THE EFFECT OF BLENDED LEARNING MODEL AND MOTIVATION ON STUDENTS' READING COMPREHENSION AT SMA ISLAM FAJRUL KARIM CINANGKA

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ABSTRACT

This study was aimed to know the effect of blended learning model and motivation on students' reading comprehension at SMA Islam Fajrul Karim Cinangka. This study was categorized as quasi experimental research which was dealing with treatment by level 2x2 designs. The sample of this study was two classes of eleventh grade students (class XI) of SMA Islam Fajrul Karim Cinangka. One class as experimental class comprised with 20 students, and the other class as controlled class comprised with 20 students as well. The researcher used test and questionnaire to collect the data. The findings of this study are: (1).There were differences in students reading comprehension between groups' students with blended learning model with students studied with internet based material by 12.05%. (2).There were differences in reading comprehension between groups' students who have high motivation with groups of students who have low motivation by 16.25%. (3).There was an interaction effect between learning model and motivation toward reading comprehension, Fcount (6.889) > Ftable (2.15), then H0 was rejected and H3 accepted. (4).There was no difference in reading comprehension group of students who studies with the blended learning with groups of students who learn with internet based material have high motivation by 0.2%. (5).There were differences in reading comprehension group of students who studies with blended learning with groups of students who learn with internet based material who have low motivation by 17.9%. (6).There were differences in students reading comprehension who studies with blended learning model that has high motivation with groups of students who have low motivation by 17.4%. (7)

There were differences in students reading comprehension who studies with internet based material who have high motivation with groups of students who have low motivation by 22.6%.

Keywords: *blended learning mode; motivation; reading comprehension.*

INTRODUCTION

Nowadays, gadgets and internet become a need for everyday activity. Gadgets and internet as the products of technology are used to help people to fulfill their need. Syafrizal (2015) argued that E-learning is one of the media that is prepared to anticipate changes on students' patterns and learning styles which associated with the development of information and communication technology. Likewise, several websites on internet offer an online course which is free. This is beneficial to help them develop their knowledge.

Based on my pre-observation in SMA Islam Fajrul Karim, the teachers teach four English skills in limited time. In itself, reading is only taught two meetings per week, with 90 minutes per meeting. Such amount of learning time is insufficient for students to practice reading. In addition, to acquire successful reading comprehension, students need the presence of many component capabilities since comprehension relies on decoding skill, knowledge in several skills, and cognitive processing capability.

Based on those considerations, to overcome the problem, the researcher suggests that the teachers should implement a variety of reading and learning model. The application of blended learning in this skill was great help for students to finish their tasks.

There are 25 teachers in SMA Islam Fajrul Karim Cinangka, 3 of them is an English teachers. Most of an English teacher in SMA Islam Fajrul Karim Cinangka only implement traditional model in their teaching reading comprehension. They uses lecturing, gives a text, explains, asks the students to do the exercise based on the content of the text in delivering the materials without using internet as one of technology widely used to develop their teaching media. Unfortunately, the method does not suit the current condition of the teaching learning process. There is no variation of method in the reading class. The teacher does not use other relevant methods in addition the one method usually used in teaching reading. Based on pre-research, the teacher stated that there are some students who have low score and do not achieve minimum criteria of mastery learning, the minimum criteria of mastery learning in this school is 75. In reading most of students has the score of 70, it is refiled that the students still have difficulties in understanding the text well because they are lack of motivation. Also, the teachers face problems in teaching reading skills such as lack of innovative methodology, equipment and materials and the lack of students' motivation.

THEORETICAL FRAMEWORK

Blended learning

Syafrizal (2015) argued that by the rapid technology, development has changed students' style in learning. Defining hybrid or blended education is a more complex task than one might imagine. According to Reis (2012: 9) considers hybrid courses as those that "involve instructor and learners working together in mixed delivery modes, typically face-to-face and technology mediated, to accomplish learning outcomes that are pedagogically supported through assignments, activities, and assessments as appropriate for a given mode and which bridge course environments in a manner meaningful to the learner". This indicates that in blended learning, online technology is not only a supplement but a core part of the program. It is supported by Osguthorpe (2003: 227) define blended learning in three main themes: combining instructional modalities, combining instructional methods and combining online and face to face instructions. These positions defined blended learning so broadly that they encompass virtually all learning systems. Tivyaeva (2017) oh her research found that how traditional linguistic devices evolved along with our ways of communication and adapted to new linguistic conditions.

From the explanations above, it would be hard to find a system that did not involve multiple instructional methods and multiple delivery media. Blended learning is important because based on Ngula (2017) EFL learner escholars may have English communication skills and may use English generally well, they are not fully familiar with the conventionalised English rhetorical patterns and strategies required in international disciplinary communities. So, using these two definitions cannot convey the meaning of blended learning. The third position is the most accurate one and it also emphasizes the central role of computer-based technologies in blended learning.

