new tool in education, it is that encourage teacher and students to use it in order to enhance

understanding some learning, and WhatsApp messenger is a media for be a medium of communication between a teachers and students in learning, like receiving and sending assignment to group discussion in form text, voice message, files (doc, ppt, pdf) and YouTube video link that is:

a. PDF

PDF is stands for "Portable Document Format" and PDF is a file format designed to present documents consistently across multiple devices and platforms.

b. DOC

DOC is a file created by a software application. While the term document originally referred specifically to word processor documents, it is now used to refer to all types of saved files, doc in this research contain text.

c. PPT

PPT or PowerPoint presentation is to communicate information or media through a series of slides. Along with regular text, your slides can contain numerous types of content such as tables, images, drawings, charts, links, word art, videos, audio and even embedded add-ins from Microsoft.

d. Voice message

Voice message is Voice messaging is an instant communication technology in which messages are transmitted via voice media. Voice messaging is an alternative to voice calls or text messages. It

stores voice messages in a voice mail, which can be accessed via a smart device or even a landline phone.

e. YouTube video link

YouTube video link is a connection enabling somebody to communicate audio visually from a remote location.

Based on explanation above, the writer summarizes that blended learning is thus a flexible approach to course design that supports the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact. It shows that blended learning is a flexible approach that can be done not only in the classroom but also out of class. It gives wider opportunity for the students to explore the information related to the subject that they learn. In this research the writer using the Leibling and Prior (2005:3) and Watson theory of blended learning method, this theory can help the writer to find the blended learning significantly affects the students' reading skill.

2.5.2 The Advantages of Blended Learning Method

Blended learning courses use effective learning strategies through the implementation of different pedagogical approaches. The asynchronous nature of the blended module of the courses possesses constructive impact of increasing the time learners spend on course material (Allen et.al. 2007:2).

There are several advantages of blended learning method toward student's reading skill that is:

1. It represents a switch from passive learning to active learning. The focus of the classroom shifts from a presentational format to one of

active learning. This involves putting learners in situations which compel them to read, speak, listen and think.

2. It offers learners the opportunity to be either together or apart. The model of blended learning emphasizes bringing together the online and face-to-face classroom components. In addition, a blended delivery system allows students to learn and access material in a variety of modes—an important feature since students often have very different learning styles. In fact, research indicates that blended learning increases students' chances of meeting course outcomes compared with fully online and even fully face-to-face courses, by decreasing dropout rates, increasing test scores and increasing motivation on the part of students.
3. It adds a human touch to the teaching. The interactive content enables the instructor to create a high level of interest, accountability, and real assessment.
4. It enhances individualization, personalization and relevance. It lets the instructor tailor learning content to the unique needs of different audience segments.
5. The model offers students the best of both worlds because instructors and students have greater flexibility and accessibility without sacrificing face-to-face contact. A blended learning approach is an effective and low-risk strategy aimed at meeting the challenge of the transformational changes that technological developments bring to higher education. (Hancock & Wong, 2012:616).

And the others advantages of blended learning method in teaching reading that you don't have to be physically present in the classroom to benefit from the instruction. You can 'raise your hand' by clicking a button. A list of other students in the class is viewable, and you can hear the instructor speak. Additionally, the instructor can pass a virtual microphone to you so that you can be heard by the entire group. Information can be presented and desktops and computer applications can be shared across the Internet (Woodall, 2010:614).

2.5.3 The Disadvantages of Blended Learning Method

There are several disadvantages of blended learning method toward students' reading comprehension that is:

1. Everyone must be online at the same time. In most cases, the participants need advanced Work stations and a high-speed connection.
2. The instructor must have technical skills, adequate resources and be personally dedicated to making the event interactive.
3. Just like in a live classroom, informational sessions can place the learner in a passive role and learner attention may be lost (Woodall, 2010:614).

2.6 Previous Research

The writer took five previous researches from the journal as the principles or comparison with this research: first, The Effect of Blended Learning on EFL Students' Usage of Grammar in Context, by Suzan Qindah, based on research, the finding of the research, that this research the problem is what are students' perceptions of the benefits and limitations of the blended material.

This research used blended learning method and used Jin theory. The result of this research is significant to English language teachers because it sheds the light on the effectiveness of blended learning on EFL students' usage of grammar in context, so teachers start to move toward integrating technology in their teaching. The difference of this research of previous research is the writer using blended learning method and used the Leibling and Prior and Watson theory. The problem of this research "Does the blended learning method significantly affect the students' reading comprehension at the second grade of SMP N 1 Sipahutar?."

