# THE EFFECT OF PAIRED READING STRATEGY ON STUDENTS READING COMPREHENSION ACHIEVMENT

**(A Quasi-experimental Research at the Eleventh Grade of MAN 02 Kota Bengkulu in Academic Year 2020/2021)**

## THESIS PROPOSAL

**Submitted as a Partial Requirements for the Degree of Sarjana (S.Pd)**

**In Study of English Education**



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*Wassalamu'alaikum Wr. Wb*

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ii

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iii

# DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to:

- ➢ My Greatest God, Allah SWT, I really thank to you because without your blessing, I am nothing in this world.

- ➢ My beloved parents, Mr. Nurmansyah and Mrs. WitiWinarti. Thank you a million for supporting me through the power of your pray and everything so that I could finish this thesis.

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# MOTTO

*"Live as if you were to die tomorrow. Learn as if you were to live forever."*

(Hiduplah seolah-olah kamu akan mati esok. Belajarlah seolah-olah kamu akan hidup

selamanya.)

-Mahatma Gandhi-


***Basically, Allah gives his sustenance not directly but through ways that we don't***

***expect, we are told to solve the puzzle to be able to achieve that success, don't think***

***that Allah never helps us but we have to be smart to see the pieces of the puzzle that***

***we then assemble into something that can make us happy.***

Pada dasarnya allah memberikan rezeki nya tidak secara langsung akan tetapi melalui

cara-cara yang tidak kita sangka, kita di suruh untuk memecahkan teka-teki untuk bisa

meraih keberhasilan tersebut, jangan kira kalo allah tidak pernah membantu kita akan

tetapi kita nya yg harus pintar melihat bagian-bagian dari teka-teki tersebut yg

kemudian kita rangkai menjadi sebuah hal yang bisa membuat kita bahagia.

-Lufti-

# PRONOUNCEMENT

Name: Lufti

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I hereby sincerely state that the thesis titled "The Effect of Paired Reading Strategy on Students Reading Comprehension Achievment (A Quasi-experimental research at the Eleventh Grade of MAN 02 Kota Bengkulu in Academic Year 2020/2021)" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis andacademic degree.

Bengkulu, August 2021

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express the deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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4. Feny Martina, M.Pd, the head of English Department.

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# ABSTRACT

Lufti. 2021. *The Effect of Paired Reading Strategy on Students Reading Comprehension Achievment (A Quasi-experimental research at the Eleventh Grade of MAN 02 Kota Bengkulu in Academic Year 2020/2021)*. Thesis. English Education Program, Faculty of Tarbiyah and Tadris, State institute of Islamic Studies (IAIN) Bengkulu.

Advisor : 1. Feny Martina, M.Pd          2. Zelvia Liska Afriani, M.Pd

The method used in this study is an experimental method and the design used is quasi-experimental design, using pretest-posttest control group design. The objects in this study were students of class XI IPA 2 with a total of 16 people as the experimental class and students of class XI IPA 1 with 16 people as the control class. Student learning outcomes data obtained from the posttest results in the form of multiple choice. The results of this study indicate differences in learning outcomes of 97.14 for the experimental class, and 82.85 for the control class. This is evidenced by the value of the different test results (t), Based on the table above, it is found that the average difference in post-test reading skills between the experimental group and the control group. From the table, it is known that the t-test value is 1.784 with a significance value of .855. Because the significance value is <0.05, the researcher's hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant effect of using flex blended learning using paired reading strategy on reading skills at MAN 2 Bengkulu. From the results above it were concluded that paired reading is a good strategy to used  as an alternative for teachers to teach at the class.

**Keywords:** Reading Skill, Paired Reading Strategy, Blended Learning.

# ABSTRAK

Lufti. 2021. *Pengaruh Strategi Membaca Berpasangan Terhadap Prestasi Pemahaman Membaca Siswa (Penelitian Kuasi Eksperimen pada Kelas XI MAN 02 Kota Bengkulu Tahun Pelajaran 2020/2021)*. Tesis. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

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Metode yang digunakan dalam penelitian ini adalah metode eksperimen dan desain yang digunakan adalah Quasi Experiment Design, pretest-posttest control group design, objek dalam penelitian ini adalah siswa kelas XI IPA 2 yang berjumlah 16 orang sebagai kelas eksperimen dan siswa kelas XI IPA 1 dengan 16 orang sebagai kelas kontrol. Data hasil belajar siswa diperoleh dari hasil posttest berupa pilihan ganda. Hasil penelitian ini menunjukkan perbedaan hasil belajar sebesar 97,14 untuk kelas eksperimen, dan 82,85 untuk kelas kontrol. Hal ini dibuktikan dengan nilai hasil tes beda (t), Berdasarkan tabel di atas diketahui bahwa terdapat perbedaan rata-rata kemampuan membaca post-test antara kelompok eksperimen dan kelompok kontrol. Dari tabel tersebut diketahui nilai uji-t sebesar 1,784 dengan nilai signifikansi sebesar 0,855. Karena nilai signifikansi < 0,05 maka hipotesis peneliti (Ha) diterima dan hipotesis nol (Ho) ditolak. Artinya ada pengaruh yang signifikan penggunaan flex blended learning menggunakan strategi membaca berpasangan terhadap keterampilan membaca di MAN 2 Bengkulu. Dari hasil di atas dapat di simpulkan bahwa paired reading adalah strategi yang bagus untuk di gunakan sebagai alternatif guru untuk mengajar.

Kata Kunci : Keterampilan Membaca, Strategi Membaca Berpasangan, Pembelajaran Campuran.

**TABLE OF CONTENTS**

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF APPENDICES

# CHAPTER I

# INTRODUCTION

This chapter presents background of the study, Identification of the Problems, Limitation of The Research, Research Question, The Objective of The Research, Significance of the Research and definition of key terms.

## A. Background of the Study

Reading is an important skill for everyone, including students. Mickulecky and Jeffries, (2004) said that reading is very important because it can improve students' general language skills in English; helping students think in English, enlarging students' English vocabulary, improving their writing skills, and this can be a great way to get new ideas, facts and experiences. Therefore, based on this opinion, reading skills are seen as something that can help students enrich their horizons in English.

According to Harmer (2003), reading is one of the receptive skills of English. However, these four language skills are closely related to one another. The ability to read text in English is important as a bridge to understanding textbooks. If students continue their studies to high schools and universities, they are required to understand many books written in English. But there are still problems in reading skill (1) How are the students' reading skills (2) What aspects of the problems are experienced by students in reading skills (3) What are the facilitators the background of the students' reading skills problems. and in addition to the covid 19 pandemic situation which complicates the learning

system As a result of the closure of the school, learning in classrooms that was originally face-to-face has become virtual using technology such as video conferencing or web conferencing because the covid 19 virus requires students to study in their respective homes and teachers to find alternatives Halal (2003), Learning methods in order to help students keep learning, and one of the appropriate learning methods during the Covid 19 pandemic is Blended Learning.

Blended learning is a mixed learning method that combines two learning styles, namely online and offline, which is suitable for use during the COVID-19 pandemic. This learning method offers the potential to improve the teaching and learning process in a more responsive and more effective educational environment Thorne and Dziubal (2018). The very rapid development of information technology has changed perceptions and the way and patterns of human life. Humans increasingly depend on communication devices, such as laptops and smart phones for various activities in students' daily lives. Therefore, these communication tools must be able to be used to improve the quality of learning (Waskito, 2003).

There are four concepts of blended learning, namely:1)Combining or mixing web-based on technology, 2) Pedagogical approaches such as cognitivism, constructivism, behaviorism, to produce optimal learning with or without using technology, 3) all forms of learning technology such as video tapes, CDs -ROM, web-based, film-based training with face-to-face instructors,

2

4) mixing true learning technologies to create harmonious learning and work effects (Alammary, 2014).

The composition of blended learning that is often used is the 50/50 pattern, in the time allocation available 50% face-to-face 50% online learning, some use the 75/25 pattern, meaning 75% face-to-face. meetings 25% of online learning, and there are also those who apply 25/75, 25% use face-to-face learning 75% use online learning In using this pattern, it depends on the competency analysis needed, subject objectives, student characteristics, student characteristics and abilities as well as the resources available (Abdullah, 2018). However, the main consideration in designing the composition of learning is the provision of learning resources in accordance with the various characteristics of students so that learning becomes attractive, effective and efficient.

Therefore, based on the data about blended learning above, the researcher uses this method to investigate the effect of using the blended learning method to improve students' reading skills. In reading, there are various problems or difficulties faced by students such as the density and variety of information presented by the reading, formal sentences, stiff words and language that is difficult to understand and convoluted. Responding to these problems requires the application of new, effective techniques in an effort to overcome these problems. There are many ways to improve reading skills in children.

One way to improve reading skills is to use paired reading strategies Ahmadi (2004), states that Paired Reading is an activity carried out by two or more people to discuss a material in the lesson they are facing". Paired reading

strategy is a strategy that involves collaboration between students, parents and teachers. This strategy allows students to be supported when reading text with a higher level of complexity than they can read individually. Evaluation studies show that students who engaged in reading in pairs, on average, made threefold normal progress in reading accuracy and fivefold normal progress in reading comprehension. This strategy has proven successful with students of all skill levels and abilities, from students in special classes for the slow learners, to students who are above average in their reading competency skills.

Studies show an increase in reading fluency, comprehension and accuracy, Widyastuti (2012) If students are confused, students can immediately discuss together with their respective parents, this reading strategy is very effective in improving students' reading skills. However according to Topping (2014) There are 4 problems in applying the paired reading strategy, Only one person think and works, Cheating, Just playing with friends, Problem with a friends maybe some of these problems will be difficult in the process of using the paired reading strategy because the teacher cannot ensure that the students are not cheating.

In this case the ability to read in pairs must have good cooperation and discussion between students and their parents. Paired Reading must be balanced with understanding reading content. Reading in pairs greatly affects the effectiveness of reading, and reading in pairs is very dependent on students as the center. If the students confused, they should ask their partner (Murat, 2015).