Motivation

Motivation is a kind of internal drive that pushes someone to do things in order to do something, and it has a significant role in teaching learning process. In terms of reading speed, motivation to read has an important role due to reading activity and its speed. As an important factor in reading, the lack of motivation as the origin of the problems lot of teachers faced in the learning environment Edmunds (2006). It is known that reading motivation contributes to students' comprehension of they read and their reaching success at school and its comprehension predicts their achievements.

Similarly, Gardner (2010: 237) stated that motivated individuals express effort in attaining a goal, show persistence, attend to the tasks that are necessary to achieve the goals, have a strong desire to attain their goal, enjoy the activities necessary to achieve their goal, are aroused in seeking their goals, have expectancies about their successes and failures. In

summary, when these individuals are achieving some degree of success, they demonstrate self-confidents about their achievements. They have reasons for their behavior, and these reasons are often called motives.

Reading comprehension

Reading is an interaction process between the leaders and the texts. The main purpose for reading is to comprehend the ideas in the material. Without comprehension, reading would be empty and meaningless. Pakhare (2007: 188) defines reading comprehension as the level of understanding a passage of text. It is viewed that a successful reader will be relied on how well the learners understand on their comprehension of a passage or text. Klingner (2007 :8) defined that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of type text). In summary, this implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read the text, knowledge of text structure, and strategies to construct meaning.

RESEARCH METHODOLOGY

The researcher used quantitative method which is dealing with experimental research. Moreover, the type of design that used is quasi-experiment. The sample was chosen from the XI grades students by using random sampling. With randomization, a representative sample from a population provides the ability to generalize to a population. Then, based on the researcher interview with the teacher who teaches XI grade in social class at SMA Islam Fajrul Karim Cinangka was chosen from two classes which have similar characteristic in learning English. Those classes were XI Social B as experimental class and XI Social B as controlled class, each class consisted of 20 students. The total of sampling in this research is 40 students. Before doing the research, the researcher asked the subject teacher which class appropriated for the researcher to conduct the research. Since she only teaches social class then she proposed XI social B and XI social C as the sample for research. From her suggestion the researcher decides XI social B as the experiment class and XI social A as a control class. Each group attended two meetings per week except day off.

The duration of the research was four meetings including pre-test and post-test. The first meeting was pre-test, the second to third meetings was given intervention, and the last meeting was post-test. In addition, the researcher roles in this research are the one who gives intervention or treatment for experimental group and controlled group.

As the tool for online meeting the researcher used Quipper School. Through this learning platform, students got additional online materials telling about exposition text, online was assignment about exposition text and facilitate with online messaging if they want to ask, then those are integrated with face-to-face learning activity. Students was print feedback after doing online learning and discuss it in face to face meeting in order to develop students reading comprehension. The data collected from pretest, posttest and questioner was computed using IBM SPSS statistic 20.0 for Windows. The result from the tests and questioners in experimental group and control group used to know the effectiveness of using blended learning model and motivation on students' reading comprehension. The researcher used tests and questionnaire as the instrument. The researcher used close ended questionnaire applied two kinds of test such as pre-test and post-test.

The research instruments used reading test which focused on reading comprehension of exposition text test. The test instrument divided into two sections: pre-test and post-test. The pre-test and post-test instrument were used multiple-choice questions which were taken from some books of English XI grade related to reading in exposition text and other resources. The researcher created 20 multiple-choice questions for pre-test and 20 for post-test, then before the test administer to students, the researcher checked the validity and the reliability of the test instruments.

The test was given before and after the treatment. Each of tests consists of 20 multiple choices question. It consisted of four answer choices that begin from A to E. In scoring technique, the researcher use score in range 0-100 points.

RESULTS AND DISCUSSION

This research aimed at investigating the effect of blended learning and motivation on students reading comprehension.

Table 1. Reading comprehension used blended learning and internet based material

ANOVA

Result A1,A2

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1452.025	1	1452.025	5.071	.030
Within Groups	10881.750	38	286.362		
Total	12333.775	39			

Based on table 1 that Fcount 5.071 and Significance value is 0.030. If the value of Fcount (5,071) > Ftable (2.15), then H0 is rejected and H1 is accepted. This means that there were differences in reading comprehension between groups of students who were learning with blended learning with groups of internet based material.

Table 2. Reading comprehension with high motivation and low motivation

ANOVA

Result B1, B2

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2640.625	1	2640.625	10.352	.003
Within Groups	9693.150	38	255.083		
Total	12333.775	39			

Based on Table 2 that the Fcount of 10.352 and Significance of 0.003. If the value Fcount (10,352)> Ftable (2.15), then H0 is rejected and H2 is accepted. This means that there were differences in reading comprehension between groups of students who have high motivation with groups of students who have low motivation.