Second, *The Effect of Blended Learning Model towards Students' Writing Ability*, by Sri Wahyuni, based on research, the finding of the research, that this learning model is also a combination of conventional and modern system learning. Through Blended Learning students will experience a new learning experience. It was clear that blended learning improved the writing ability of the participants of the experimental group in which the experimental group achieved better results in the post-test than the control group. Blended learning helped many of the students to be more metacognitively aware of their English writing process. Thus, the results of this study showed that blended learning through telegram could be used as a model of learning for improving the writing ability outside of the classrooms. The differences of this research of previous research is the writer using blended learning model in writing skill and use online instruction as media telegram application while this research talks about using blended learning method in reading comprehension and use

online instruction as media whatsapp group. The similar with this research used blended learning method.

Third, *The Effect of Blended learning on EFL Learners' Reading Proficiency*, by Tina Ghazizadeh and Hamidreza and Fatemipour. Based on research, the finding of the research that blended learning significant differences were found between the experimental and control groups in their reading skills as measured by the post-test, proposing that reading achievement in the experimental group improved due to using online instruction. This means that the use of online instruction showed to be an effective tool to improve students' reading skills in English. The results indicated that blended learning has a statistically significant positive effect on the reading proficiency of Iranian EFL learners. Blended learning can be adopted in the English language classes, in order to facilitate the learning process especially that of the reading skill. The similar with this research use the same research design and the differences of this research of previous research is the writer using blended learning in reading proficiency of Iranian EFL, while this research talks about using blended learning method in students' reading comprehension.

Fourth, *The Effect of Blended Learning on EFL Students' Grammar Performance and Attitudes: An Investigation of Moodle*, by Khaleel Bader AL Bataineh, based on research, the finding of the research, that this research the purpose is at examining the effects of the blended learning approach on Jordanian EFL learners' grammar performance. The study also aimed at investigating the attitudes of Jordanian EFL learners toward blended learning.

This research used blended learning method and used Wall & Ahmed, 2008; Garrison & Kanuka, 2004; Poon, 2012 theory of blended learning. The result of this research is showed that blended learning had a positive impact on the learners' English grammar performance and that they were strongly satisfied and motivated to learn English using similar methods. The difference of this research of previous research is the writer using blended learning method and used the Leibling and Prior and Watson theory. The problem of this research "Does the blended learning method significantly affect the students' reading comprehension at the second grade of SMP N 1 Sipahutar?."

Fifth, The Effects of Blended Learning to Students' Speaking Ability: A Study of Utilizing Technology to Strengthen the Conventional Instruction, by Gede Ginaya, I Nyoman Mei Rejeki, Ni Nyoman Sri Astuti based on research, the finding of the research, that this research the purpose is describes a structured attempt to investigate the effect of blended learning through the application of WebQuest project tasks embedded in a modified conventional teaching model to students' speaking ability in a vocational college. This research used blended learning method and used Garrison theory of blended learning. The result of this research is that the preliminary observation, the research was started for the next instruction by applying the treatment. The researcher concerned on improving the students' speaking ability on the English subject through blended learning in the experimental group. The difference of this research of previous research is the writer using blended learning method and used the Leibling and Prior and Watson theory. The problem of this research "Does the blended learning method significantly

affect the students' reading comprehension at the second grade of SMP N 1 Sipahutar?.”

Based on the five previous researches above, the writer that the five have the same method with the writer's research entitled namely, “The Effect of Blended Learning Method toward Students' Reading Comprehension at the second grade of SMP N 1 Sipahutar.

2.7 Conceptual Framework

Reading is one most important skill in learning a language besides listening, writing, and speaking. Reading is also one of English language skill considered important for student growth as an individual in many aspects in life. Reading is a process thinking process that involves interpretation of implicit and explicit meaning of written text, connecting interaction of ideas between reader and writer, analyzing and applying new information to the situation. Based on its importance, it is taught more emphasize compared to other language skill. Reading is one of the important skills to gain knowledge. Without reading, we will not know anything so the more we read the more we know. Teaching reading is the most important task in teaching English.

Reading is fluent process of reader background knowledge or readers combining information from a text to build meaning. This is because reading is affected by the students' background knowledge. Reading is must get a meaning not just saying the words. Most the students have some difficulties in searching the meaning on the text, and also unable to find out the main idea, and to answer the question of the text. So in teaching reading comprehension,

the students must know about subject and understand what the author's mean and enable to answer the question of the text.

