

The Students' Perception in Implementing Blended Learning Model on Reading Comprehension at Ninth Grade of Junior High School 6 Jambi City

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ABSTRACT

This study aims was to determine students' perceptions in implementing blended learning model on reading comprehension in class IX students of SMP Negeri 6, Jambi City. The pandemic situation forced schools to issue new rules in the implementing of learning model in the classroom using blended learning model. This also changes perception of students in the learning carried out by the teacher in the classroom to help the process of students' thinking skills in reading comprehension a text or edulogy application. The research methodology in this study is a qualitative research design whose analysis requires in-depth observation. The subjects in this research were students of class IX A SMPN 6 Jambi City, using purposive sampling, which collected six students as participants, consisting of grades 1-6 and ages 14–15 years. This research gave 7 interviews in class. The results showed that IX students of SMP Negeri 6 Jambi City had difficulty comprehension English in the implementing of the blended learning model, but students also became more independent, disciplined, responsible, and diligent during the implementing of this blended learning model. because of the short learning time. The implementing of the blended learning model is carried out if the teacher wants to teach the material face-to-face and online alternately or using shifts during the learning process.

Keywords: Students' perception, Blended Learning Model, Reading Comprehension

INTRODUCTION

Education is the process of changing a person's or group's attitudes and behavior in order to mature as a human. and learn a group of people's knowledge, abilities, and habits that are passed down from generation to generation through teaching, training, or study. Education is generally done with the help of others, but it is also possible to learn on one's own. Education can be interpreted as a process, method, or act of educating. Education can also refer to any experience that has a formative effect on how people think, feel, or act. Junior high school, high school, and finally college are the phases of formal education.

Most of students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary schools. The factors which come for the students can be the obstacles of reading comprehension. Ruston (2006: 3-5), said those factors can be categorized into two major factors; from the students and the other parties surrounding the students. The factors from outside the students are related to the teaching technique, material and media while the students' factors are related to vocabulary,

interest and reading strategy. Therefore, students are required to learn English. This is supported by a curriculum that requires English lessons. To be able to use English, students need to learn four main skills in English, namely: reading, writing, speaking, and listening.

Students' perceptions can be described as happy or not learning through the creativity of teachers in teaching English. Students who like to take lessons and pay attention to the teacher when delivering material mean that the understanding given by the teacher is in accordance with the students, but when students are not happy to follow the lesson or feel bored when the teacher delivers the material, it means that the understanding given by the teacher is not in accordance with the students.

Blended learning refers to the hybrid mode of learning. It's a hybrid of face-to-face classroom sessions with online learning. Blended learning, which combines traditional face-to-face classroom meetings with online learning, is thought to be the most productive style of learning in some ways (Lubkov et al., 2020). For starters, it may provide more

opportunities and flexibility in supporting students' particular learning requirements (Thompson, 2016).

Blended learning also refers to a combination of instructional modalities (web-based and self-paced learning), delivery mediums (such as the Internet, lectures, PowerPoint presentations, and textbooks), instructional methodologies (face-to-face or technology-based sessions), and web-based technologies (chat rooms, blogs, and online courses).

REVIEW OF RELATED LITERATURE

Perception

Robbins (2003), is the process by which an individual governs and interprets sensory perception in order to assign meaning to their surroundings. Our ability to recognize and comprehend sensory data is referred to as perception. The way we respond to information is also part of perception. Perception can be thought of as a process in which we gather sensory information from our surroundings and use it to interact with them. Perception enables us to interpret sensory data.

Perception is described differently by different scholars. According to Chee (2002), the reception of stimuli is influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. An individual's sentiments are ultimately determined by his or her perceptions. Perception, according to Millikan (2004), is a method of comprehending natural signs or, more accurately, of transforming natural indications into deliberate signs.

In sum, perception is the process of observing something in the brain and interpreting it in the form of views or sentiments that emerge as a result of the experiences that individuals have had.

Blended Learning

Blended learning is defined by many scholars in the same way. The writer compares and contrasts three scholars' definitions. Sherma describes the first one. Blended learning, according to Sherma, is a technique that combines traditional (face-to-face) learning with an online approach based on the web (online teaching). Blended learning, according to Alya, is the deliberate blending of

traditional (face-to-face) and online learning models. Finally, Li Zhingan et al. define blended learning as a method of delivering teaching that combines traditional classroom-based instruction with e-learning. Blended learning, according to the definitions given above, is a paradigm of teaching and learning that incorporates both face-to-face and online learning.

