

**THE EFFECT OF THE BLENDED LEARNING  
IMPLEMENTATION ON STUDENTS' LEARNING  
ACHIEVEMENT IN READING SKILL**

**THESIS**

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

**In English Education Study Program Tarbiyah and Tadris Faculty**

**UIN Fatmawati Sukarno Bengkulu**



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**MOTTO**

**“Be happy with what you have, while working for what you want”**

**-Hellen Keller-**

**“Try as best you can, in the end just leave it to your god”**

**-Viona Rosalita –**

**“Fall down six times, get up seven”**

**-Unknown-**

## **DEDICATION**

Praise the presence of Allah SWT for all his gifts, this thesis is dedicated to:

1. Allah SWT as the only one of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongest, and patient in finishing the thesis.
2. Both of my first love, especially my parents, Mr. Ridwan and Mrs. Rumi Hartati. Thank you very much for support and love that never ends. I love you to the moon and back. You are my everything.
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8. All members of English Department (TBI A) 2017.

## PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “The effect of the Blended Learning Implementation on students’ learning Achievement in Reading Skill” 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 and academic degree.

Bengkulu, January 2022



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6. All English lecturers and administration staffs of UIN Bengkulu.
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Bengkulu, 2022

The Researcher

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## ABSTRACT

**Viona Rosalita. 2021. *The effect of the Blended Learning Implementation on Students' Learning Achievement in Reading Skill*. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty, State Islamic University Fatmawati Soekarno Bengkulu.**

**Advisor: 1. Dr. H. Ali Akbarjono, M.Pd**

**2. Anita, M.Hum**

The purpose of this study was to determine whether there was an effect of the Blended Learning Implementation on students Learning Achievement in Reading Skill. The writer decided the number of samples was 32 SMKN 5 students in Bengkulu city to be used as samples in this study. This study used a quasi-experimental time-series design to collect research data using pre-test and post-test. The value of the post-test was 75,03 which was higher than the average value of the pre-test that was 62,97. It is understood that the Blended Learning method has a significance effect of the students' achievement in Reading Skill. Between students after being given the treatment of Blended Learning Method in Reading Skill and have not been given treatment.

**Keywords: Blended Learning, Students Achievement, Reading Skill.**

## ABSTRAK

**Viona Rosalita. 2021. *Pengaruh Pembelajaran Campuran Terhadap Prestasi Belajar Siswa Dalam Meningkatkan Kemampuan Membaca*. Tesis. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Universitas Islam Negeri Fatmawati Soekarno Bengkulu.**

**Pembimbing: 1. Dr. H. Ali Akbarjono, M.Pd**

**2. Anita, M.Hum**

Tujuan penelitian ini adalah untuk mengetahui ada tidaknya pengaruh Penerapan Blended Learning terhadap Prestasi Belajar Siswa pada Keterampilan Membaca. Penulis memutuskan jumlah sampel adalah 32 siswa SMKN 5 di kota Bengkulu untuk dijadikan sampel dalam penelitian ini. Penelitian ini menggunakan desain quasi-experimental time-series untuk pengumpulan data penelitian menggunakan pre-test dan post-test. Nilai post-test sebesar 75,03 lebih tinggi dari nilai rata-rata pre-test yaitu 62,97. Maka ini berarti bahwa metode Blended Learning mempunyai pengaruh yang signifikan terhadap peningkatan prestasi belajar siswa dalam keterampilan membaca antara siswa setelah diberikan perlakuan Blended Learning method dalam kemampuan membaca dan sebelum diberikan perlakuan.

**Kata Kunci: Pembelajaran Campuran, Prestasi Belajar Siswa, Kemampuan Membaca.**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

The development of information and communication technology has an impact on the world of education in Indonesia, especially in the learning process, especially in English lessons. One indication of this phenomenon is a shift in the learning process where interactions between educators and students are not only carried out through face-to-face relationships but are also carried out with communication media such as computers, the internet, and so on. The learning model that is increasingly popular today is Blended Learning, which is a learning model that combines face-to-face learning in the classroom with online learning. Blended Learning is a learning approach that combines the advantages of face-to-face learning and e-learning. In face-to-face learning, students can meet directly with educators. Therefore, social interaction can still occur in the classroom where students still need guidance in learning.

Students can interact with educators and friends so that students will immediately get feedback from their learning outcomes. In English lessons, there are 4 skills that must be mastered, one of which is reading. Reading has an important role in learning. By reading we can get a lot of information. Can develop inside and outside the classroom (Harmer: 1991). According to Gray in (Tarigan: 1957), reading is also the most important component in the

learning process and social interaction because reading is a communication tool in civilized society, meaning that reading skills are needed by students. Students to face both local and national English exams which are tested in written form, so that teaching reading must be learned from an early age from kindergarten to higher education. According to (Snow: 2002), reading comprehension is a process of simultaneously extracting and constructing meaning through interaction and engagement with written language. (Nunan :2003) adds that to understand the text, readers must mix the information they have. get from the text and their prior knowledge. If they have good understanding in a text, they will understand the text easily.

