

CHAPTER I

INTRODUCTION

This chapter will contain an introduction to the research. It will explain how and why the researcher chose the research topic. General details in research that will be presented include the study's background, the study's problem, the study's objective, the study's significance, the study's limitation, and the operational definition of the critical term.

1.1 Background of Study

The acquisition of proficient reading skills is a fundamental objective for students in acquiring English language proficiency. Reading is crucial for students to enhance their understanding and acquire valuable knowledge. According to Laddo's (2017) research, it has been identified that reading plays a crucial role in the acquisition of English language skills among students. Students can enhance their knowledge and comprehension of the language by engaging in reading activities. By engaging in reading, students can acquire fresh perspectives and knowledge that align with their quest for information. Furthermore, it is imperative to note that students will acquire novel knowledge that has not been previously assimilated. Through the act of reading, students have the opportunity to acquire novel knowledge and information. Engaging in extensive reading further enhances the potential for students to expand their cognitive repertoire by accessing a greater breadth and depth of knowledge and information. Reading has been found to impact an individual's insightfulness and creativity positively.

Reading proficiency is a fundamental aptitude crucial to the acquisition of English language skills, playing a pivotal role in enhancing English communication abilities. In addition to the act of visually perceiving written text and decoding its linguistic symbols, the cognitive process of reading necessitates a comprehensive grasp of the underlying purpose and significance of reading. Indeed, the capacity to comprehend the multifaceted nature of reading is an imperative prerequisite for individuals engaging in this cognitive activity. The seminal work by Burt, Peyton, and Adam (2003) posited that acquiring reading skills holds paramount importance for various reasons. The first reason, as outlined by the authors mentioned above, is that reading proficiency is a fundamental building block for overall academic success. Engaging in reading facilitates cognitive processes that promote the development of critical thinking skills, particularly in acquiring proficiency in additional languages. Engaging in reading has been found to impact students' vocabulary development (3) positively. Reading can enhance a student's comfort level and English writing proficiency (4). Engaging in reading activities can facilitate students' ability to organize and structure their study efforts strategically.

Students who demonstrate proficiency in reading skills exhibit a heightened capacity to comprehend the nuances and intricacies of written English, owing to their expanded lexicon. By established educational principles, it is widely acknowledged that developing students' abilities necessitate a gradual process facilitated by regular and repetitive lessons and consistent practice. Based on implementing these practical habits, the student

will develop a systematic approach toward enhancing reading comprehension skills through consistent daily practice. Developing reading comprehension skills in students plays a crucial role in enhancing their language acquisition and understanding of how sentences contribute to their knowledge of the English language. This process involves constructing meaning by meticulously analyzing each word within a sentence.

According to Klingner's (2007) research, reading comprehension is the cognitive process through which readers construct meaning by effectively coordinating various intricate processes. These processes encompass not only decoding and understanding individual words but also integrating them with the broader context of the text and achieving fluency in reading. The cognitive capacity to decipher linguistic symbols, comprehend the intended significance, and effectively articulate the informational substance conveyed within a given textual context. Furthermore, it succinctly outlines the guidelines for teachers to enhance reading comprehension skills, adhering to the established protocols. The instructional protocol comprises a tripartite sequence encompassing the introduction, application, and evaluation stages. The educator can identify the specific skills that students desire to employ, subsequently allowing them to engage in deliberate practice of said skills through the utilization of exercise books or worksheets. In the culminating phase, the educator evaluates how students apply the acquired skills effectively.

Implementing effective reading instruction necessitates utilizing a pedagogical approach that aligns with the intricacies inherent in the learning

process. In a recent study by Gladis (2019), the author explores the efficacy of blended learning in enhancing reading comprehension skills. The study focuses on harnessing the potential of online education by incorporating various elements such as online assessment, interactive simulations, research implementation reading, instructional video, and online discussion. Implementing this pedagogical approach within the educational setting, specifically in the reading comprehension domain, has yielded enhanced instructional outcomes. In the realm of pedagogical strategies, educators must develop a nuanced approach that integrates both online learning and face-to-face instruction to optimize student outcomes and ensure the efficacy of the educational process.

A pedagogical approach refers to a comprehensive framework for instruction, encompassing the overall organization, objectives, guidelines, and delineation of a particular project or design. It is essential for effectively executing the instructional strategy (Stone and Morris, as cited in Issac, 2010). Educators commonly anticipate that students will enhance their reading proficiency through independent comprehension, wherein students are encouraged to decipher and derive significance from the text autonomously. According to research in education, it is important to approach the penetration method cautiously. It is not advisable to assume that simply instructing teachers to provide daily lessons on reading comprehension in the target language will automatically improve students' reading comprehension abilities. However, it is important to note that the efficacy of learning activities may be compromised due to the challenges students face in

acquiring reading skills. The successful implementation of reading comprehension instruction through blended learning can be achieved by incorporating online interactive simulations and integrating practical activities within a face-to-face instructional model. These practical activities may include the use of poster boards or performances that are designed to align with the reading material.