This learning model aims to provide more effective educational experiences by combining features and functions of well-known learning and teaching techniques (Harriman, 2004; Williams, 2003). Just as Wang et al. (2009) mentioned that educators used blended learning to maximize the advantages of traditional face-to-face learning and online learning. The term blended learning (BL) is perhaps the most prominent delivery mechanism in higher education (Curtis et al., 2005).

The term blended learning is used to describe any course that incorporates the web into the curriculum. Ko and Rossen defined blended learning as falling into three subcategories: 1) Web-enhanced, these are courses with associated websites that contain material relevant to the course (the syllabus, a list of web-based resources, a course calendar, a reading list, lecture notes, or an electronic bulletin board where students can post questions of a general nature). 2) Media-enhanced courses where relevant course material, such as videotape lectures or associated graphics, is posted to a website for use by students as a form of review. 3) Web-augmented any course in which a portion of classwork is completed entirely online, supplementing, and frequently replacing, work that would normally be completed in a traditional classroom.

In addition, blended learning is a learning model that is conducted both face-to-face and electronically. The enhanced web, enhanced media, and augmented web are the three distinct categories of blended learning. The phrase "blended learning" refers to a type of remote learning that includes both virtual and face-to-face learning in the broadest sense of distributed education.

Reading Comprehension

According to Farris, is the process of comprehending the message that the author is attempting to impart. Simply said, it is the process of deducing meaning from the textual content at hand. Understanding a printed document entails getting as much information as possible from it as quickly as possible.

Reading comprehension is inextricably linked to reading comprehension. When reading something, readers must be able to comprehend the message that the author is expressing in the text. Understanding what people read, on the other hand, entails more than merely recognizing and interpreting the words. Making sense of what you read and linking ideas in the text to what you already know is true comprehension. It also entails recalling what you've read. To put it another way, comprehension entails thinking while reading.

RESEARCH METHODOLOGY

This research chose the qualitative approach as the design method. According Creswell (2013). A qualitative research approach known as phenomenological research design focuses on the similarity of life experiences among a group of people. This method's main goal is to explain the nature of each phenomenon (Creswell, 2013). "Explain," according to George, is a viable word in phenomenological inquiry. This research goal is to describe the phenomenon as precisely as possible, with using a predetermined set of criteria and while being truthful to the facts.

The subjects of this study were students of class IX A SMPN 6 Jambi City and the number of students in the class was 36 students. By interviewing, this research used the purposive sampling technique in this study. Six students were chosen as participants, consisting of 1-6 students from each score and 1-6 students between the ages of 14 and 15 years.

This research utilized interviews as a tool to acquire data from the sample. The structure of the interview is based on a questions containing a series of questions. In this scenario, this research spoke with six students in order to inform the class about the advantages of student perceptions.

After the data collection is complete, this research will analyze the data found. During the interview, this research asked seven questions to six students. This research used the following methods to collect data, namely: 1) Create interview questions. 2) Listening to the recording, listening again, this research concludes and carefully evaluates the results of interviews with students. 3) Making transcripts or verbatim. Interview transcripts are the results of interviews in the form of recordings that are converted into written documents. 4) Re-reading the transcript, by rereading the manuscript it will make it easier to evaluate what has not been written in the recording. 5) Find out which issues (topics) stand out and reappear in the transcript, then group them according to the topic problem. don't forget to refer to the notes made during the interview process. 6) Coding the transcript of the results by grouping issues or topics, coding is a word or phrase that has a figurative meaning or a sign that is concise and is directly shown in the message.

FINDINGS AND DISCUSSIONS

The interview was conducted on May 23, 2022. There are various perception about The Students' Perception in Implementing Blended Learning Model on Reading Comprehension. It can be seen from the notes that have been analyzed by this research, it is explained as follows:

Related to the first question about "What do you do if you are not satisfied during a face-to-face session?". There are six students who stated that they if unsatisfied with the face-to-face session, then they did re-learning at home. Students did re-learn at home when they felt unsatisfied during the face-to-face session. That's what makes them not understand learning during face-to-face learning at school. Since schools implement learning with blended learning, they require them to go to school by means of a week face-to-face and a week online. Therefore, the learning time at school becomes shorter.