Based on the K13 curriculum, students studying in class XI SMK are expected to be able to understand the social function, text structure, and sentence structure of spoken and written transactional interaction texts in several types of English texts, such as recount text, description text, procedure text, narrative text, etc. Students' understanding of the text can be seen by answering several questions after reading the text. Even though English has been studied by students since they were in elementary school, they still have difficulty in understanding English texts. (Suryanto : 2017) shows that several factors in teaching and reading faced in Indonesia are influenced by students and teachers themselves. First, students lack reading strategies so they become passive in the teaching and learning process. The second factor comes from the English teacher, the English teacher does not provide a good example of using English because they are not active English users in the community. This is

influenced when students see their teacher being passive, they tend to follow him. Third, the strategies used by English teachers are less attractive to students and technology is not yet fully available in all regions in Indonesia. The last factor is the limited time allocation for learning to read in Indonesia.

In fact, some students at SMKN 5 Bengkulu have difficulty understanding English texts, they also become passive because they are not used to speaking English, plus during this pandemic, they have a bit of difficulty in understanding the material given by the teacher, especially when studying online, so that student achievement can decrease.

To overcome the problems above, several methods or strategies are needed to improve student achievement in reading skills, the Blended Learning method is one of the most effective ways to solve problems. Blended learning is a conventional learning model that is supported by an e-learning based learning model so that the learning process can run optimally because of the advantages of the two models so that it can complement each of the weaknesses of the two models. With the blended learning method, teachers and students can gradually adapt to advances in educational technology but are still supported by the usual method, namely face-to-face, as previously explained that in the blended learning method there are two main components, namely teaching conventional way (face to face) and through e-learning media. Blended learning methods offer the possibility to benefit from classrooms that support direct interaction and the flexibility of online learning.

Therefore, they need a good method in the learning process. Students must know, understand and try to learn the methods that are suitable for them to be more effective, when a student has high motivation and good learning strategies in learning English, he will feel interested and enjoy learning English. This will improve students' English learning achievement. On the other hand, students who do not have high motivation and good strategies in learning English will become lazy and find it difficult to learn English.

Based on the pre-observation conducted by a writer on Monday, April 16, 2021. The writer was able to collect data at SMKN 5 Bengkulu. The writer observed student of the eleventh grade during the learning process, with identified problems including: First, students have difficulty understanding words, phrases and sentences in English. second, students are not enthusiastic in asking and giving opinions. third, the teacher gives the reading text then asks students to read and translate difficult words and answer questions.

The writer also conducts the interviews with the students of SMKN 5 Bengkulu, the students claimed that the problem faced during learning in the pandemic was that students became passive when learning online class, in other words they were more active during face-to-face or offline class because they could interact directly with the teacher and better understand the material presented while their class was online a little bit difficult to understand the material.

Based on the reasons that have been described above, here the writer raises the title of the thesis “**THE EFFECT OF THE BLENDED LEARNING IMPLEMENTATION ON STUDENTS LEARNING ACHIEVEMENT IN READING SKILL**”

## **B. Identification of Problem**

Based on the background of the problem there are several problems, namely:

- a. Students have difficulties to learn English subject, especially in reading skill.
- b. Teacher strategies are considered boring by students so that students are less interested in the material presented by the teacher.
- c. Lack of teacher’s knowledge about concept of the blended learning.

## **C. Limitation of the Research**

Seeing the many problems identified by research resources, the writer focuses on the application of blended learning to student achievement such as application, its effect on student achievement and the benefits of implementing the blended learning method.

## **D. Research Questions**

The formulation of the problem in this study:

1. Is there any significant effect of students’ achievement in reading skill on the blended learning implementation?

## **E. The Objectives of the Research**

Related to the research problems above, the research objectives are

1. To find out how far the student's learning achievement has improved in the English class of AKL 1 after applying the blended learning method.

#### **F. The Significance of the Study**

The significance which are expected from this research are as follows:

1. The English teacher can improve the students' achievement in teaching reading skill especially about recount text and can be implemented through the blended learning method.
2. The students can improve their achievement in reading skill especially about the recount text.
3. Other researcher, to inspire other topics research especially relevant to the ability in reading skill.

#### **G. Operational definition**

##### **A. Blended Learning**

Singh (2003) blended learning is one of the forms of e-learning in which e-learning is integrated into traditional classroom learning, using a computer, intranet or smart classroom, where the teacher meets the student face-to-face and interaction between students and teachers is built into the course design it arose as a natural development of programmed and electronic learning. blended learning as a new learning strategy that blends traditional learning in its various forms and e-learning in its various models, in order to increase student learning achievement in reading skill.

##### **B. Students Learning Achievement in Reading skill**

Hornby (1995) stated that achievement is a thing done successfully, especially with effort and skill. This definition shows that achievement is considered as the score gained by the students in certain skills for example in learning language. The skills of reading, writing, speaking, etc. Achievement is something accomplished successfully, especially by means of exertion, skill, practice, or perseverance. It is related to the ability gotten by someone after he or she learned the knowledge of certain skill. Reading has a fundamental effect on the development of imagination thus, it can have a strong influence on emotional and moral development as well as verbal intelligence. The more we read, the more information we get. Our knowledge will increase from the reading process so that good skills are needed in understanding texts and can also increase achievement in learning.

## CHAPTER II

### LITERATURE REVIEW

#### A. Students Learning Achievement in Reading skill

Klingner, et al. (2007: 8) define reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. Here, the reader comprehends creatively in constructing the meaning needed from the text. He discovers some particular meaning that he needs by his knowledge to achieve his goal in reading.