Based on explanation above, to make students comprehend the reading text, the teacher should know what method is applied to teach reading for students, because teaching method has a very important to improve students' achievement in reading comprehension. In this study, blended learning is one of some method that is selected to use. This method is a method which improves the idea by inviting the students to participate and thinking creatively. The students can produce ideas in short period of time. Blended learning can help "open students mind" so they can think ideas that might normally have occurred to them. So, by using blended learning method can affect students' achievement in reading.

The conceptual framework can be shown in this following.

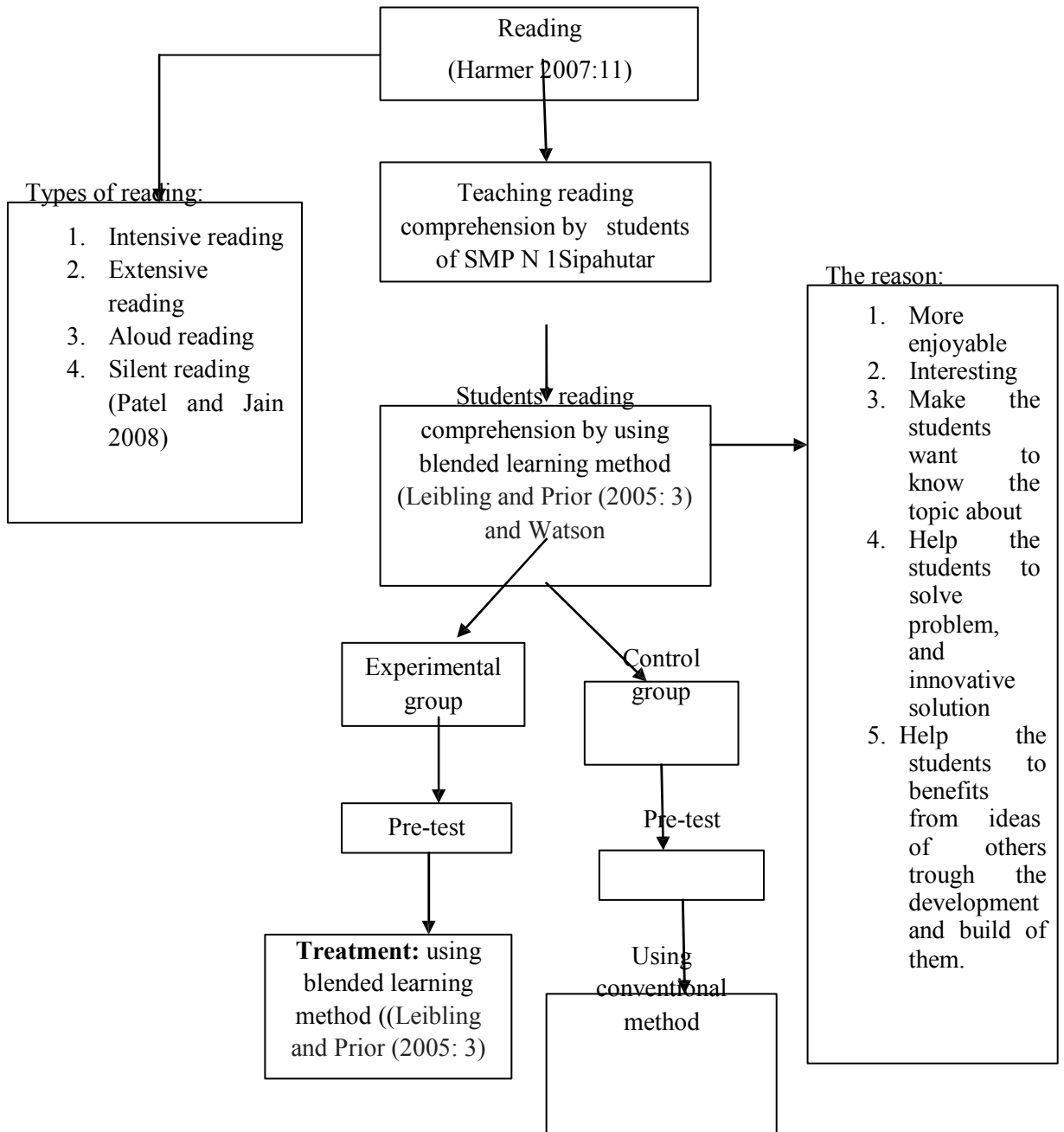


Figure 2.14 Conceptual Framework The Effect of Blended Learning Toward Students' Reading Comprehension

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This research was conducted by using experimental quantitative research. Experimental research (John, 1998:56) is focused on manipulating the independent variables and then inspecting the effect of the change on the dependent variable. It is beneficial for identifying the cause and effect between different variables. The independent variables are easily to be manipulated in experimental research. The sample was divided in two groups. They were experimental and control groups. The experimental group was the group would receive the treatment by using blended learning method, while the control group was the group that received treatment by using conventional method. Both of the groups would get the pre-test and post-test with the same items.