The concept of paired reading itself is thought to have been formed in 1997, when Greenwood started coining the term. It is said that the use of paired reading strategies really helps students to be able to understand together the contents of the reading rather than having to read alone. Paired reading technique is very easy to read in pairs is a form of reading with help. In this activity, students are paired with more proficient readers. They sit side by side and read the same text aloud together at the same rate as less proficient readers. Students can work together and correct mistakes (Murat, 2015).

The Paired Reading strategy is a strategy developed by teachers, especially in English lessons. This is a reading technique that prioritizes cooperation to be able to understand the content of the reading. By using the paired reading strategy, students are expected to be more efficient in using learning time. Through the paired reading strategy, the role of students develops more knowledge and skills and becomes new experiences for students (Yulita, 2014).

Initial observations were carried out on February 25, 2021 by using a teacher interview questionnaire, obtained data, the teaching materials used by the teacher in the implementation of learning in the form of printed books and e-books to assist the implementation of online learning as well as the fundamental problems found in the initial research. in MAN 02 Bengkulu, class XI in reading learning is the low reading ability of students, especially in learning to read text, this is indicated by several factors, namely: (1) students still have difficulty understanding some words due to the low frequency of reading activities; (2) the

students still do not understand about the word relationships that determine their reading comprehension. Some students thought that a word only has meaning not based on context which ultimately affects their understanding; (3) students cannot read correctly with regard to intonation and accuracy. They do not know that reading is not only for obtaining information but also in order to read fluently; (4) their vocabulary is limited, as a result, they are unable to construct the meaning of the text accordingly. This can be seen from the students' English scores that are still below 70. Based on the above problems, it can be argued that learning English in class XI MAN 02 Bengkulu requires improvement in lessons, especially in reading lessons.

In addition, there must also be guidance from the teacher and the role of parents to increase students' motivation to learn to read. The researcher assumes that the cause of the various problems above is the inaccuracy of the strategies and methods used. In the Covid 19 pandemic, the use of the blended learning method must be supported by the right strategy so that the results are maximum. In this case, the researcher uses a paired reading strategy to help students, there must be good cooperation between teachers, students and parents to be able to understand the content of the reading that students read.

Based on the description above, the teacher needs to try to find the right solution so that the learning objectives using the blended learning method can be smoothly, there must be good cooperation between teachers and parents so that students can be motivated to keep learning and to help students' reading skills. then the researcher chose one of the active learning strategies, namely paired

reading strategies. The choice of this strategy is due to the suitability of the characteristics between blended learning and paired reading strategies because according to Driscol (2002) the use of the blended learning method with paired reading strategies can improve students' reading skills. Based on the background of the problem above, the researcher is motivated to conduct research with the title The Effect of Paired Reading Strategy on Students Reading Comprehension Achievment.

## B. Identification of Problem

Based on the background of the study, the problems are identified as follow :

1. Students still have difficulty understanding some words due to the low frequency of reading activities.

2. The students still do not understand about the word relationships that determine their reading comprehension, Some students thought that a word only has meaning not based on context which ultimately affects their understanding.

3. Students cannot read correctly with regard to intonation and accuracy. They do not know that reading is not only for obtaining information but also in order to read fluently.

4. Their vocabulary is limited, as a result, they are unable to construct the meaning of the text accordingly.

## C. Limitation of the Research

The limitation of the problem in this study is to investigate the effect of using the blended learning method to improve students' reading skills by using

Paired Reading Strategy at Islamic High School 02 Bengkulu in academic year 2020/2021.

**D. Research Question**

Based on the research background, the problem implemented with the strategy "Is there a significant effect of paired reading strategy on students reading comprehension"?.

**E. The Objective of the Research**

The objectives of this research is : "To investigate the effect of paired reading strategy on students reading skill at Islamic High School 02 Bengkulu"

**F. Significances of the Research**

1. For Students

This research be able to provide information that the blended learning method can greatly help students to better understand learning using technology.

2. For Teachers

It is very important for teachers to be able to understand technology well because it is very important, and one method that be able to used is blended learning, the teacher be able to understand how to mix learning between online and offline. and I hope this research be able to help all teachers.

3. For Researcher

For me personally as a researchers, this blended learning method is a very good method to be applied in class because with blended learning, the teacher and students be able to discuss not only at school but from their respective homes and they be able to discuss it together again at school.

**G. Definition of Key Term**s

1. Blended Learning, this learning method that combines face-to-face gatherings with online learning using techology. A combination of ordinary learning where teachers and students meet straightforwardly with online learning that be able to gotten to anytime and anyplace. Another shape of Blended Learning could be a virtual assembly between teachers and students. Where between teachers and students may be in two distinctive places, but they can provide each other feedback, ask questions, or reply. Everything is exhausted genuine time.

2. Reading Skill**,** Reading skills are skills that are acquired through reading, such as comprehension, fluency, and independence. This skill gives people the ability to give clear meaning to turning words on the page.

3. Paired Reading, Paired reading is a pedagogical strategy which is performed in company with strong and weak readers, which requires the student to read the relevant passage with the help of a partner, and which focuses on the development of developmental fluent reading.

# CHAPTER II

# LITERATURE REVIEW

This chapter discusses literatures which related to the research, those are the The definition of Blended Learning, Characteristics of Blended Learning, Advantages of Blended Learning, Disadvantages of Blended Learning, Elements of Blended Learning, The Effect Using Blended Learning, Implementasi of Blended Learning, Blended Learning Models, Definition of Reading Skill, The Principle for Teaching Reading, Definition of Paired Reading, Advantages and Disadvantages Paired Reading, Paired Reading Problems, Implementation of Paired Reading, Role of the Teacher, Previous Study and Hyphotesis, vious study that related to this research

## A. Blended Learning

### A. Definition of Blended Learning

Blended learning consists of two words, namely blended and learning. The word blend means "mixture, together to improve the quality for the better" (Collins Dictionary), or the formula of a combination or combination harmony (Oxford English Dictionary). Whereas learning has a general meaning, namely learning, thus at first glance it contains the meaning of learning patterns that contain elements of mixing, or combining one pattern with another. Elenena (2006) states that two main elements are mixed, namely classroom lessons with online learning.

According to Discroll (2009)"Blended learning integrates or blends learning programs in different format to achieve a common goal", which can be interpreted as blended learning integrates or combines learning programs in different formats in order to achieve general goals. According to Rusman (2012), states that blended learning is a combination of the various approaches within learning. So it can be stated that blended learning is a learning method that combines two or more methods approaches in learning to achieve the goals of the process the learning. One example is a combination use of web-based learning and use of methods face to face which is carried out simultaneously inside learning.

As Claimed by Stein (2014) state "Blended courses as a combination of onsite (i.e. face-to-face) with online experiences to produce effective, efficient, and flexible learning". From this definition, it is said that blended learning is a combination of conventional (face-to-face) learning with online experiences to produce effective, efficient and flexible learning. Blended learning can combine positive aspects of two learning environments, namely learning that is carried out in the classroom with learning with e-learning Bonk (2014).

In addition, blended learning has also been defined by Ahmed (2008), As a combination of characteristics from both traditional learning and blended e-learning environments. It merges aspects of blended e-learning such as: web based instruction, streaming, video, audio synchronous and asynchronous communication, etc; with traditional "face to face" learning.

Blended learning is a combination of the characteristics of traditional learning and an electronic learning environment or blended learning. Combines aspects of blended learning such as web-based learning, video streaming, synchronous and asynchronous audio communication with traditional "face-to-face" learning. Another opinion is presented by Graham (2006) meanwhile Rusman (2012), which states: Blended learning is the combination of instruction from two historically separate models of teaching and learning: Traditional learning systems and distributed learning systems. It emphasizes the central role of computer-based. Graham (2006),explain that blended learning is a combination of two historical models of teaching and learning separation. Traditional learning systems and learning dissemination systems, which emphasize the central role of technology-based technology in blended learning.

**A.2 Characteristics of Blended Learning**

There are several types of conventional learning, such as training, classroom learning, and mentoring, but there are also various electronic learning options, ranging from e-learning classes, online support systems, templates, decision support tools and knowledge bases Sutopo (2012). State that blended learning is a mixed method that is selected and used in carrying out various kinds of learning according to the needs of different users McSporran (2002). Thus, blended learning means the use of two or more different learning methods, including the following combinations :

1)  The combination of face-to-face learning in class with online learning.

2) Combination of online learning with access to instructors or study members.

3) Combination simulation with structured learning.

4) Combination of on-the-job training with informal sessions.

5) Combination of managerial training with e-learning activities

According to Rusman (2012), the characteristics of blended learning are:

1. Provision of supplementary resources for a study program relates over the mostly traditional lines through institutional support for virtual learning environments.

2. Transformative levels of learning practices supported by deep learning design.

3. A comprehensive view of technology to support learning.

Based on the explanation above, the characteristics of the blended learning is a supplementary resource, with an approach also traditionally support a virtual learning environment through a institutions, deep learning design at the time changes in the level of learning practice and views on all technology is used to support learning.

**A.3 Advantages of Blended Learning**

The advantages of using blended learning such as which was stated by Hariman (2010) is as follows:

1) Students not only learn more during online sessions which are added to traditional learning, but can increase student interaction and satisfaction.

2) Students are provided with many choices in addition to classroom learning, increase what is learned, and the opportunity to access a higher level of learning continue.

3) Presentation can be delivered more quickly for students who learn to use e-learning

4) Don't just learn one direction in a row, with a blended learning students have the opportunity to study the material desired, as well as the schedule and time settings flexible an eye of the study.

5) Lower costs for institutions and students.

On the other hand, the advantages of a blended learning-based Learning Management System Bates and Wulf (1995) are:

1) Increase the level of learning interaction between participants educate with a teacher or instructor (enhance interactivity).

2) Allows the learning interaction from where and anytime (time and place flexibility).

3) Reaching out to students in a broad range (potential to reach a global audience).

4) Facilitate the improvement and storage of material learning (easy updating of content as well as archivable capabilities).

Stein and Graham in their book entitled Essentials for Blended Learning, We suggested that many people live their lives "blended", as a mix of physical and online activities and experience. Blended learing not only fits into the modern, connected lifestyle, but can also provide specific benefits to students,

teachers, and administration: 1) increase access and convenience; 2) improved learning; 3) decreased (or more flexibe) (Costs, 2014).