Reading is one of the four language skills which should be learned, besides listening, speaking, and writing. In the process of reading, the students are expected to understand the texts they read. It is not an easy thing because many aspects should be known, such as words, word combinations, context of the texts, and many others. These aspects influence the readers, especially the students that put reading as a problem for them. By having these aspects, the students will be easy to understand the text they read. Reading, like speaking, occurs in a context rather than in isolation. The meaning of a text is not found just in the sentences themselves, but is derived from the previous knowledge stored in the students' mind and the processes through which the students tackle it.

Other aspect that is important in reading is comprehension. The reader reads a text without comprehension, he is likely less to get the main idea or the meaning of the text. In reading comprehension, the students are expected to have their background knowledge to construct the meaning of the text. Then they recreate the meaning intended by the writer and interpret the information well. Reading comprehension requires very rapid and automatic processing of words, strong skills in forming the general meaning, and representation of the main ideas.

Reading comprehension still becomes a problem for student. Most of the students still find reading comprehension difficult although they have done it for many years. They do not know how to comprehend a text and get some information from the text. They feel confused if they read an English text, while they assume that English is a foreign language. Consequently, the students become slow down and bored. Therefore, reading comprehension is in fact not as easy as some people think. These difficulties in reading English Texts for Indonesian students are the problem of comprehending the texts which are written in English. There are two tasks that they have to do: firstly, they must know the English words, and secondly, they must know the meaning of the whole paragraphs as well as the text.

There are some factors that affect students to comprehend in reading. Alexander (1988) states that there are several things in influence the development of reading comprehension. They are the

total program of reading instruction, the quality of text cohesion in reading material, the ability and experiential background of the reader, and memory plays.

Based on the factors above, reading comprehension shows the signal to the writer to recognize how reading comprehension came from. These factors become the clue to the writer what things should be suitable in improving students' ability in reading comprehension. These will be easy to the writer to make a suitable instrument to be given to the students, in purpose of giving assessment to the students while they comprehend the text

Achievement can be defined as a result of what an individual has learned from some educational experiences. It may conclude that students' achievement is the result, the successfulness, the ability, or the progress in reaching particular goals, statues, or standard in his/her educational learning especially by efforts, skills, and courage.

Here, the teachers have a work to find out what the students should achieve in the classroom activity. Ahmann and Glock (1981:38) states that the Taxonomy Bloom can be the criteria of educational objectives which were classified into 3 domains. They are cognitive, affective, and psychomotor.

Three domains of Taxonomy Bloom above are important in students' reading comprehension. Here, the cognitive and psychomotor, rather than affective, help the teacher to get the students'

achievement. Teacher will make a test to assess the student by these two domains – cognitive and psychomotor – to see how the students improve in reading comprehension through Language Experience Approach. In cognitive aspect, students have to construct their comprehension of the text and their prior knowledge of the text that they have known before, so the final output is produced and the achievement can be got well by the students. In psychometrics aspect, the students have to be able to create their own opinion or perception in understanding the text and give complex response of the text according to their background knowledge. These two aspects are expected to achieve the result in reading comprehension through some indicators.

The indicators have functions as a guide mark how student achieve a satisfying result in reading comprehension. Some indicators are:

1. Students are able to Analyzing the social function of the recount text.
2. Students are able to find language features on recount text according to context its use.
3. Students are able to answer the questions related to the recount text well.

## **B. Blended Learning**

Driscoll (2009) in Rusman (2012: 275), argues "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: 303), 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.

According to Sorden, technology can open many opportunities for students to learn. But on the other hand, teachers still have difficulty using technology effectively. Conceptually blended learning can be one of the learning strategies that teachers can use when teaching. Blended learning combines traditional lecture methods and new methods that are collaborated using technology. Additionally, the characteristics of blended learning are summarized as follows (Driscoll, 2002; Graham, 2006; Whitelock and Jelfs, 2003): Blended learning strategy combines different types of internet-based technology to achieve educational goals. Blended learning integrates different teaching methods based on multiple theories such as Constructivism and Behavioral theory. Blended learning is an education program that consists of in-person

classroom time as well as individual study online through eLearning applied and the internet. Blended learning is a learning model that integrates face-to-face learning and distance learning using online and offline learning resources and a variety of communication options that can be used by teachers and students. As expressed by the New South Wales Department of Education and Training in a journal written by Sukarno (2012: 3) that: 'Provides a simple definition. Blended learning is learning which combines online and face-to-face approach'. The goal of blended learning is to provide the most efficient and effective learning experience with a combination of learning methods.

Extensive studies have been conducted on blended learning and its impact on students' achievement in educational institutions such as schools and universities. Although the majority of research connected to blended learning has taken place in the post-secondary stage, such as universities, some studies have found that this approach is useful for school students. According to Chen and Jones (2007), a wide range of research studies have found that the blended learning approach has positive effects on student achievement, while other studies have indicated that blended learning achieves levels of student success equivalent to traditional education.

Based on the explanation above, the writer conclude that Blended learning is a combination of conventional learning method (face to face) with e-learning methods, where this method can be used

in online and offline classes so that it can have a positive effect on students' learning achievement. The indicator of Blended Learning is:

1. Effective use of technology
2. Using methods and media
3. Managing classes
4. Utilization of technology
5. application of e-learning.