As a result of the ongoing pandemic, various sectors, including offices, the economy, and education, are encountering challenges due to the widespread adoption of social distancing measures. The regulations implemented by governmental bodies about home-based activities pose numerous challenges to preexisting systems, particularly within the realm of education. In light of the pedagogical paradigm shift towards learner-centered approaches, students must cultivate a heightened sense of autonomy in their educational pursuits. Despite utilizing online learning platforms such as E-Learning, Google Classroom, Zoom Meeting, and other digital media for educational purposes, teachers may encounter challenges in fully optimizing student learning outcomes. In the current educational landscape, teachers are increasingly expected to employ efficacious pedagogical approaches well-suited to the online environment. This is particularly pertinent regarding reading skills instruction, as educators are tasked with designing and implementing online classroom activities that foster meaningful learning experiences.

The ongoing pandemic has necessitated exploring alternative face-to-face learning methods for educators, particularly in reading instruction, which

traditionally relies heavily on in-person interactions. The educator must allocate a specific duration for the implementation of online digital learning. Students engage in education through an online assessment, cultivating their aptitude for online reading comprehension. In response to the pandemic's onset, students prepared to transition from remote learning to traditional face-to-face instructional methods. Once individuals have acquired the necessary skills to effectively engage with online practical lessons, they have successfully demonstrated their proficiency in this domain. Teachers can derive advantages from incorporating a blended learning approach in the context of reading comprehension. This entails utilizing both digital resources and traditional face-to-face instruction during reading lessons.

Previous research has explored various pedagogical approaches and strategies in reading comprehension instruction. In the seminal investigation conducted by Nurhamidah, Pulungan, and Harida (2018), it was observed that educators effectively engage students by eliciting their prior knowledge and engaging in collaborative read-aloud activities. One of the primary challenges educators encounter in their instructional endeavors is student disinterest in acquiring English language skills. Furthermore, it has been found by Sarjan and Mardiana (2017) that the implementation of QAR (question and answer relationship) tactics can enhance students' comprehension of reading texts and promote their engagement with the material. This suggests that educators can effectively employ these strategies to support students in interpreting and understanding the content embedded within the reading materials.

In a recent study conducted by Wibowo, Syafrizal, and Syafriyadin (2020), an investigation was undertaken to explore the various strategies employed by English teachers in the instruction of reading comprehension. The identified strategies encompassed Generating Questions, Answering Questions, Encouraging Dictionary Use, Predicting, Monitoring Comprehension, Producing Text, Skimming, Scanning, and Summarizing. These strategies were crucial in facilitating the development of reading comprehension skills among students. The educator employs diverse pedagogical approaches and adapts instructional methodologies based on the specific content or literary category under examination. The preceding study conducted by Gurning and Siregar (2017) examined the impact of the INSERT strategy and SQ3R strategy on students' reading comprehension proficiency. According to empirical evidence, students who employ the INSERT strategy exhibit a higher degree of achievement in the domain of reading comprehension when compared to their counterparts who utilize the SQ3R strategy.

Based on the findings of previous studies, it can be inferred that numerous researchers have employed various instructional techniques, including but not limited to leveraging background knowledge, engaging in shared reading-aloud activities, implementing the Question-Answer Relationship (QAR) approach, employing the INSERT strategy, and utilizing the SQ3R strategy. Additionally, the preceding researcher has identified several challenges encountered by the teacher, including student apathy towards English learning, students being preoccupied during class, limited

resources for enhancing reading comprehension, and insufficient motivation among students.

It is increasingly common for educators to integrate technology into their instructional practices in contemporary educational contexts. Incorporating online materials can augment students' learning experiences and improve their academic achievements when integrated with traditional instructional methods such as lectures and tutorials. Blended learning, as a foundational principle, serves as the underpinning for this particular instructional approach.

As per the scholarly work of Bochalid (2020), implementing a blended learning strategy involves the deliberate integration of conventional face-to-face instructional methods with digital resources and tools. The present lecture provides a comprehensive overview of the blended learning model approach's theoretical underpinnings and operational framework. Hybrid learning, commonly called blended learning, is an instructional approach that places significant emphasis on both interpersonal and technological interactions. Specifically, this approach incorporates a balanced combination of face-to-face interactions among students and instructors, as well as interactions facilitated through the use of technology. Research indicates that hybrid learning typically allocates approximately 67% of instructional time to interpersonal interactions, fostering meaningful engagement and collaboration among learners. In parallel, the remaining 33% of instructional time is dedicated to technological interactions, leveraging various digital tools and platforms to enhance the learning experience. This balanced integration of

interpersonal and technological interactions in hybrid learning environments promotes a comprehensive and effective educational experience for students. Numerous educators have reported the successful implementation of this concept in the classroom. The utilization of specialized educational tools within school settings has exhibited a notable surge, leading to enhanced student engagement and a greater inclination among students to showcase their comprehension through diverse modalities. To effectively address the challenges mentioned above, educators must adapt and employ innovative teaching methodologies, particularly when it comes to facilitating the development of reading comprehension skills. The researchers express their intention to conduct a research study within the Mojosari Area, specifically focusing on a private school. This study focuses on an individual who holds the position of an English teacher, specifically instructing students in the twelfth grade. This study will use qualitative research entitled "Teacher's Strategies For Teaching Reading Comprehension Using Blended Learning Method."