From this statement, Stein (2017) suggested many people apply to blended in activities nor his experience on the grounds of blended learning not just according to the progress of the lifestyle but also very much beneficial for students, teachers and administration in terms of increase access and convenience, increase learning and decreased (or more flexible) costs.

## A.4 Disadvantages of Blended Learning

1. Difficult to apply if the facilities and infrastructure does not support.

   Facilities and infrastructure are very important in the application of Blended Learning because it will be very difficult if the infrastructure is not supported.

2. the facilities owned are not evenly distributed participants.

   sometimes not all children have the technology tools for online learning that make learning using the Blended Learning method difficult to do.

3. Internet access that is not evenly distributed in every place, and so on.

The difficulty of internet access felt by some students will greatly hinder the online learning process.

**A.5 Element of Blended Learning**

The elements of blended learning include the realm of learning online and face-to-face learning. These elements include:

1) face to face in class

2) self-study

3) utilization of applications (web)

4) tutorial

5) cooperation

6) Evaluation

The teacher acts as a facilitator and mediator in managing these elements. The teacher explains and gives directions to students how to use the applications used in learning. The teacher also provides an explanation of the same material as face-to-face learning, but the teacher only uses the media for additional material or to give structured assignments to students.

**A.6 The Effect using Blended Learning**

Inquire about conducted by Corridor (2004)detailed that there was an increment in learning results and understudy activeness as demonstrated by expanded understudy cooperation with the usage of learning through mixed learning. Whereas Lopez (2011) found a critical increment in inspiration with the application of mixed learning to 212 students. The same thing was moreover gotten by Lim (2004) and Bannier (2009), that

there was an increment in inspiration through mixed learning within the frame of pertinence, self-regulation, input and consideration to learning Citra (2013).

In blended learning, students do not only rely on the material provided by the teacher, but can search for material in various ways, including searching for libraries, asking classmates or friends when online, opening websites, looking for learning materials through search engines, portals, and blogs, or it could be other media in the form of learning software and learning tutorials (Ali Alammary, Judy Sheard, Anggela Carbone, 2014). We can conclude from the research conducted by several experts above that The Effect Using Blended Learning, is very helpful for learning outcomes, student learning activeness and motivation.

**A.7 Blended Learning Application Models**

### A.7.1 Implementation of Blended Learning

Valiathan (2002) The blended learning model to be 3 understanding, namely, as follows:

1) The learning model is driven by skills, namely this model combines independent learning with support of teachers or facilitators to develop knowledge and special skills of students in the classroom.

2) Attitude driven models, namely this model combines various learning media to improve new attitudes and behaviors for students and prioritizing peer-to-peer interaction and a risk-free environment.

3) Competency-based learning model: that is, this model combines performance support tools with knowledge resource management and mentoring that aims to improve competence at work.

To apply blended learning, we can use the CoI (community of inquiry) framework Waskito (2019). This framework has three elements, namely: social elements, cognitive elements, and teaching elements.

1. The social element ensures that students in the community of inquiry feel free to express themselves openly in the way they like. They must be able to develop personal relationships in order to be committed and able to pursue intended academic goals and gain a sense of belonging.
2. The cognitive element is fundamental to the inquiry process. Inquiry includes the integration of reflective and interactive processes. The cognitive element maps patterns of inquiry in the learning cycle from experiential through reflection and conceptualization to action and to further experiences.
3. Teaching elements are essential for bringing together social and cognitive elements and ensuring that the learning community is productive. The teaching elements provide design, facilities and direction to create a rewarding learning experience.

The development of the blended learning model that has recently been increasingly rapid has not only increased the flexibility and individualization of students' learning experiences, but also enabled teachers to streamline the time they spend as learning facilitators.

**A.7.2 Blended Learning Models**

There are several blended learning models that have been developed. Here are some blended learning models that have been implemented by various educational institutions:

1.  **Remote Blended Learning or Enriched Virtual**

    In Remote Blended Learning, the focus of students is to complete online learning, they do face-to-face learning with the teacher only occasionally as needed.

2.  **Flex Blended Learning**

    Flex is included in the type of Blended Learning model where online learning is the core or backbone of student learning, but is still supported by offline learning activities. Students continue learning that begins in real classrooms with flexible schedules that are individually adjusted to the various learning modalities. Most students still study at school, except for homework. Teachers provide face-to-face learning support in a flexible and adaptive manner as needed through activities such as small group teaching, group projects, and personal tutoring.

3.  **The 'Flipped Classroom' Blended Learning**

    The Flipped Classroom version of the blended learning is the most widely known version, the Flipped Classroom starts with student

learning that is carried out online outside of class or at home with content that has been provided previously. After carrying out the online learning process outside of school students then deepen and practice solving problems at school with teachers and / or peers. Thus it can be considered that the role of traditional learning in the classroom is "reversed.

## B. Students Reading Ability

### B.1 Definition of Reading Skill

Reading is a tool of communication in written language through the texts form. It is the most efficient way to gain information about many aspects of life, including science and technology. By reading, people can absorb a number of information. Reading has a very important role and becomes a daily necessity for every person who wants to acquire whatever information which is required. Reading is an essential skill for learners of English as a foreign language. For most of learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning.

Reading is a vital skill for everyone, including students. Jeffries (2004) say that reading is very important since it can enhance students' general language skills in English; assisting students to think in English, enlarging

students' English vocabulary, improving their writing, and it can be a good way to obtain about new ideas, facts and experiences. Therefore, on the basis of this opinion, the reading skill has been viewed as something that can help students to enrich their insight in English language.

According to Harmer (2003) Indicator reading comprehension, Indentify word meaning, Meaning context, identify main idea, identify relation in the text, analyzing process of the text. Therefore reading is one of the receptive skills of English, the four language skills are closely related to each other. The ability to read texts in English is important as a bridge to understand the textbook. If students continue their studies to the senior high school and university, they are required to understand many books written in English.

In teaching and learning reading skill there are a number of particular problems which will need to be addressed. The first problem is reading comprehension. The problems are related to background knowledge, cultural knowledge, and knowledge of text type. Background knowledge is the students' previous knowledge or knowledge of the world. If students lack prior knowledge in reading a text, they cannot understand it because they do not know what the text is about. A reader uses background knowledge to integrate new information from a text into his prior information. In addition, cultural differences affect reading comprehension. An unfamiliar cultural context and content knowledge of culture and knowledge of vocabulary cause problems in reading, because the students do not clearly understand the other culture. In addition, an inadequate

knowledge of text type is a problem in reading texts. The text type such as newspaper articles, fairy tales, and business letters, if the students do not know what kind of the text, they cannot understand what the text is about. Students can understand a text if they are familiar with the text type (Alderson, 2002).

**B.2 The Principles for Teaching Reading**

According to Richard (2002) point out that principles in teaching are beliefs and theories that teachers hold concerning effective approaches to teaching and learning and which serve as the basis for some of their decision-making. Harmer (2001) classifies that there are six principles behind teaching reading as follows:

a) Reading is not a passive skill Reading is an incredibly active occupation. To do it successfully, one has to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if one agrees with them. If one does not carry out these things – and if students do not perform these things – then one only just scratch the surface of the text and one quickly forgets it.

b) Students need to be engaged with what they are reading. As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

c) Student should be encouraged to respond to the content of a reading text, not just to the language It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the massage of the text, is just as important and teachers must give students a chance to respond to that massage in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

d) Prediction is a major factor in reading When one reads texts in his/her own language, one frequently has a good idea of the content before he/she actually reads. Book covers give him/her a hint of what is in the book; photographs and headlines hint at what articles are about and reports look like reports before one reads a single word.

e) Match the task to the topic Teachers could give students Hamlet's famous soliloquy 'to be or not to be' and ask them to say how many times the infinitive is used. Teachers could give them a restaurant menu and ask them to list the ingredients alphabetically. There might be reasons for both tasks, but, on the face of it, they look a bit silly. Teachers will probably be more interested in what Hamlet means and what the menu foods actually are (Harmer, 2001).

f) Good teachers exploit reading texts to the full Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good

teachers integrate the reading text into interesting class sequences, utilizing the topic for discussion and further tasks, using the language for study and later activation.

## C. Definition of Paired Reading

### C.1 Paired Reading

Paired reading is one of the solution to solve this problem. Paired reading is a strategy for improving reading fluency and comprehension in which student is paired and takes turns being the tutor and the tutee. Students sit side-by-side while one reads and the other follows along, assisted by the teacher when necessary Gerdes (2000). Paired reading also can be done by allowing a pair of student to read together simultaneously. Both read the words out loud together. Tutors make their speed as fast or as slow as the readers and as the reader makes a mistake the tutor just tells them what the word is. The reader must never struggle or break up the word or sound it out. This gets away from disjointed tedious reading where understanding is affected by the slow pace and the concentration on individual words Cassidy (2007).

Paired reading is appropriate to be used in the classroom because it is suitable with many types of reading materials Fuchs (2000). This strategy allows the teacher to freely observe multiple paired reading sessions and work with different students while other students continue reading together, and it also appears to be beneficial to all levels of readers Greenwood (1997). Paired

reading strategy also reported to develop fluency and comprehension skills Mathes (1994). Moreover, reading with someone else encourages students to try reading materials that may be just above their normal reading level. Paired Reading can also be used to build oral skills so that nervous readers can work toward reading in front of a large group Topping (2014).

**C.2 Advantages and Disadvantages of Paired-Reading Strategy**

There are several advantages and disadvantages to using Paired Reading Skills :

**C.2.1 Advantages**

1. Paired-Reading can be used with many types of reading materials including stories, and poetry.
2. This method frees up the teacher to observe paired-reading sessions and work with different students while other students continue reading together.
3. Reading with someone encourage students to try reading materials that may be just above their reading level.
4. Paired-Reading can also be used to build oral skills so that reluctant readers can work toward reading in front of a large group.