### **C. Previous Studies**

There are many studies that have conducted studies related to Blended Learning Method as to Improve Reading skill, as follows:

1. The first previous study according to Fuja Siti Fijiawati (2018) entitled "Using Online-Based Blended Learning Model for Improving Student Learning Outcomes in the Curriculum and Learning Courses of the PGSD Study Program at the University of Pendidikan Indonesia. This study used a quantitative approach with a quasi-experimental technique with a pre-test and post-test design, and then analyzed by means of the t-test average comparison test and gain score difference test. The results of the study stated that it turned out that the learning outcomes of students in the experimental group had significantly better results compared to the control group. She concluded that learning with an online-based blended learning model is effective in improving student learning outcomes. The similarity of this research with that of current researchers is that they both use the Blended Learning strategy.

Another equation is that this study both uses pre-test and post-test for data retrieval. There are some differences in previous study and research that will be carried out is the first subject on previous study focus on students of PGSD study program, Universitas Pendidikan Indonesia, while this research will be focused in Vocational High School students.

2. The second previous study by Mila Rahmawati (2019), entitled "Influence Blended Learning Model Based on Quantum Teaching in Effort Increasing Interest and Learning Outcomes of Class XI IPA Students at SMA N 1 Prambanan. ". 'The equation of this research with the research that will be carried out is both using Quasi Experiment with Randomized Pretest-Posttest Control Group Design by taking samples randomly while the difference lies in the object, previous research uses cognitive interests and learning outcomes in research and research that will be carried out later uses student learning achievement. The learning model used is also slightly different from the writer later research, previous researchers used a Blended Learning model only, while this study used a Quantum Teaching-based Blended Learning model.
3. Rusdiana et, al (2020) Karya Tulis Ilmiah (KTI) Masa Work from Home (WFH) Covid-19 UIN SGD Bandung with the title "The application of the POE2WE Model based on Google classroom blended learning on learning during the WFH pandemic Covid-19. The

Result from this study shows that the application of the POE2WE based model Blended learning using Google classroom media can be utilized as a solution to problems in the learning process during the WFH Pandemic Covid-19. Conclusion can be taken that blended learning does not only pay attention to how to balance online learning and face-to-face learning, but Blended Learning can help teachers in providing learning material easily. Then, it can also improve student achievement and motivation so they can get new experiences in the learning process. Students also not only master the lessons given by the teacher when learning face-to-face, but students can also master technology by using mixed learning methods so that there are many advantages that can be applied from the application of this method.

#### **D. Research Hypothesis**

The two types of hypotheses that should be familiar are null ( $H_0$ ) and alternative hypotheses ( $H_a$ ). The null hypothesis always predicts that there will be no difference between the groups being studied. Instead, the alternative hypothesis predicts that there will be differences between the groups (Geoffrey, 2019). From these assumptions, this research hypothesis can be formulated as follows:

1.  $H_0$  (Null Hypothesis)

There is no significant influence in the use of blended learning on students' achievements in learning English eleventh grade SMKN 5 Bengkulu.

2. Ha (Alternative Hypothesis)

There is a significant influence in the use of blended learning on students' achievements in learning English eleventh grade SMKN 5 Bengkulu.

## **CHAPTER III**

### **METHODOLOGY**

#### **A. Research Design**

In investigating this case, this study used a quantitative approach. This approach is carried out to ascertain the effect of the application of blended learning on student achievement in reading skills. A prototype in the framework of the correlation between the two variables that affect and are affected.

In this study, the researcher used a quasi-experimental, in the form of a time-series design. According to Sugiyono (2017: 116-118), there are two quasi-experimental designs, the time series design and the nonequivalent control group design. Then the researcher illustrates and test the correlation of the hypothesis to this research.

Time series design is a type of quasi-experimental design used. This method is a type of quasi-experimental design. The research group used in this design cannot be selected at random. Since this study only had one group, there was no need for a control group. Ali (2010) states that in practice, the effect of treatment (X) is measured repeatedly within a certain period of time. Before being given treatment, the group was given a pre-test three times, with the intention of knowing the stability and clarity of the group's condition before being given treatment. If the results of the pre-test three times

(O1, O2, O3) show different values, it means that the group is unstable, uncertain, and inconsistent. After the stability of the condition of the group can be clearly identified, then the group is given treatment or action (X). After that, the post-test was given three times (O4, O5, O6). The general pattern of this research design can be described as follows:

**Table 3.1 Time Series Design**

O1	O2	O3	X	O4	O5	O6
----	----	----	---	----	----	----

Note:

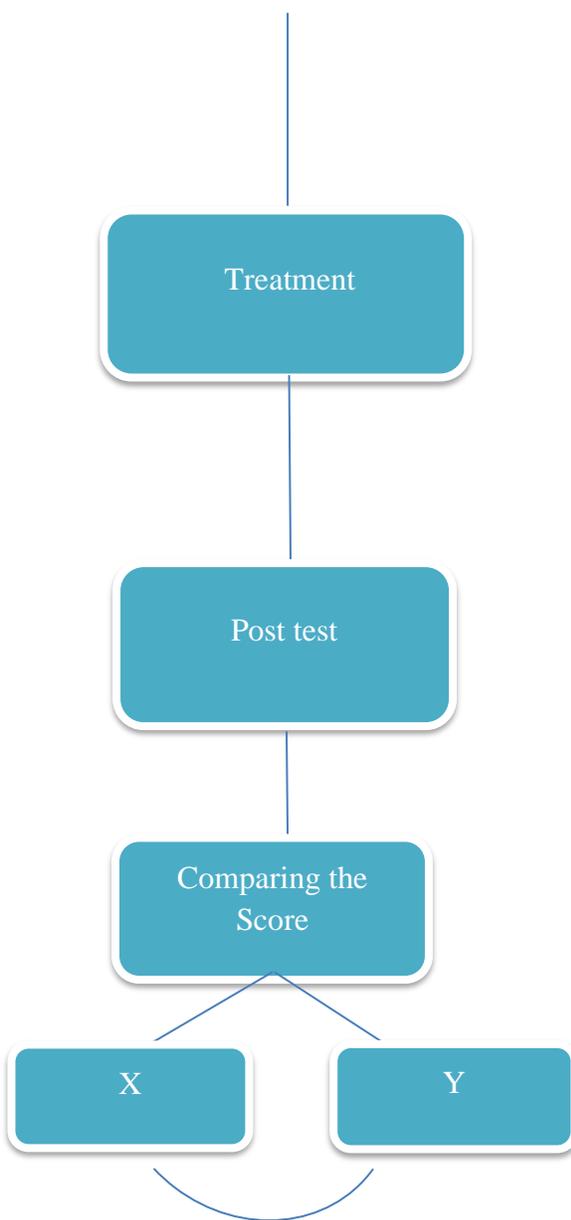
1. O1 O2 O3 : Pretest value before treatment
2. X : Treatment using the Blended Learning model
3. O4 O5 O6 : Posttest value after being given treatment

The initial step is to decide which group will be used as the experimental group, because only one group is employed in this study. there is no need for a control group. The experimental group was given a pretest before being treated, and then the experimental group was treated using the blended learning method. The experimental class received three treatments (first series, second series, third series). The experimental group was given a posttest after being given treatment to determine the gain value, or the difference between the pretest and posttest scores. The pretest and

posttest values describe the literacy value of students. Before and after being treated using the Blended learning method.

The Schematic of the Quasi Experimental





## B. Subject of the Research

This research conducted at SMK Negeri 5, the target of this research is students of class XI AKL 1 in the academic year 2021/2022. which is located at Jl. Kapuas Raya Padang Harapan, Kecamatan Gading Cempaka Kota Bengkulu, the research includes the stages of preparation, implementation, and reporting and will be carried out in June 2021.

### **1. Population**

A population is defined as a set of all observations (or other things) relevant to the question being asked. A sample is a set of some but not all the observations (or other things) relevant to the question being asked (Olson: 1987:6)

The population of this research are the eleven grades of SMKN 5 Bengkulu in academic year 2021/2022 consisting classes, there are about 32 students including 23 female and 9 male students as the population.

**Table 3.2 Population**

Class	Total
Male	9
Female	23

### **2. Sample**

The sample is a subset of the population chosen for a research study that is thought to be representative of the full population. This is in keeping with Arikunto's (2016: 174) assessment that the sample is representative of the population under study. In this analysis, writer used purposive sampling.

According to Sugiyono (2018) Purposive sampling is a sampling approach that takes into account a number of factors. Purposive sampling, according to Sekaran and Bougie (2017), is limited to specific sorts of persons who can supply the needed information, either because they are the only ones who have it or because they match several conditions set by the researcher. In this study, the criteria used as a requirement to become respondents were students of XI AKL SMKN 5 Bengkulu who were carrying out reading learning activities.

### **C. Research Instrument**

Research Instrument are as follows:

Test is an important material for research. In this paper, researchers used a pretest and posttest.

#### **1. Pre-test**

Giving pretest questions to determine the development of students' reading skills.

#### **2. Treatment**

After giving the pre-test to both groups, the treatment was carried out for 3 meetings, the researcher applied Blended Learning. After applying the pretest to the experimental group, the researcher gave treatment based on the lesson plan using Blended Learning.

### 3. Post test

The post test is carried out at the last meeting when all indicators have been submitted. In other words, this posttest is given to students after being given treatment (treatment) of the class sample. The posttest has been given to the experimental group. Moreover, the test is given written form. In posttest writer provide 20 questions about recount text.

## **D. Validity of Test and Reliability of Test**

In analyzing of validity and reliability test items, the researcher used SPSS 22, as follows:

### 1. Validity Test

Every test, whether it is a short, informal classroom test, or a public examination should be as valid as the test constructor can make it. The instrument of the test must aim at providing a true measure. The instrument of the test is valid if the instrument used can measure the thing that will be measured (Gay,1983, p.23).

(Donald Ary, 2010) Validity is the most important consideration in developing and evaluating measuring instruments. Validity can be defined as the extent to which an instrument measured what it claimed to measure. Validity test criteria is if significance  $< 0,05$ , then the question item in the question text is valid.