In regard to the second question about "What is the difference between online learning and face-to-face learning? Which is more interesting?". all stated that the differences were very different and face-to-face learning was more interesting because it

was easy to understand and could be learned with friends. Thus, students understand learning better when it is done face-to-face, because they have time to ask questions directly when they don't understand, even though they only get a very short time to learn. They are also happy to be able to learn with other friends because they feel they can share knowledge with each other. This is what makes them more interesting when learning is done face-to-face.

Regarding to the third question about "When you get a story telling problem in edulogy, do you read the story? Do you understand it?". Students all stated reading and comprehension in their own unique ways. Further, they read and understood when they received storytelling questions in the edulogy application. They understand how to use an English dictionary and Google Translate, and some are helped by their brother. Learning by means of blended learning does not reduce their curiosity about the stories they read, and makes them study hard. They try in a way they like because it makes them understand the reading story in the edulogy application.

Further, related to the fourth question about "When you get an online session, do you learn more to understand and read English?". There were four students who stated that they learned more to understand reading English when they got an online session. Meanwhile, there were two students who stated that they learned less to understand reading English when they got an online session. Then, students learn more at home to understand and read English in different ways, such as through YouTube, private lessons, music, and Google Translate, from where they understand and practice their English reading. While there are students who learn when they get online, they learn less, because they are too lazy to understand it when they are at home, so do not understand how to read English. But they have their own solution, namely through private tutoring and asking for help from other brothers or sisters.

Therefore, in regard to the fifth question about "Does blended learning support you in learning?", There were three students who answered that blended learning supported their learning so that they became more enthusiastic. While there were three students

who answered that they did not support because they were not focused on learning. Thus, blended learning is a mixed learning which is applied by SMPN 6 Jambi, which requires students to be in two sessions, such as session one, where some students do a week of learning done face-to-face and session two, where students do a week of online learning. Some students feel that blended learning supports their learning, thus making them more enthusiastic about learning. While some students believe that blended learning does not support their learning because it causes them to lose focus and become a little lazy when learning online.

Regarding to the sixth question about "Do you like it if the teacher applies the Blended Learning method in the classroom? If so, why? And if not, why?". The students preferred learning only one method, such as face-to-face, because they felt the learning time was short and the teacher gave assignments outside of their class hours, while there was one student who stated that he liked the blended learning method because he felt more enthusiastic about learning. Further, students prefer learning to apply only one method, such as face-to-face, because they feel the learning time is they also feel that the teacher gives assignments outside of class hours, such as at night, when they should rest to sleep. While there was one student who stated that he liked the blended learning, because he felt that the method made him more enthusiastic about learning.

Related to the seventh question about "Do you experience problems when teachers use blended learning?", enthusiasm plays an important role in the ongoing learning process so that students easily understand learning. With self-motivation, the learning process can be carried out well. Then, students experience various obstacles when teachers use the blended learning method, such as the very short time limit when face-to-face learning is carried out, thus making them less understanding and a lack of time to meet other friends.

In sum, students' perception of the blended learning model to reading comprehension, that most students understood reading in class IX A because they had two learning models. This learning model is

applied in schools because it minimizes crowds due to the COVID-19 virus. But this blended learning model makes students feel less satisfied with the time they get when face-to-face learning is done.

In addition, if blended learning was done face-to-face, the duration was shortened, but also encourages greater involvement, independence, and ownership of their learning. For example, in online learning, where there is a time limit and the teacher assigns assignments, students are responsible for completing the assignments within the time set by the teacher.

CONCLUSIONS

The application of blended learning in the form of edulogy and whatsapp group applications on the reading comprehension model for class IX A students of SMPN 6 Jambi gave a positive perception. When it's their turn to study, this demonstrates that

students comprehend concepts in their own unique ways and that they are accountable for the assignments that have been provided by the teacher, whether face-to-face or online. Students have expressed dissatisfaction with the blended learning model because it gives them less time to study and makes it harder for them to understand what they are learning. In addition, they claim that teachers impose strict deadlines and homework outside of scheduled class times.

In addition, the benefits of the blended learning model for students make them more enthusiastic about learning. It can also be seen from the students' answers that they get some benefits from this learning model, such as students becoming more disciplined, responsible, independent, and diligent during learning, so that teachers can see the needs of students, more varied in learning, as used in blended learning model.

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