### C.2.2 Disadvantages

Some students refused the pairs given by the teacher. In selecting who will read with whom, the teacher should be the one who make this decision. If students are given the freedom to choose a partner, the intent of this format to provide support is often ignored.There are some disadvantages to allowing students to choose :

1. Students will most often choose their closest friends, regardless who might need support.
2. Some student will never be chosen, and teacher definitely want to avoid the kind of rejection suffered by not being wanted by their peers. So, the teacher makes the choice-purposefully pairing kids.

## C.3 Paired Reading Problems

According to Topping (2014) There are 4 problems in applying the paired reading strategy, Only one person think and works, Cheating, Just playing with friends, Problem with a friends.

### C.3.1 Only one person think and works

In the application of paired reading strategies, there is often concentration of thought (only one person thinks and works). This will hamper the implementation of the paired reading strategy. Therefore the

teacher must make a rule that all students must express their own opinions.

**C.3.2 Cheating**

Paired Reading Strategy aims to complete school work without thinking (just imitating). This is actually almost the same as the first obstacle, but what is at issue here is the intention of the child. So, they have to change that kind of intention with the intention to study together with friends but also have to learn independently. In addition, there must also be firmness from their friends not to allow friends who just imitate their answers.

**C.3.3 Just playing with friends**

Paired Reading is just for playing with friends. In the process of applying the paired reading strategy some students may just play with friends and cannot focus.

**C.3.4 Problem with a friends**

He didn't want to take part in the Paired Reading activity because he didn't like one of his friends. This incident may often occur because maybe between the two people there are personal problems that involve both of them. Therefore, Paired Reading should be used as a momentum to open up to each other so that you can familiarize yourself with other

friends who if they know the condition of a friend who is experiencing problems. So that Paired Reading will make it easier to come to a peaceful path.

**C.4 Implementation of Paired Reading Strategy**

Explains that reading in pairs is a form of assisted reading. In this activity, students are paired with more proficient readers. They sit side by side and read the same text aloud together at the same speed as less proficient readers. Students can work together and correct mistakes (Nation, 2009).

Paired Reading strategy is one of the learning strategies in teaching reading that emphasizes the independence of students in doing their assignments. Students are also required to share knowledge or give each other corrections to what their friends/partners have done so that the take and give will go well in learning in the classroom (Topping, 2019).

In applying the paired reading strategy there are several things that must be understood namely :

1. The Grub Formation

   The formation of a group is important in implementing the paired reading strategy, which is the first step in forming a joint learning partner to achieve common goals.

2. Give each other Knowledge

In this step the students will give the knowledge they have to their partners and then the students will get new information and new knowledge and maybe this knowledge is very useful for the exams.

3. corrects if something is wrong

In this step, the students will correct if their partner has an error and then give input to their partner to be able to solve the mistake basically paired reading is a strategy to solve problems together with friends or learning partners, they share knowledge and if there are mistakes it will be discussed together.

**C.5 Role of the Teacher**

Teacher can apply many roles in teaching learning process. Just as parents are called upon to be many things to their children,teachers cannot be satisfied with only one role. According to Rebacca Oford et al. classified the roles of teacher as follows:

**C.5.1 The Teacher as Controller**

The teacher should control and know what does students do such as speak and languange that students use. Teacher also give chance to the students when they shoud speak and teacher should know what students do is related to instruction or not.

### C.5.2 The Teacher as a Director

The teacher should make instructions that students must follow because the teacher wants the class to be more active in critical thinking, the teacher can provide motivation if students are more active in the learning process they will get more scores. Sometimes motivation becomes very important for students to be more enthusiastic about learning

### C.5.3 Teacher as a Manager

Teachers should have lesson plans, modules and courses and also manage the time or duration in the teaching and learning process because to achieve the learning targets teachers need careful planning so that the learning process in the classroom is more structured.

### C.5.4 The Teacher as a Facilitator

Teachers must be ready to facilitate learning resources to achieve goals in teaching and learning activities, it is important for a teacher to be able to facilitate learning activities in class so that students are more interested in learning these facilities can be in the form of books, e-books, In-Focus, and also these facilities. It can also be in the form of learning outside the classroom, sometimes students feel bored if they have to continue learning in the classroom, therefore the teacher can invite students to study outside the classroom.

### C.5.5 The Teacher as a Resource

The teacher must be prepared as a resource for students when students need information, the teacher is a place where students can ask all things about the lesson, therefore the teacher must be ready to answer students questions and provide information about the lesson the student asks.

### C.6 Previous studies

There are several researchers who have applied this strategy.

First Neni Triana (2019) Application Of Paired Reading/Paired Sumarizzing Strategy To Improve Text Reading Ability In Vocational School Students Of Abdurrab Pekanbaru. The total sample was 64 students who were divided into two classes, as experimental and control class. In ready ability pre-test reading ability the result showed 68.8% students were in bad category from both experimental and control classes. After conducting an experiment using the Paired Reading / Paired Summarizing learning method with the same teaching material, 12 students (35.3%) were obtained in the good category and 10 students (29.4%) in the very good category from experimental class, while the control class contained only 4 students (11.8%) and 2 students (5.9%) with the same category. The research can be concluded that using Paired Reading/Paired Summarizing on occasional student of Abdurrab Pekanbaru can increase the reading comprehension of student ability.

Second Muhammad Haeril Lumuan (2020) Application Of Paired Reading Models In Increasing Reading Comprehension Ability On Report Text Students Of SMAN 1 Class XI MIA Peling Central Banggai Islands. This study involved all XI MIA students, amounting to 35 students. This research was conducted in 2 cycles with two meetings in each cycle. Each silkus consists of four stages, namely: planning, implementing, observing, and reflecting. The results of the test showed that there was a significant increase, namely 55.8% of students completed in the first cycle to 97.05% of students completed in the second cycle. Furthermore, the learning atmosphere becomes more fun and attractive for students during learning. So it can be concluded that the paired reading model can improve reading comprehension skills, especially text reports for class XI students MIA SMAN 1 Peling Tengah, Banggai Islands Regency.

Third Muhammad Taufik Hidayat1, Teuku Junaidi, Muhammad Yakob (2020) Development of Blended Learning in Learning Model Increase Students' Understanding of Aceh Oral Traditions using paired reading strategy. This type of research is development (research and development). This research method uses the Borg and Gall model combined with the Dick and Carey learning model. The subjects of this study were students of SMA Negeri 3 Langsa. The trial phase in this study was started with material experts, media experts, and experts in learning design. The next step is product testing which includes

individual trials, small group trials, and large group trials. The results of this research are: instructional media expert shows a value of 3.47 (good), learning material experts show a value of 3.70 (good), learning design experts show a value of 3.55 (good). At the individual trial stage, the value was 3.04 (good), the small group showed a value of 3.14 (good) and the large group was 3.52 (good). It can be concluded that Blended Learning learning is suitable for the learning process and can improve students' understanding of tradition spoken aceh.

The previous research above discusses the application of the Paired Reading strategy. However, From the previous research above there are similarities and differences between the research being studied, The similarity is the use of Paired Reading strategies to support the process of improving students' reading skills. The difference is that the two studies above only focus on the effectiveness of paired reading strategies to improve students' reading skills, while the research that the researcher conducted uses paired reading strategies to perfect blended learning method in the face-to-face learning process and the use of technology by reading pairs. In this study, the researcher wanted to know the effectiveness of the reading program through the Paired Reading strategy on the reading effectiveness of Man 02 Bengkulu students. The researcher also took a different place. Where it will be conducted at MAN 02 Bengkulu using quasi-experimental techniques.

**C.7 Hyphotesis**

In this study, researchers used hypothesis testing as follows:

Ho = is there significant effect of implementing the Paired Reading strategy on students' reading ability.

H1 = is there significant effect of the application of the Paired Reading strategy on the reading ability of Man 02 Bengkulu students.

# CHAPTER III

# RESEARCH METHOD

This chapter discusses research method, Research Design, Population and Sample, Research Instruments, The Procedure of Collecting Data, Validity of test and Reliabillity, Technique of Analysis Data, The Statistical Hypothesis

## A. Research Design

The research used quantitative approach in the form of quasi experimental method in order to collect the data. In quasi experimental research, the researcher observes the effect on one or more dependent variables and manipulates at least one independent variable and controls for other relevant variables. The researcher used quasi experimental because the researcher wanted to compare two groups with the treatment in one class. Schematically, the quasi experimental design can be drawn as follows:

**Table 3.1**

**Pretest posttest Design**

| Group | Pre-Test | Treatment | Post-Test |
|-------|----------|-----------|-----------|
| Experimental | T1 | E | T2 |
| Control | T1 | - | T2 |

(Gay,2012)

Note :

T1: The same initial test in two group

E: The treatment provided with Paired Reading Strategies in the process of using the Blended Learning Method

T2: Same final exam in two groups

The research subject focuses on two classes, one class for experiments and one class for conventional. For the experimental class using Flex Blended Learning and then given the Paired Reading Strategy treatment and for the conventional class using Flipped Blended Learning. Both classes were given a pretest and posttest. The population of this study were students of Man 2 Bengkulu. Samples taken from the population randomly (random) were 110 students in the odd semester morning of the 2020-2021 school year. The researcher took a sample of 10% of the total population. Ther espondents were divided into 2 (two) groups with 16 people each, namely:

1. For the experimental class using Flex Blended Learning and then given the Paired Reading Strategy treatment.

2. For the conventional class using Flipped Blended Learning.

The program implementation technique in this research is a preliminary test, some questions would be given to determine the extent of students' reading knowledge. Meanwhile, the final test was conducted to determine their reading ability after being given treatment by the Reading subject teacher about the use of paired reading strategies. Data analysis was performed using the mean difference test technique with the SPSS (Statistical Package for the Social

Sciences) method. Data analysis was performed by calculating the test result value. If the results aim to determine whether the use of paired reading strategies has a significant effect on students' reading skills or not. The t-formula in the t-test is: assessment, namely: content, organization, vocabulary, language use, and mechanisms.

## B. Population and Sample of the Research

### 1. Population

The population in this study were all students of class XI Man 02 Bengkulu with a total of 60 students as well as 2 classes and teachers.