## 2. Reliability Test

The test items are reliability if the data or the result is consistent or not changed even though several times was used. Reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents (Coben, 2000). In his book, (V. Wiratna Sujarweni, 2014) SPSS for research. Yogyakarta: New Library Press Page 193.

That the basis for decision making in the reliability test is as follows:

1. If the Cronbach alpha value is greater than 0.60 then the data is declared reliable or consistent.
2. If the Cronbach alpha value is less than 0.60 then the data is declared unreliable or inconsistent.

## **E. Technique of Data Analysis**

In order to answer the research question, the result and the instrument (pre-teste and post-test) will be analyzed. Each instrument's study is summarized in a detailed explanation.

### 1. Normality Test

The normality test is a test a group of data to know whether the data distribution is a normal curve or not. In this research, the researcher uses the Kolmogorov Simonov normality test. Kolmogorov Simonov is used to test the goodness of fit of sample distribution and other distribution. This test compares a group of sample data toward normal distribution mean score and similar standard deviation. Based on the statistical counted about normality test with belief  $\alpha=0,05$ .

## 2. Homogeneity Test

The test different or T-test is the analysis used to test the study hypothesis. The Independent Sample T-Test was used as the T test. The Independent Sample T-Test is a tool for comparing the two group means of two samples that are not the same (independent). The Independent Sample T-Test, in theory, is used to determine if there is a difference in the mean between two populations by comparing the sample means. The data must first meet the initial criteria before an Independent Sample T-Test analysis can be performed, which include:

- a. Data presented as intervals or ratios
- b. The survey data were drawn from a population with a normal distribution.
- c There is no noticeable difference in variation between the two samples being compared (homogeneous)
- d. The information is derived from two separate samples.

The formulation is as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

(source : scribbr)

Hypothesis testing will be carried out with independent analysis Sample T-test on the SPSS 22 program, the decision making will be done by comparing the value of t count with t table with provisions:

- a. If  $\pm t_{\text{count}} < \pm t_{\text{table}}$ , then  $H_0$  is accepted and  $H_a$  is rejected.
- b. If  $\pm t_{\text{count}} > \pm t_{\text{table}}$ , then  $H_0$  is rejected and  $H_a$  is accepted

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. Profile of SMKN 5 Bengkulu

SMKN 5 Bengkulu was established on October 5, 1994. Previously, this vocational school was known as SMIK before changing to SMK 5 in 1999, SMKN 5 is the only art school in Bengkulu Province. The following is the profile of SMKN 5 Bengkulu:

##### 1. School Identity

- |                    |   |   |
|--------------------|---|---|
| 1. School Name     | : | SMKN 5 Bengkulu                                       |
| 2. NPSN            | : | 10702429  |
| 3. Education Level | : | SMK   |
| 4. School Status   | : | Negeri  |
| 5. School Address  | : | Jl. Kapuas Raya Padang Harapan Kec.<br>Gading Cempaka |
| Postal Code        | : | 38225   |
| Province           | : | Prov. Bengkulu  |

##### 2. School Contact

- |               |   |  |
|---------------|---|--|
| 6. Fax Number | : | 0736-347580  |
| 7. E-mail     | : | <a href="mailto:smklimabengkulu@gmail.com">smklimabengkulu@gmail.com</a> |

##### 3. Other Data

- |                   |   |                        |
|-------------------|---|------------------------|
| 8. Headmaster     | : | Rismaiti, S.Pd, M.TP.d |
| 9. Data Operator  | : | Nursyiwan, S.Pd        |
| 10. Accreditation | : | A                      |
| 11. Curriculum    | : | Kurikulum 2013         |

SMKN 5 Bengkulu uses the 2013 curriculum where students are required to be more active in the classroom. Especially in reading class, students should make learning more active creatively while reading in English with their classmates and teachers as often as possible to make such creative learning. Every lesson basically needs planning in advance. Whatever the form of the learning model. The role played by the teacher in planning learning is by making tools learning. Minimum learning tools consist of prota, promissory note, syllabus, lesson plans. In addition, there is also a need for teacher planning, such as good methods so that students better understand the material being taught later.

## **2. The application of blended learning in heightened students learning achievement**

Blended Learning can be a method that can be used in foreign language learning, especially to improve reading skills. Its flexible nature causes blended learning to be used anytime and anywhere, because teachers and students do not always have to do face-to-face learning but can also carry out distance learning processes. The blended learning strategy is a hybrid of traditional methods of education with technology and the internet.

Blended learning integrates different teaching methods based on multiple theories such as Constructivism and Behavioral theory. Blended learning is an education program that consists of in-person classroom time as well as individual study online through eLearning applied and the internet.

In addition, Susan and Chris (2015) point out that the most salient benefits of blended learning are: it is more effective in its use of classroom time, students are more active, students will be more creative, students are better prepared, it is more interesting for students, and it provides the possibility of offering many educational resources for students. Further Bersin and Associates (2003) suggest that the best way to implement Blended learning correctly is to choose the right component or media package that will deliver the highest efficiency at the lowest possible cost.

Then, blended learning is also effective and efficient which can save time and costs. Simultaneously also facilitate the refinement and storage of learning materials. Therefore, Blended Learning can help teachers and students in the learning process. With Blended Learning students not only learn more during online sessions that add to traditional learning, but can increase student interaction and satisfaction. In addition, students are also provided with many options in addition to classroom learning, enhancing what is learned, and the opportunity to access further levels of learning.