Table 3.1

Experimental Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	√	X2
Control	Y1	-	Y2

Where: X1 = Pre-test of experimental group

Y1 = Pre-test of control group

X2 = Post- test of experimental group

Y2 = Post-test of control group

√ = Teaching reading by using blended learning method

- = Teaching reading by using conventional method

3.2 The Population and Sample

3.2.1 Population

Population is all subjects being researched. Arikunto (2006: 130) based on the definition above that the population is the subject will be researched, it means that unlimited the subject, so to make easy the researcher must be limited before. The population of this study was the second grade students of SMP N 1 Sipahutar. There were eight parallel classes of this grade namely VIII-1, VIII-2, VIII-3, VIII-4, VIII-5, VIII-6, VIII-7, and VIII-8, of which the average number of the student were 32 students in each class with the total number of 250 students.

3.2.2 Sample

Sample is part of representation of population that will be researched. Arikunto (2006: 131) with this sample the researcher intends to general ate all of the result sample. Arikunto (2006: 132) state that to general is made concluded of research that is valid for population. The sample of this research was taken from two classes. The sample of this research was taken by using random sampling technique. Simple random sampling can be done through lottery, random number tables or systematic random sampling. Furthermore, the total number of the sample was 64 students. The students were classified

into two classes, control class was 32 students and experimental class was 32 students.

3.3 The Instrument of Collecting Data

In this research, the instrument of collecting the data was reading comprehension test, pre-test were conducted both of experimental and control group. The students would answer the reading test, and set of multiple choices administered.

3.4 The Procedure of Collecting Data

The procedure in this research consists of two groups. The first group is experimental group which was taught by using blended learning method and the second group is control group which this teaches without blended learning method. In this research the writer was conducted two meetings for online learning and two meetings for face-to-face to know an increase in the blended learning method and one meeting for pre-test and one meeting for post-test. In obtaining the data the writer gave pre-test, treatment and post-test to the students.

3.4.1 Pre-test

The pre-test was given to both classes (control and experimental group) before the treatment was conducted. It was to find the out the homogeneity of the sample. It was conducted in order to know the students reading comprehension achievement. The result of this test compared with the post-test to find out the effect of blended learning method on students' reading comprehension.

3.4.2 Treatment

The writer was given the treatment to the experimental group. The treatment was conducted after administering the pre-test. The teacher teaches the same materials to be discussed to both experimental and control group. The experimental group was taught by implementing blended learning method to affect students' reading comprehension. While the control group was taught without implementing blended learning method or using conventional way. The process of the treatment in experimental group was designed as follows:

Table 3.4.2

Teaching Procedure for Experimental and Control Group

Activities

No	Step	Experimental Group	Control Group
1	Pre-test	<ol style="list-style-type: none"> 1. Teacher greeted and checked the students' attendance. 2. Teacher explained the topic that they were learned. 3. Teacher explained what the students were doing. 4. Teacher gave the pre-test to the students and then 	<ol style="list-style-type: none"> 1. Teacher greeted and checked the students' attendance. 2. Teacher explained the topic that they were learn. 3. Teacher explained what the students were doing. 4. Teacher gave

		<p>students do it.</p> <p>5. The teacher gave the students' score.</p>	<p>the pre-test to the students and then students do it.</p> <p>5. The teacher gave the students' score.</p>
2	Treatment	<p>By using blended learning method:</p> <p>Face-to-face learning (traditional):</p> <p>1. The teacher greeted the students and asked the students to lead the pray in front of class, after that checked the students' attendance.</p> <p>2. The teacher asked the students to open their book and gave a topic about reading.</p> <p>3. The teacher gave a text to the students.</p> <p>4. Teacher reads the example for them.</p> <p>5. The teacher asked to read the text aloud in front of the class and</p>	<p>Without blended learning method or conventional method:</p> <p>1. The teacher greeted the students and asked the students to lead the pray in front of class, after that checked the students' attendance.</p> <p>2. The teacher asked the students to open their book and gave a topic about reading.</p> <p>3. The teacher gave a text to the students.</p> <p>4. Teacher reads the example for them.</p> <p>5. The teacher asked to read</p>