### 2. Sample

In this study, the sample using 16 people from the total population because not all students met the research criteria, the criteria are taken from the results of the pre-test that has been done. The sampling technique is a method or method used to determine the number and members of the sample. Each member is of course a representative population selected after being grouped based on similarity of characters. The two sampling techniques use by researcher purposive sampling, namely sampling techniques with certain considerations. Referring to quasi-experimental, whose main characteristic is not choosing random samples (random sampling) and using existing groups, before conducting

research the researcher first classifies students who want to use based on the number of existing students as many as 16 students.

## C. Research Intrument

There are two instruments used to conduct this research:

### 1. Questionnare

To determine the students' content schemata, the instrument uses questionnaire. The items of the questionnaire are constructed based on the indicators. The questions consisted of 20 items. The questionnaire represented the students' answers.True-False question is used to measure students'content schemata.

**Table 3.2**

**Descriptive Items of Students' Content Schemata Test**

| No | Indicator | Number of Items | Item Number |
|----|-----------|-----------------|-------------|
| 1 | The students are able to understand the reading content well | 5 items | 1, 2, 3,4,and 5 |
| 2 | The students are able to identify The main problem | 5 items | 6, 7, 8, 9,and 10 |
| 3 | The students are able to find out general information from the text that the students read | 5 items | 11, 12, 13,14, and 15 |
| 4 | The students are able to conclude the content of the text they read | 5 items | 16, 17, 18,19 and 20 |
| **TOTAl** | | **20 Items** | **20 Items** |

(Yeni, 2013)

## 2. Multiple Choice Test

The test is used to measure students' reading comprehension on the expository text. In teaching reading in our curriculum (K-13), if students are able to achieve goals, this means that the assessment of reading ability needs to be correlated with reading goals. Hughes (2003) there are many techniques that can assess students. Understanding but the author uses multiple choice techniques. Multiple choice technique is a technique that will be designed using four choices and the respondent chooses one based on

the question. This technique can assess students' reading comprehension. In this study, the authors gave 20 questions consisting of 10 pre-test and 10 post-test for respondents. They are based on reading comprehension indicators in operational concepts.

**Table 3.3**

**Descriptive Items of Students'**

**Reading Comprehension of Descriptive Test**

| No | Indicator | Number of Items | Item Number |
|---|---|---|---|
| 1. | The students are able to understand certain vocabulary in descriptive text. | 4 items | 5, 6, 15 and 16. |
| 2. | The students are able to state main Idea of descriptive text. | 5 items | 4, 10, 13, 17 and 20. |
| 3. | The students are able to recognize the Specific details in descriptive text. | 5 items | 1, 8, 9, 11,14 and 18. |
| 4. | The students are able to identify and conclude the events in descriptive text. | 5 items | 2, 7, 3, 12 and 20 |
| **TOTAL** | | **20 items** | **20 items** |

Test of students' reading comprehension of descriptive text consisted of 20 question items about reading comprehension of descriptive text. Every multiple choice item consisted of five answer options (a, b, c, d, and e).

### D. The Procedure of Collecting Data

1.  Pre-Test

    At the first meeting, the researcher gave a pre-test to the students. The researcher explains the topic or wrote it on the whiteboard or it can also be explaineds through technology applications because now students have not fully learned face to face. If students are deemed to have understood the topic, the researcher conveys the learning objectives at the meeting; At the end of class, students are expected to be able to write descriptive text before being given treatment.

2.  Treatment

    After getting the pre-test results, the researcher gave a paired reading treatment and divided the students into groups and then the students could discuss them together. The aim of the treatment is to help students understand the reading text, especially the descriptive text. The experimental class was taught with paired reading. First, the researcher applies a comparison:

    a)  The teacher provided an object could be draw and then asks the students to discuss it in pairs with their friends
    b)  After the teacher explained the descriptive text material
    c)  Then, the teacher would asked students to read the descriptive text based on what the students have in mind.

d) After that, the students read the text carefully and completely.

e) Then the teacher asked students to found differences between what they read before using the paired reading strategy

f) The teacher was gived opinions to students if there is a discrepancy.

3. Post-Test

The post-test given to students after the treatment carried out using the fast reading teaching technique of the students' reading ability. Similar to the pre-test, the researcher provided conclusions about paired reading strategy with descriptive text. the post test is the final evaluation when the material taught that day has been given in which a facilitator gives a post test with the intention of whether the participants understand and understand the material that has just been given that day. The benefit of holding this post test is to get an idea of the abilities achieved after the delivery of the lesson ends. The results of this post test are compared with the results of the pre-test that has been carried out so that it was be known how far the effects or effects of the teaching have been carried out, as well as at the same time it could be seen which parts of the teaching materials are still not understood by most of the participants.

E. **Validity of Test and Reliability of Test**

1. **Test Validity**

In this study, one of the main criteria that was used to research the results is validity. Validity is the level of accuracy between the data that occurs in

the research object and the force that can be reported by the researchers. Actually, the thing that should be valid is the instrument in the research. There are several conditions or aspects of validity that must be checked stating whether one of the test instruments is valid or not. This validity test will be conducted by asking for expert judgement, namely, two validators where the validator is IAIN Bengkulu English lecturer and English subject teacher MAN 2 Bengkulu city. SPSS program version 22 would be used to test validity, using product moment formula (Arikunto, 2010) formula can be seen as follows:

$$rxy = \frac{N\sum XY - (\sum X)\sum Y)}{\sqrt{(N\sum x^2 - (\sum X)^2)(N\sum y^2 - (\sum y)^2)}}$$

Where : N    : Number of Samples

$\sum X$    : Score item

$\sum Y$    : Total scores

$r_{xy}$    : Correlation coefficient

2. **Test Reliability**

The reliability test in the instrument aims to determine the extent to which it can be trusted as a measuring instrument. The degree of consistency of an instrument is reliability (Arifin, 2011, p. 248). Reality with regard to the question, whether an instrument can be believe in accordance with the criteria that have been set. If an instrument is retested in a different time with the same group will produce the same test results. The reliability test was calculated using SPSS version 22. The wrote would use the Alpha formula.

$$a = \frac{K}{K-1} + \left(1 - \frac{\sum S_i^2}{S_x^2}\right)$$

Where    : $a$    : Coefficient describing the degree of reliability test

         K    : Number of question items

         $S_i^2$    : Variance of each question item

         $S_x^2$    : Total variance of the test

## F. Technique of Analysis Data

After the the researcher collected pre-test and post-test data. The researcher was compare the score results from pre-test and post-test. Then, the data was analyzed and determined by statistical calculation of t-test formula by 5% significance level and get score. The T test in this study was used to test the results of the average score difference between experimental and controlled classes, whether there would be significant differences or not. In addition, the score obtained was the difference between the pre-test and post-test scores of each experimental and controlled group class. Gain scores are used to determined the increase or decrease in score and to determine the effectiveness of the application used. However, before the hypothesis test it is necessary to analyzed the prerequisite test first, namely the distribution of normality tests and homogeneity tests.

## 1. Normality Test

Normality tests was used to determine whether data collection from experimental and controlled classes is usually distributed or not. This

normality test was conducted using IBM SPSS Statistic Version 22 which has the following requirements: if the normality test result is more than > 0.05, it can be categorized that the data distribution is normal, but if the result score is less than < 0.05, the data distribution is not normal (Sujarweni and Endrayanto, 2012) using the following formula is used to know the normality of the data :

$$X^2 = \frac{(fi - fh)^2}{fh}$$

Symbols Explanation:

X 2 = Chi Square test

fh = Expected Value

fi = Observed Value

Normality test has two criteria, which are:

a) If Ltable > Lobserve, then the data distribution is normal

b) If Ltable < Lobserve, then the data distribution is not normal

2. **Homogeneity Test**

After getting the results of the normality test, the next step that the researcher took was calculating the homogeneity of the data. The homogeneity test is used to determine whether the data in the two classes are homogeneous or not. This test was also carried out using the IBM SPSS Statistic Version 22 which has data homogeneity with a significant level of more than $\alpha = 0.05$.

$$F = \frac{\text{The biggest varians}}{\text{The smallest varians}}$$

3. **T-test**

The t-test is the process of analyzing data to determine the significant difference between students Reading Skill using Paired Reading strategies that are integrated with the use of Paired Reading Strategy and students' Reading Skill without using the paired reading strategy. The t-test to be used in this study is the Independent Sample T test with a two-party significance test using IBM SPSS Statistic Version 22. If the Sig. (2-tail)> sig α = 0.05 (5%), then the null hypothesis is accepted. But, if Sig. (2- tail) <sig α = 0.05 (5%), then the alternative hypothesis is accepted with the following formula:

t_0 = (M_1- M_2) / 〖SE〗_(M1-M2)

Where:

T0 = Value "t observe"

M1 = Average difference in experimental classes

M2 = Mean controlled class differences

SEM1 = Experiment class standard error

SEM2 = Class standard error controlled

G. **The Statistical Hypothesis**

According to Kothari (2004) a hypothesis means a mere assumption or an assumption to be proven or disproved. This research hypothesis can be used to find out and draw research conclusions. The hypothesis is formulated with the assumption of the following t-test results:

1. Alternative Hypothesis (Ha): There is an effect of using the Paired Reading strategy on students' reading skills or if the p-value <sig score $\alpha$ = 0.05 (5%). This means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

2. Hypothesis Zero (Ho): There is no effect of using Paired Reading Strategy integrated with blended learning on students' reading skills or if p-value> sig $\alpha$ = 0.05 (5%). This means that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

# CHAPTER IV

## RESULT AND DISCUSSION

This chapter presents the results of the experiments that have been carried out, this chapter contains the results and discussion.

### A. Research Results

In this chapter, the results and discussion of the research are presented in the form of tables, graphs, and (written) narratives. The results showed that paired reading strategy can increase students reading skills at MAN 2 Bengkulu. This study was also conducted to determine whether there was a significant difference in students' reading ability between the experimental class which was taught by using a paired reading strategy and the control class which was not taught by using a paired reading strategy or using conventional techniques. After the data was collected, the data was analyzed using SPSS version 22 software

### 1. Learning Outcomes of Reading Ability

This section explains and analyzes the learning outcomes before and after using the paired reading strategy. Pre-test and post-test were given to students in the experimental group and the control group. The pre-test was given to the students before the paired reading strategy was carried out and the post-test was given at the end of the experiment after the paired reading strategy was carried out.