### 3. The Significancy of Students' Achievement in Reading Skill on the Blended Learning Implementation

#### a. The Descriptive of Pre-test and Post-test Score

**Table 4.1**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62,97	32	18,266	3,229
	Posttest	75,03	32	8,330	1,473

In this output, we are shown a summary of the descriptive statistical results of the two samples studied, namely the pretest and post-test scores. For the pre-test value obtained the average value or mean of 62,97. Meanwhile, for the post-test value, the average value or mean is 75,03. For the value of Std. Deviation (standard deviation) in the pre-test was 18,266 and post-test was 8,330. The last is the value for Std. Error Mean for pre-test is 3,229 and for post-test is 1,473. Because the average value of learning outcomes in the pre-test 62,97 is smaller than the post-test 75,03, it means that descriptively there is a difference in the average learning outcomes between the pre-test and post-test results.

## b. The Descriptive of Validity Test and Reliability of Test

### 1. Validity Test

According to Gay (1983) in Sukardi, Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya, (2007:121), the instrument can be called valid that the instrument can be used to measure. The validity in the instrument of research is no other the degree that indicates where a test to measure what will be measured. To know the validity of the instrument, the researcher used content validity and construct validity.

**Table 4.2**

**Correlations**

		PreTest	PostTest
PreTest	Pearson Correlation	1	,696**
	Sig. (2-tailed)		,000
	N	32	32
PostTest	Pearson Correlation	,696**	1
	Sig. (2-tailed)	,000	
	N	32	32

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the output of "Correlations" it is known that the pre-test calculated r value is 0,696. Furthermore, because the calculated r value is

greater than the r table which is worth 0,349, as the basis for the decision of the validity test, it can be concluded that the pre-test is valid.

Based on the output of “Correlations”, it is known that the post-test calculated r value is 1,000. Furthermore, because the calculated value is greater than the r table which is worth 0,349, as the basis for the decision of the validity test, it can be concluded that this post-test is valid.

## 2. Reliability Test

Lodico et al. (2006:87), reliability refers to the consistency of score, that is, an instrument’s ability to produce “approximately” the same score for individual over repeated testing or across different raters. The computation of this reliability used IBM SPSS Statistics 16 with reliability analysis. The criteria of reliability’s degree can be seen on Table 3.3. According to Triton in Sujianto (2009:97) the value of cronbach’s alpha can be interpreted as follow:

**Table 4.3**

Cronbach Alpha Interpretation based on triton.

Cronbach’s Alpha	Interpretation
0,00-0,20	Less reliable
0,21-0,40	Rather reliable
0,41-0,60	Quite reliable

0,61-0,80	Reliable
0,81-1.00	Very reliable

#### Case Processing Summary

		N	%
Cases	Valid	32	100,0
	Excluded <sup>a</sup>	0	,0
	Total	32	100,0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
,689	2

From the output table above, it is known that there are N of items, there are 2 items with a Cronbach's Alpha value of 0,689 greater than 0,60,

so as the basis for decision making in the reliability test above, it can be concluded that the item is reliable or consistent.

### **c. Normality Test and Homogeneity Test**

#### **1. Normality Test**

Normality test is used to test whether a variable is normally distributed or not. Sujianto (2009:77) states that the normality distribution test is a test to measure whether our data is normally distributed. Normal here means if the data is normally distributed. The main reason for doing normality

Testing is the need for researchers to find out whether the population or data involved in the study are normally distributed. To test for normality, researchers used the One Sample Kolmogorov-Smirnov. test provided that if Asymp. Signature.  $> 0.05$ , the data is normally distributed (Asmarani, 2008:234).

#### **Table 4.4**

**One-Sample Kolmogorov-Smirnov Test**

		PreTest	PostTest
N		32	32
Normal Parameters <sup>a,b</sup>	Mean	62,97	75,03
	Std. Deviation	18,266	8,330
Most Extreme Differences	Absolute	,119	,133
	Positive	,113	,133
	Negative	-,119	-,117
Test Statistic		,119	,133
Asymp. Sig. (2-tailed)		,200 <sup>c,d</sup>	,158 <sup>c</sup>

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

From the table above, obtained the value of Sig. (2-tailed) for the Pre-test is 0,2 and the value of Sig. (2-tailed) for the Post-test is 0,1. Because the value is greater than the value of 0,05, then the data is declared to meet the assumption of normality.

## 2. Homogeneity Test

Homogeneity testing is used to investigate whether the data has been obtained is homogeneous or not. The homogeneity testing is obtained from pre-test and pos-test result. If the result both of test are similar the data can call homogeneous, based on the SPSS program the data called homogeneous is the result of significance level show  $0,000 < 0,05$ . The significant value of data show about 0.074, it means the data are homogeneous.

**Table 4.5**

**Paired Samples Test**

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest – posttest	-12,063	13,831	2,445	-17,049	-7,076	-4,934	31	,000

Based on the "Paired Samples Test" output table above, it is known that the value of Sig. (2 tailed) is 0,000 less than 0,05, then  $H_0$  is rejected and  $H_a$  is

accepted. So, it can be concluded that there is a significant influence in the use of blended learning on students' achievements in learning English grade eleven at SMKN 5 Bengkulu.