1.2 Formulation of the Problems

Based on the background of the study, the researcher formulates some problems as follows:

1. How did the teacher implement a blended learning method for teaching reading comprehension?
2. How are the students' responses during the implementation the blended learning method?

1.3 The Purposes of the Study

The Purposes of the study are listed below :

1. To know teachers' strategies for teaching reading comprehension using the blended learning method.
2. To know the teacher implementing a blended learning method while observing students' responses in the teaching-learning class.

1.4 The Significances of the Study

1. Theoretical Benefit

This research will contain helpful information for English teachers teaching reading comprehension using the blended learning method. In the future, this research can be used and become a reference for other researchers to study the learning process of teaching English, especially in learning reading comprehension. Hopefully, the results of this research can be helpful for students, teachers, and all readers. The results of this study can improve their strategies for teaching reading comprehension using the blended learning method.

2. Practical Benefit

- a. For the English teacher

The Researchers hope that the results of this study can be helpful for other teachers in using learning strategies in learning reading comprehension. Therefore, even when using online media

or platforms currently being used, it is hoped that teachers can improve how they teach English and make learning systems more effective, active, and efficient.

b. For students

By applying the online learning method and using appropriate strategies, researchers hope students will be happy during the learning process. Students do not feel pressured to learn English but are comfortable and enthusiastic about learning it.

1.5 Limitation of the Study

In this study, researchers focus on teacher strategies in delivering reading comprehension material using a blended learning method at a private school in Mojosari Area Academic Year 2022/2023. The subject of this research is the English teacher of a private school in the Mojosari Area who teaches the twelfth grade.

1.6 Operational Definition of Key Terms

By getting to know these key terms, researchers and other readers can more easily understand this research. Many keywords associated with this research include teaching, strategy, reading, comprehension, and blended learning methods.

1. Teaching Strategy

The root of the English word "teach" implies showing someone how to do something or better comprehend something. The verb "to teach" is the most often used in educational contexts of all kinds and levels. As a verb, it refers to imparting information from one person to another, whether in a formal or informal setting. A strategy is a well-thought-out approach to resolving an issue or performing a job intended to lead to a desired outcome via careful planning and execution (Sarjan, 2017).

A teaching strategy is a method of instilling a desired behavior that is effective. A well-developed strategy for instruction has clear goals and steps to achieve them. The success of a class depends heavily on the approach used by the instructor. Stone and Morris (Issac 2010) state, The teaching strategy is an overarching description of the learning process that includes the strategy's structure, an explanation of its seven plans, and the learning goals necessary to put the strategy into action. In addition, as described by Issac (2010), strategies may be used in the classroom as a process or a set of activities for instructors to impart knowledge.

2. Teaching reading

Reading instruction reveals that reading involves several skills, such as recognizing a concept, locating material, following a sequence, summarizing, and recognizing patterns within texts. Mukhroji (2011) suggests five reading-related tasks. In the first step, the reader skims the text to understand what it's about and find the subject phrase. Second, the language is thorough enough for readers to locate the necessary information. Finally, the reader is led through a sequence by connecting

elements in a certain order or procedure. In the last step, readers synthesize the text using their goals and experiences to grasp the material better. As a result, they can learn the gist of the text and its five-part discourse patterns.

3. Reading Comprehension

Having the ability to grasp what we read is known as reading comprehension. Although it's not hard to define what something means, it's not so simple to train someone to do something properly or get them to do it. One's level of reading comprehension is the result of a series of mental operations that take place before, during, and after the act of reading itself. Students read for various reasons, but the primary motivation is always comprehension. Understanding what you read is crucial since you can't learn anything until you read. Reading comprehension is a skill that involves reading, the reading process, and reading meaning. An individual's text comprehension may be affected by several factors, including their personality and level of expertise, one of which is the capacity for logical thought.

4. Blended Learning Approach

The term "blended learning" describes a method of teaching in which traditional classroom lectures are supplemented with online materials (e.g., videotape, video clip, PowerPoint, movies). The term "blended learning method" was used in this research to refer to the experimental group's use of any instructional technology in conjunction with direct teacher teaching in English.

5. Blended learning in English teaching

Blended learning involves conducting the learning process in two modes, namely, directly in the classroom and providing additional explanations through online education; providing instruction for face-to-face teaching and online learning; providing students with two forms of knowledge (offline and online); and requiring educators to be proficient in both modes.