## a. The Description of Pre-test Score and Post-test Score in the Experimental Group

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PreTest Experimen | 16 | 25,71 | 54,28 | 39,4606 | 8,02841 |
| PostTest Experimen | 16 | 65,71 | 97,14 | 82,6037 | 8,39044 |
| PreTest Control | 16 | 22,85 | 48,87 | 34,5319 | 7,59712 |
| PostTest Control | 16 | 65,71 | 82,85 | 74,2819 | 5,32038 |
| Valid N (listwise) | 16 |  |  |  |  |

**Tabel 4.1**

**The Description of Pre-test Score and Post-test Score in the Experimental group.**

Based on the table above, it can be seen that the description of learning outcomes in the experimental class using a sample (N) of 16 students, the lowest experimental pre-test score was 25.71 and the highest score was 54.28 so that the average score was 39.4606, and Post-Test Experiment the lowest is 65.71 and the highest value is 97.14, so the average is 82.6037.

While the lowest Pre-Test Control value is 22.85 and the highest value is 48.87, so the average value is 34.5319, and the lowest Post-Test Control is 65.71 and the highest value is 82.85, so the average value is 74.2819.
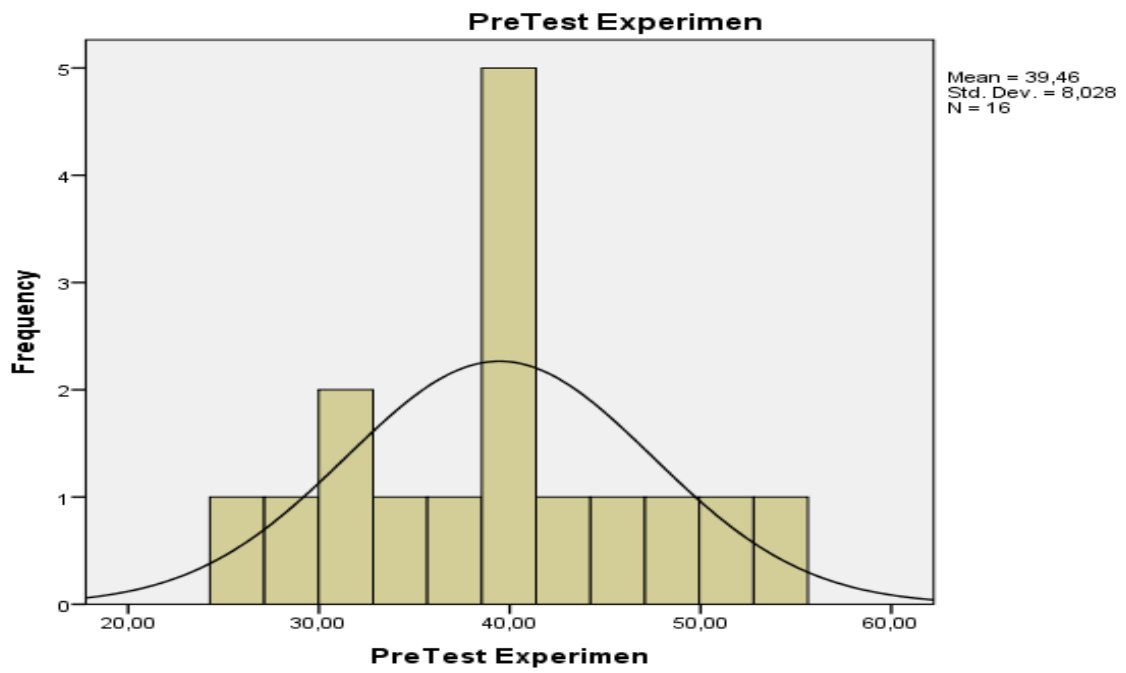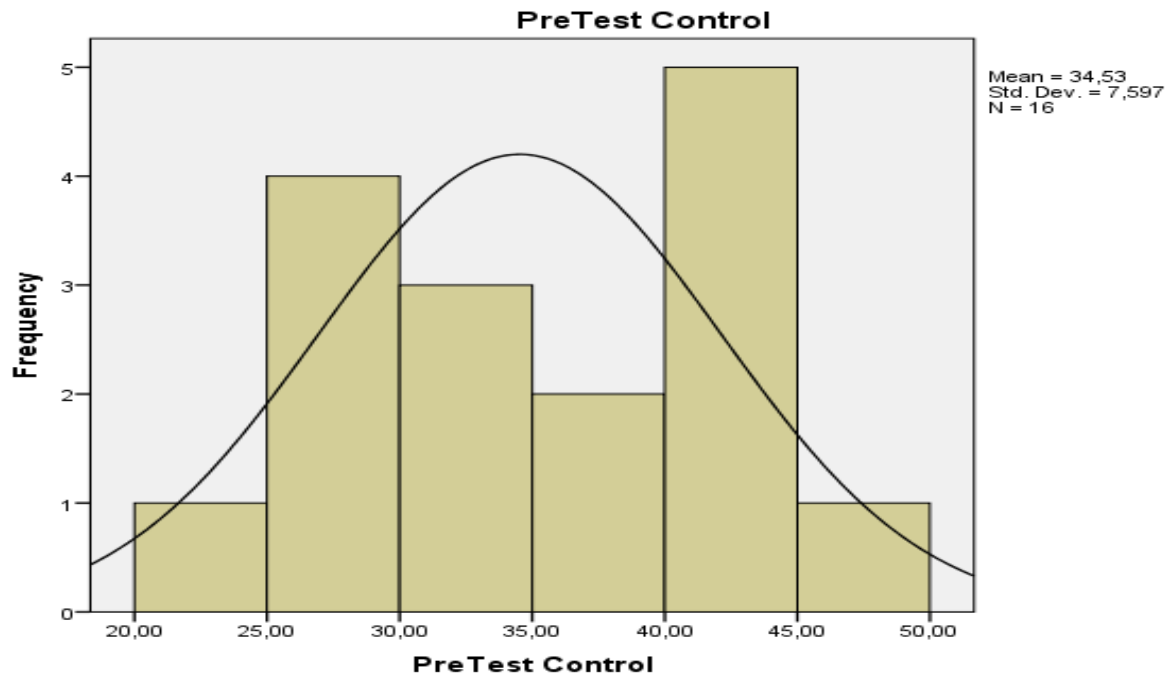
**Figure 4.1**

**Graph of Student Learning Results Pre-Test Experiment Class**
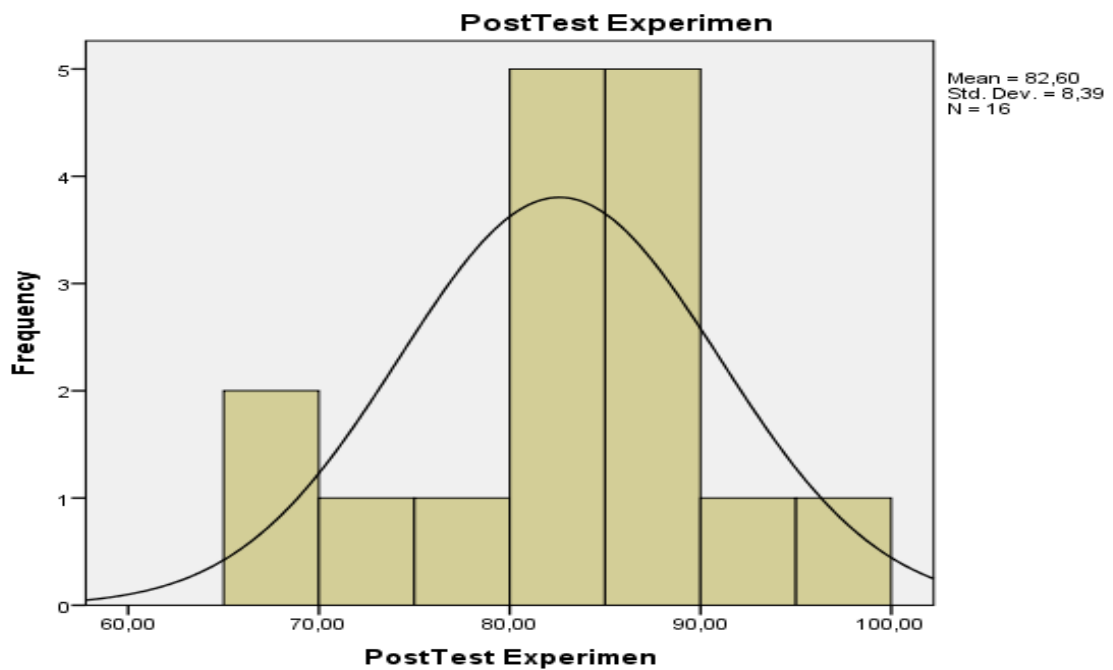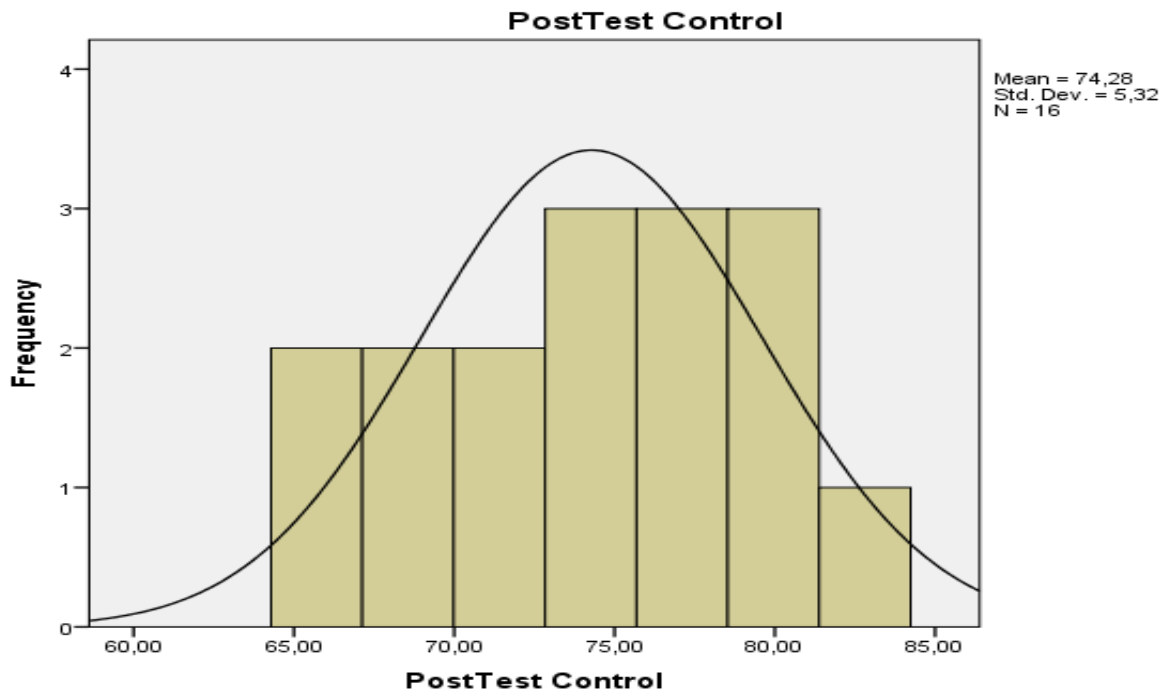
**Figure 4.2**