		<p>chosen some students to read aloud the text in turn.</p> <p>6. The teacher was gave a test and asked the students to show their skill by answering the questions based on the text.</p> <p>7. After that teacher asked the students to collect the test and asked one of the students to lead the pray in front of class.</p> <p>8. Teacher closed the learning process and said goodbye</p> <p>Online learning:</p> <p>1. The teacher greeted the students and asked the students to lead their respective prayer after that checked the students' attendance.</p> <p>2. The teacher gave motivation and</p>	<p>the text aloud in front of the class and chosen some students to read aloud the text in turn.</p> <p>6. The teacher asked the students to show their skill by answering the questions based on the text.</p> <p>7. After that teacher asked the students to collect the test and asked one of the students to lead the pray in front of class.</p> <p>8. Teacher closed the learning process and said goodbye.</p>
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		<p>told to the students about the topic or the problem today.</p> <p>3. The researcher gave a text to the students.</p> <p>4. The researcher explained little about narrative text.</p> <p>5. The teacher applied blended learning method in teaching reading by giving additional online materials telling about narrative text, through doc, voice message and PPT by using WhatsApp group. So that it could encourage them share or build their idea.</p> <p>6. The teacher was gave a test and asked the students to show their skill by answering the questions based on the text.</p> <p>7. After that, teacher</p>	
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		<p>asked the students to collect the test through whatsApp group and ask done of students to lead their respective prayers.</p> <p>8. Teacher closed the learning process and said goodbye.</p>	
3	Post-test	<ol style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance. 2. The teacher was gave a topic to the students and asked them to do it by themselves. 3. The teacher gave test to the students. 4. Teacher checked their work and then gave the scores. 	<ol style="list-style-type: none"> 1. The teacher greeted and checked the students' attendance. 2. The teacher was gave a topic to the students and asked them to do it by themselves. 3. The teacher gave test to the students. 4. Teacher checked their work and then gave the scores.

3.4.3 Post-test

Post-test was given to the experimental and control group. Post-test was conducted after doing the treatment to get the mean score between experimental and control group. Moreover, it was purposed to know whether

blended learning method had a significant effect on students' achievement in reading comprehension or not.

3.5 The Validity and Reliability of the Test

The validity and reliability is very important in a research. The purpose was to show how well a test or to know both the accuracy of measurement and the consistency of the test. Before administering the test, firstly the instrument was tried out to the other students. It was better to know whether the test was valid and reliable or not to be tested to the sample.

3.5.1 The Validity of the Test

Validity refers to whether the measuring instrument measures the behavior or quality it is intended to measure and is a measure of how well the measuring instrument performs its function (Anastasi and Urbina, 1997:2696). Validity is determined by the meaningful and appropriate interpretation of the data obtained from the measuring instrument as a result of the analyses. Whiston (2012:2696) states validity as obtaining data that is appropriate for the intended use of the measuring instruments. In this case, validity tests, which determine whether the expressions in the scale make suitable measurements according to the purpose of the research, come to the fore.

3.5.2 The Reliability of the Test

Reliability strongly refers to a definition that if an instrument is reliable enough to collect the data because it is proper, it means that whenever it is used it will produce the same result (Arikunto, 2010:62). Reliability test is supposed to test the level of the effectiveness of a research instrument (Arikunto, 2010:62). The instrument is reliable if it is not tendentious, the data

were real after taken several times the result is still the same, and formula in computing the reliability of instrument of a research by using Kuder and Richardson 21 formula (KR21) (Arikunto 2017:117).

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{M(n - \sum T_i^2)}{n \sum T_i^2} \right)$$

Where:

r_{11} = overall test reliability

n = the number of items

M = mean or overage total score

$\sum T_i^2$ = variance of the total score

3.6 Scoring of the Test

In scoring the test, writer determined the cumulative score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = score

R = correct answer

N = number of the test

100 = cumulative range, 0-100

3.7 Technique of Analyzing Data

In this study the data was obtained from the experimental group and control group by calculating the raw score of students in experimental group and control group. The data is analyzed by using test formula. The formula for the t-test is described as the following:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{S_x^2 + S_y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}} \quad (\text{Arikunto 2013:83})$$

Where:

t = t-test

M_x = mean score of experimental group

M_y = mean score of control group

dx = the deviation square of experimental group

dy = the deviation square of control group

N_x = the sample of experimental group

N_y = the sample of the control group