Table 3.Interaction of Learning Model and motivation of reading comprehension

ANOVA

Interaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.801E7	3	1.600E7	6.889	.001
Within Groups	8.364E7	36	2323323.603		
Total	1.317E8	39			

Based on table 3 that Fcount is 6,889 and Significance is 0.001. If the value Fcount (6.889)> Ftable (2.15), then H0 is rejected and H3 accepted. This means that there is an interaction effect between learning model and motivation toward reading comprehension.

Table 4. Reading comprehension used blended learning model and internet based material with have high motivation

ANOVA

Result blended learning + internet based material = high
motivation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	192.200	1	192.200	.980	.335
Within Groups	3530.000	18	196.111		
Total	3722.200	19			

Fcount (0.980) < Ftable (2.15), then H0 is accepted and H4 is rejected. This means that there is no difference reading comprehension group of students who studied with blended learning with groups of students who studied with internet based material which has a high motivation.

Table 5. Reading comprehension used blended learning and internet based material with low motivation.

ANOVA

Result blended learning + internet based material = high motivation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1602.050	1	1602.050	6.600	.019
Within Groups	4368.900	18	242.717		
Total	5970.950	19			

Based on table 5 that Fcount 6600 and Significance 0.019, if Fcount (6.600) > Ftable (2.15), then H0 is rejected and H5 accepted. This means that there were differences in reading comprehension of students who learn with blended learning with groups of students who learn with internet based material which has a low motivation.

Table 6. Reading comprehension used blended learning model with high motivation and low motivation

ANOVA

Result blended learning = high motivation and low motivation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1513.800	1	1513.800	4.757	.043
Within Groups	5728.400	18	318.244		
Total	7242.200	19			

Based on table 6 known Fcount for 4.757 and Significance of 0.043. If the value Fcount (4.757) > Ftable (2.15), then H0 is rejected and H6 accepted. This means that there were differences in reading comprehension students who studied with blended learning model with high motivation with a group of students with low motivation.

Table 7. Reading comprehension used internet based material with high motivation and low motivation.

ANOVA

Result internet based material = high motivation and low motivation

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2553.800	1	2553.800	26.788	.000
Within Groups	1716.000	18	95.333		
Total	4269.800	19			

Based on table 7 known that Fcount equal 26,788 and Significance 0.000. If the value is Fcount (26.788)> Ftable (2.15), then H0 is rejected and H7 is accepted. This means that there are differences in students reading comprehension who learn with internet based material with high motivation with a group of students who have low motivation.

CONCLUSION

Based on the results of hypothesis testing and discussion of research results, there are several conclusions as follows: There are differences in students reading comprehension between groups' students with blended learning model with students studied with internet based material by 12.05%. There are differences in reading comprehension between groups' students who have high motivation with groups of students who have low motivation by 16.25%. There is an interaction effect between learning model and motivation toward reading

comprehension, Fcount (6.889) > Ftable (2.15), then H0 is rejected and H3 accepted. There is no difference in reading comprehension group of students who studies with the blended learning with groups of students who learn with internet based material have high motivation by 0.2%. There are differences in reading comprehension group of students who studies with blended learning with groups of students who learn with internet based material who have low motivation by 17.9%. There are differences in students reading comprehension who studies with blended learning model that has high motivation with groups of students who have low motivation by 17.4%. There are differences in students reading comprehension who studies with internet based material who have motivation with groups of students who have low motivation by 22.6%.

Based on the conclusions and data of the results of research calculations, suggestions can be submitted as follows: The material will stimulate the students to have a better reading comprehension. Moreover, as the educator and facilitator, the teacher plays an important role in the classroom. They have to be able to manage and also to know what things are good for their students. They also should be able to be a motivator to encourage the students to comprehend the reading. Blended learning can improve the students' reading comprehension abilities in senior high school level. It explores some great materials from internet. The teachers or lectures should be aware that they are not the only source of knowledge in class. Besides, one of the factors in teaching and learning reading comprehension is the students' psychological condition including their motivation to learn. So, the teachers or lectures have to know how far their students' motivation in learning is. As the senior high students, they have to be more active in learning and should not consider their teacher as the only source to learn. They have to open their mind to use various sources to get new knowledge in reading. They should have awareness and high learning motivation in reading since the higher motivation they possess the better reading comprehension they will achieve. Blended learning are good way for students to get new knowledge, beside textbook materials, because they live in globalization era and they have to open their mind for the electronic world. As high school students, they have to be more diligent and creative. They should improve their soft skill and hard skill to study reading comprehension by themselves not depending on their teachers. The result of this research, hopefully, can urge other researchers to conduct further research concerning with the materials used and the role of learning motivation to improve the students' reading comprehension. Moreover, this experimental research is not the end for the improvement of the teaching model used. Even though, the result of the data analysis of this research shows that the blended learning is better to teach reading comprehension. This

research has some weaknesses, which enable others researchers to conduct a better research. It can be developed into a wider point of view. Last but not least, it is only the beginning and it can become a reference for other researchers

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