**Graph of Student Learning Results Post-Test Experiment Class**



Figure: PreTest Control histogram (Mean = 34,53; Std. Dev. = 7,597; N = 16)

**Figure 4.3**

**Graph of Student Learning Results Pre-Test Control Class**

**Figure 4.4**

**Graph of Student Learning Results Post-Test Control Class**

Based on Figures 4.1, 4.2, 4.3, 4.4, the post-test experimental class students' learning outcomes were higher than the pre-test scores. This means that there is an increase in students' reading ability by using a paired reading strategy at MAN 2 Bengkulu.

2. **Normality Test Data**

The normality test of the data must be measured before analyzing the data to find out whether the data is normally distributed or not. A group of data is said to be normally distributed if the significance value is $> 0.05$. If the significance value $< 0.05$ then the data is not normally distributed. To

determine the normality of the data using the Shapiro-Wilk test because the

data used is less than 50 data.

**Table 4.2**

**Tests of Normality**

| | Kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Hasil Belajar Siswa | Pre-Test Experiment | ,161 | 16 | ,200[*] | ,968 | 16 | ,7? |
| | Post-Test Experiment | ,137 | 16 | ,200[*] | ,967 | 16 | ,7? |
| | Pre-Test Control | ,139 | 16 | ,200[*] | ,955 | 16 | ,5? |
| | Post-Test Control | ,142 | 16 | ,200[*] | ,946 | 16 | ,4? |

Based on the table above, the Shapiro-Wilk test of student learning outcomes of

Pre-Test Experiment, Post-Test Experiment, Pre-Test Control and Post-Test Control

showed significant results above > 0.05, which means the data is normal.

### 3. Homogenity Test Data

**Table 4.3**

**Test of Homogeneity of Variances**

**Homogeneity Table**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Based on Mean | 1,625 | 1 | 30 | ,212 |
| | Based on Median | 1,490 | 1 | 30 | ,232 |
| | Based on Median and with adjusted df | 1,490 | 1 | 23,087 | ,235 |
| | Based on trimmed mean | 1,552 | 1 | 30 | ,222 |

The basis for decision making in the homogeneity test, namely:

1. If the significance value (sig) based on mean > 0.05, then the data is homogeneity.

2. If the significance value (sig) on the basis on mean <0.05 then the research data is not homogeneity.

From the data above we can conclude that the significant value above > 0.05 means the data is homogeneity.

**4. T-Test**

The basis for decision making in the T-Test are:

1. If the significance value (2-tailed) < 0.05, then Ho is rejected and Ha is accepted.

2. If the significance value (2-tailed) > 0.05, then Ho is accepted and Ha is rejected

**Table 4.4**

**T-test Table**

|  | Model Pembelajaran | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Flex Blended Learning | 16 | 39,4606 | 8,02841 | 2,00710 |
|  | Fliped Blended Leaning | 16 | 34,5319 | 7,59712 | 1,89928 |

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Hasil Belajar Siswa | Equal variances assumed | ,034 | ,855 | 1,784 | 30 | ,085 | 4,92875 | 2,76328 | -,71462 | 10,57212 |
| | Equal variances not assumed | | | 1,784 | 29,909 | ,085 | 4,92875 | 2,76328 | -,71534 | 10,57284 |

Based on the table above, it is found that the average difference in post-test reading skills between the experimental group and the control group. From the table, it is known that the t-test value is 1.784 with a significance value of .855. Because the significance value is <0.05, the researcher's hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This means that there is a significant effect of using flex blended learning using paired reading strategy on reading skills at MAN 2 Bengkulu.

## B. Discussion

Students learning outcomes in the experimental group and the control group have almost the same reading ability. This can be seen from the results of the pre-test learning before the paired reading strategy was applied with the average pre-test score for the experimental class was 54.28 and the average score for the control class was 48.87. Based on the results of statistical tests on student learning outcomes in the experimental class, it is known that there is a significant effect of paired reading strategy in the experimental group on reading skills at MAN 2 Bengkulu, and the results of statistical tests on student learning outcomes in the control class show the same results, namely there is a significant effect. significantly with conventional techniques in the control group on reading skills at MAN 2 Bengkulu.

However, from the results of the average increase in student learning outcomes in the experimental class, it is much higher or significant from the average pre-test result of 97.14 to the post-test of 82.85 while the average control class result from the pre-test is 65. .71 to post-test 65.71. It can be seen that the increase in the value of the experimental class learning outcomes with the application of the paired reading strategy is much greater in increasing the student learning outcomes compared to the control class. This is supported by the results of the independent sample test to determine the average comparison of student learning outcomes between the experimental class and the control class. It was found that there was a significant effect of paired reading strategy on reading skills at MAN 2 Bengkulu.

There is a difference in the average student learning outcomes in the experimental class and the control class due to differences in treatment during the learning process. The learning process of students in the control class uses learning with conventional reading techniques where students are given material with reading techniques as usual (conventional). Meanwhile, the students' learning process in the experimental class uses paired reading strategy, where in this strategy there is a way to read together with their friends and they can discuss together. The use of paired reading strategy in the experimental class causes students to be more motivated and interested in reading. In addition, students can also exchange ideas to be able to understand the meaning of the books they read compared to the control class that does not use staretgy.

The use of paired reading strategy in the experimental class causes students to be more motivated and interested in reading. In addition, students can also carry out reading activities by being able to discuss directly with their friends, where students feel more comfortable and can exchange ideas, this is indicated by the acquisition of better learning outcomes compared to the control class that does not use learning media.

In the application of paired reading strategy, students are trained to be able to provide ideas, information that they get and then they discuss with each other. The students looked enthusiastic and interested in the implementation of this paired reading strategy. However, in practice the researcher also found several obstacles, such as there were still some students who did not want to work together, making it difficult for their friends. This condition is natural,

what can be done is to motivate the child. While in the control class, learning is done using conventional techniques. In this method, students look more passive in learning. Almost all activities are held by the teacher.

In learning with conventional techniques, the teacher provides more explanations, and conveys a lot of material. While students are more silent, sitting quietly while listening to the teacher's explanation. This learning seems monotonous and boring because only the teacher is actively involved while the students are not involved in it so that students do not get direct experience in learning. This conventional learning is also easier to cause noise and class conditions that are not conducive because many students prefer to chat with their classmates rather than listen to the teacher's explanation in front of the class. This greatly affects student learning outcomes in class, paired reading is a strategy that was developed to make students feel more comfortable when studying they can exchange information with their friends and then can discuss about lessons, with this strategy students can make difficult lessons easier

The results of this study are in line with research conducted by Neni Triana (2019) Application Of Paired Reading/Paired Sumarizzing Strategy To Improve Text Reading Ability In Vocational School Students Of Abdurrab Pekanbaru. The total sample was 64 students who were divided into two classes, as experimental and control class. In ready ability pre-test reading ability the result showed 68.8% students were in bad category from both experimental and control classes. After conducting an experiment using the Paired Reading / Paired Summarizing learning method with the same teaching material, 12

students (35.3%) were obtained in the good category and 10 students (29.4%) in the very good category from experimental class, while the control class contained only 4 students (11.8%) and 2 students (5.9%) with the same category. The research can be concluded that using Paired Reading/Paired Summarizing on occasional student of Abdurrab Pekanbaru can increase the reading comprehension of student ability.

Another study conducted by Haeril Lumuan (2020) Application Of Paired Reading Models In Increasing Reading Comprehension Ability On Report Text Students Of SMAN 1 Class XI MIA Peling Central Banggai Islands. This study involved all XI MIA students, amounting to 35 students. This research was conducted in 2 cycles with two meetings in each cycle. Each silkus consists of four stages, namely: planning, implementing, observing, and reflecting. The results of the test showed that there was a significant increase, namely 55.8% of students completed in the first cycle to 97.05% of students completed in the second cycle. Furthermore, the learning atmosphere becomes more fun and attractive for students during learning. So it can be concluded that the paired reading model can improve reading comprehension skills, especially text reports for class XI students MIA SMAN 1 Peling Tengah, Banggai Islands Regency.

# CHAPTER V

## CONCLUSIONS AND SUGGESTIONS

This chapter draws conclusions from this research and provides some suggestions for all those who are directly related to Paired Reading Strategy research: Teacher, Students, School and Further Researchers

### A. Conclusions

Based on the results of the research and discussion described in the previous chapter, it can be concluded that there is a significant effect of paired reading strategy on reading skills at MAN 2 Bengkulu. it can be seen that the description of learning outcomes in the experimental class using a sample (N) of 16 students, the lowest experimental pre-test score was 25.71 and the highest score was 54.28 so that the average score was 39.4606, and Post-Test Experiment the lowest is 65.71 and the highest value is 97.14, so the average is 82.6037. While the lowest Pre-Test Control value is 22.85 and the highest value is 48.87, so the average value is 34.5319, and the lowest Post-Test Control is 65.71 and the highest value is 82.85, so the average value is 74.2819. It can be seen that the increase in the value of learning outcomes in the experimental class with the application of the paired reading strategy is much greater in increasing the value of student learning outcomes compared to the control class.

### B. Suggestions

Based on the results of the research, discussion and conclusions described above, the researchers provide the following suggestions:

1) It is recommended for teachers to use a paired reading strategy to help the learning process in class because with this strategy students will be more enthusiastic because they can discuss directly with their friends.

2) It is recommended to students if the teacher uses a paired reading strategy not to cheat because the purpose of the paired reading strategy is to make children not feel bored if they have to study alone, students can discuss together.

3) It is recommended for schools to be able to provide references for learning strategies because during the COVID-19 pandemic, schools must be smart in finding alternative learning systems so that students are enthusiastic about learning, one strategy that can be used is the paired reading strategy, this strategy is very suitable to be used during this covid 19 pandemic because students can study together with their parents or with their siblings when at home and when at school they can study together with friends.

4) It is recommended for further researchers, I highly recommend for friends who will do research later to try references using this paired reading strategy because whatever type of research will be carried out, I only hope that the research I have done can be useful for further research.

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APPENDICES

**Appendices 1 Questionere Multiple choice**

**Multiple Choices Test Instrument to investigate Reading Problems at MAN 02 Bengkulu**

Angkor Wat faces a Hindu temple, a man from a Buddhist temple charged in Cambodia. This is the largest monument in the world. This temple was built by the Khmer King, Suryawarman II in the early 20th century in Yosadapura, the capital or Khmer as a late Muslim temple. This is good for Vishnu. It is designed to represent the Khmer Meru, a design frame in Hindu mythology inside the mouth and has an outer wall that is 3 to 7 km long. It has three rectangular galleries darting about the neck. In the center of the temple stands the Queen Cap of Tower.

1. What is the monologue about?

    A. The gallery complex.

    B. Buddhist mythology.

    C. Cambodia.

    D. The Khmer Empire.

    E. Angkor Wat.

2. In the 12th century, which empire was strong enough to build the largest temple in the world?

    A. Old Empire.

    B. Yosadapura Empire.

    C. Meru Empire.

    D. Kingdom of Kings.

    E. Khmer Empire.

Translation of Descriptive Text of Historical Places and Tourist Attractions 2

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the most crowded cities in the world. Beautiful parks and gardens can be found all over Paris. At night, many palaces and statues are lit. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This massive structure

has become a symbol of Paris. D'Louvre, one of the largest art museums in the world which attracts a large number of visitors. Notre Dame Cathedral, a famous church, is another favorite place to visit.

3. What is the monologue about?

   A. Paris

   B. Louvre

   C. Notre Dame

   D. A bustling city

   E. The city of light

4. What is the symbol of the city of Paris?

   A. Louvre

   B. Cathedral

   C. Eiffel Tower

   D. Beautiful garden

   E. The structure of the lamp

Translation of Descriptive Text of Historical Places and Tourist Attractions 3

This museum is located in Ambarawa in Central Java. The Musseum focuses on a collection of steam locomotives. Ambarawa was a military town during the Dutch colonial rule. King Willem I ordered the construction of a new train station to allow the government to transport its troops to Semarang. On May 21, 1873, the Ambarawa railway station was built on 100,027,500 square meters lanD. At that time it was known as Willem I station. The Ambarawa railway museum was founded much later on October 16, 1976 at Ambarawa station to preserve steam locomotives. They come at the end of their useful life when a 3 foot 6 inch railway or Indonesian state rail or State Railroad Company is just around the corner. The steam locomotive is parked in the open air next to the original station.

5. What was Ambarawa called during Dutch colonial rule?

   A. Military city

   B. Railway museum,

C. New railway city,

D. King Willem I station.

E. steam locomotive station.

6. Why was the Ambarawa Railway Museum founded?

A. Build a new railway museum.

B. To transport government troops.

C. To preserve the steam locomotive

D. To build a new government station.

E. To park the locomotive at the origin station,

Translations of Descriptive Texts of Historical Places and Tourist Attractions 3

On the banks of Chao Phraya, Bangkok's "King's River", lies a hotel that has set a new standard of hospitality for this celebrated city. Set in exquisite tropical gardens, Shangri-La Bangkok provides guests with all the charm and warmth of an orientation and, at the same time, an unmatched range of leisure facilities and activities. There is a choice of 12 incredible settings in which to wine and dine, a large free swimming pool overlooking the river, conventoin and meeting facilities for 2,000 people, and a 24 hour business center.

And, from every guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fairy tale "River of Kings". One would expect a hotel that is fully equipped and located very close to the city center but, the Shangri-La Bangkok busness district and main areas are only a few minutes away. For more than 200 years, the granduer of Bangkok has been in the waters of Chao PhrayA. Today, Bangkok's Shangri-La looms beside this majestic river, offering promises of gold from the East.

7. For how many meeting facilities are available?

A. 5000 people.

B. 4000 people.

C. 2000 people.

D. 1000 people.

E. 500 people.

8. This text focuses primarily on…

A. Majesty Bangkok.

B. "River Kings" in Bangkok.

C. Chao Praya Water.

D. The majestic river in Bangkok.

E. Shangri-La Bangkok.

Descriptive Text Translation of Historical Places and Tourist Attractions 4

Losari Beach is a beautiful beach located on the outskirts of Makassar city. It is located only about 3 km from the city center of Makassar (Karebosi Park). This beach used to be the longest café in Asia, as many cafes stood along the coast, but now the cafes are gathered in special places so that they do not spread along the coast. The charm of the beach is especially noticeable at night when the sunset stands out. This is the main attraction of people who come to Losari beach. Every night hundreds of people come to watch the red panorama as the sun will disappear into the sea, so don't watch the sun set on Losari beach. If the sky is clear, the view is absolutely perfect. Because of its location in the bay, Losari water is often as quiet as ordinary pool water.

Losari is a beach in Makassar. The length of the beach is about one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called Pelataran Bahari (Taman Laut), with a semicircular area of almost one hectare. It is a plaza with clean floors for children to play and run around, while parents and teenagers sit on concrete benches to enjoy the sea view. From here, you are also free to look out over the sea and watch the sunset slowly turn reddish on the horizon line. The reflected light also creates a sparkle on the surface of the sea water. Pelataran Bahari also functions as an open water stadium to watch the waters in front of Losari beach. This coastal water is often used as a horse racing jet ski, traditional jolloro katinting boat and boat races, or as a transit point for relying on traditional Sandeq sailboats and yachts.

There are also several hotels in Losari. Some of them qualify as tree star hotels. This hotel offers a beautiful panoramic view of the sea with luxurious services. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All hotels are located on Entertainer Street.

9. What is the main idea of the text?

   A. Losari Beach is a terrible place.

   B. Losari Beach is a great place to visit.

   C. Nobody visits Losari beach.

   D. The number of visitors at the Pantai Gapura Hotel.

   E. No one stays at the Losari Beach Inn.

10. How many hotels did the author mention?

   A. Six hotels.

   B. Five hotels.

   C. Four hotels.

   D. Three hotels.

   E. Two hotels.

11. Where is Losari beach?

   A. Somewhere in Makassar City.

   B. Place it on the Way of the Comforter.

   C. Near Makassar City.

   D. Far from Losari Beach Inn.

   E. Located only about 3 km from the city center of Makassar (Karebosi Park).

Translation of Descriptive Text of Historical Places and Tourist Attractions 5

The Shard is an 87-storey skyscraper located in the heart of London. These are known as broken glass. Construction began in 2009 and was completed three years later in 2012, the tallest building in Western Europe. The Shart is the UK's second freestanding structure. The exterior is called 11,000 panes of glass - which is the equivalent of eight football fields or two and a half Trafalgar Squares.

The building was developed to have multiple uses, being presented on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on a plank found on the 72nd floor towards the end of construction.

12. What is the text about?

    A. Renzo Piano Architect

    B. The Shard glass panel

    C. The Shard, London building

    D. The tallest building in London

    E. Heart of London

13. In Europe, Shard gained popularity because ...

    A. Location

    B. Function

    C. High

    D. Age

    E. Usage

14. What might attract people to remain on the Shard?

    A. Has many uses

    B. Is the tallest building in England

    C. Built by a famous architect

    D. Located in the heart of London

    E. Very cheap

15. "..., making it the tallest building in Western Europe." What is meant by the "underlined" word?

    A. Fractions

    B. Glass

    C. London

    D. Skyscrapers

    E. Renzo Piano

Kediri is the name of a city. The city is located in a valley between the Kelud and Willis mountains and is inhabited by around 1.3 million people. In the city center there is a large hill called Mount Dathok. Due to the topography of the area, Kediri is called a cool city by the locals. There is a large river called Brantas which cuts through the city center. Apart from temples, Kediri is also famous for its products such as cigarettes and a kind of tofu or curD beans. This highly nutritious food is a typical Kediri food and has a distinctive taste. Cigarette factories dominate the urban economy and the female workforce. Kediri and the cigarette factory cannot fulfill and maintain the largest cigarette factory in Indonesia. Most of the local people work in this factory. Those who don't work here are farmers or traders.

16. What does the text above tell us?

   A. History of Kediri

   B. Famous Kediri Products

   C. Overview of Kediri

   D. Residents

   E. 1.3 million inhabitants

17. Which one has a special taste?

   A. Cigarettes

   B. Special foods

   C. Tofu beans

   D. Highly nutritious food

   E. Know

18. "Those who do not work here ..." (last sentence). The word "that" refers to….

   A. Local residents

   B. Factory workers

   C. Farmers

   D. Traders

E. Female labor

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

19. What does the above text tell about?

    A. The history of Kediri

    B. The famous products of Kediri

    C. The description of Kediri

    D. The people

    E. The famous place in Kediri

20. Which one has a distinctive taste?

    A. The cigarette

    B. The special food

    C. The bean curd

    D. The highly nutritious food

    E. Habit people

(Source by topping, 2014)

**RESEARCH DOCUMENTATION IN CLASS**

**Appendices 2**



**Appendices 3**

**Appendices 4**

**Appendices 5**

**Appendices 6**