## **B. Discussion**

Blended learning is an important method in education in this century. Blended learning which is facilitated by the effective combination of different delivery methods, learning models and learning methods, based on transparent communication (Heinze and Procter, 2004). Further, blended learning is also defined as a strategy that integrates two different education models, distance learning and traditional learning (Bonk and Graham, 2006).

Driscoll (2009) in Rusman (2012: 275), argues "Blended learning integrates or blends learning programs in different formats to achieve a common goal". It can also be stated that blended learning is a learning method that combines two or more approach methods in learning to achieve the objectives of the learning process. One example is the combination of the use of web-based learning and the use of face-to-face methods that are carried out simultaneously in the classroom learning.

Based on the results of the research that the author did the following interpretation of values is presented to strengthen the value of the study. The results showed a statistically significant difference in the improvement of

students' reading ability in the experimental group. From these results, we can see that the students' post-test results are higher than the pre-test results.

After being treated, the results showed a statistically significant difference between students who were treated using the blended learning method in improving student achievement in reading skills and students who were not treated. The post-test mean score of 75,03 is higher than the pre-test average of 62,97. It can be understood that the blended learning method has a significant effect on increasing student achievement in reading skills after being given treatment and not being given treatment.

The difference in learning outcomes before and after the application in the experimental class proves that there is a positive effect on increasing students' reading skills in English subjects. This is in line with the disclosure of Aunurrahman (2013: 143) which asserts that the use of the right learning model can encourage the growth of students' enjoyment of the lesson, grow and increase motivation in doing assignments, make it easier for students to understand the lesson so as to enable students to achieve good learning outcomes. better. Thus, it can be said that the application of the blended learning model has a positive influence on student learning outcomes. It means this model is effective to improve students' reading ability. So, it can be concluded that the blended learning method can be used to help students heightened their reading skill.

This result also has correlation with several similar studies. as done by Fuja Siti Fijawati (2018) entitled “Using Online-Based Blended Learning Models to Improve Student Learning Outcomes. The results of the study stated that the learning outcomes of students in the experimental group had much better results than those in the control group. He concluded that online-based blended learning was effective in improving student learning outcomes.

Then, research by Rusdiana et al (2020) Scientific Writing (KTI) for the Work from Home (WFH) Covid-19 UIN SGD Bandung with the title "Implementation of the POE2WE Model Based on Google classroom blended learning in learning during the WFH Covid-19 pandemic. The results of this study indicate that the application of the POE2WE Blended learning model based on Google's class media can be used as a solution to problems in the learning process during the WFH Covid-19 pandemic.

The conclusion that can be drawn is that blended learning does not only pay attention to how to balance online learning and face-to-face learning, but Blended Learning can help teachers provide learning materials easily. Then it can also improve student achievement, so that they can gain new experiences in the learning process. Students also not only master the lessons given by the teacher during face-to-face learning, but students can also master technology using mixed learning methods so that there are many advantages that can be applied from the application of this method.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on research that has been done at SMKN 5 Bengkulu city entitled "The Effect of the Blended Learning Implementation on Students' Learning Achievement in Reading Skill". The main purpose of this research which is the focus of this thesis is to determine the effect of the Blended Learning on Students' Achievement in Reading Skills. Based on the interpretation of the data and the discussion in the previous chapter, the writer concludes that the selection of the Blended Learning method as a learning aid for school students is an alternative to improve students' reading skills, especially in recount texts.

Students in the experimental group class have a significant effect, students' better achievement on reading skill can be seen based on the post-test score which is higher than the pre-test score. For the pre-test value obtained the average value or mean of 62,97. Meanwhile, for the post-test value, the average value or mean is 75,03. For the value of Std. Deviation (standard deviation) in the pre-test was 18,266 and post-test was 8,330. The last is the value for Std. Error Mean for pre-test is 3,229 and for post-test is 1,473. Because the average value of learning outcomes in the pre-test 62,97 is smaller than the post-test 75,03, it means that descriptively there is a

difference in the average learning outcomes between the pre-test and post-test results.

Their reading skill can also be seen based on the post-test mean score (75,03) which is higher than the pre-test means (62,97). Which means there is a significant difference between students who are given treatment with the Blended Learning method and students who are not given treatment. Hypothesis testing with "Paired Sample T-Test" with the conditions used that the data must be normally distributed. The criteria for testing the hypothesis are that  $H_0$  is rejected or  $H_a$  is accepted. To verify the proposed hypothesis, statistical analysis was applied. T-test (SPSS) 22 programs for windows was applied to determine whether there was a significant difference in the improvement of students' reading ability in the experimental group.

From the results of the analysis that has been carried out, it is evident from the results of normality tests and hypotheses that have been carried out, where normality is normally distributed and hypothesis testing states that  $H_a$  (Alternative Hypothesis) is accepted. Which means that the blended learning method can be used to help improve student achievement in reading skills.

## **B. Suggestions**

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

### 1. For Teachers

It is recommended for teachers to use Blended Learning Method as an alternative reference can used to assist teachers in teaching lesson to heightened students' reading skills.

### 2. For Students

It is expected to aid students of SMKN 5 Bengkulu in achieving their skill in reading.

### 3. For School

It is recommended for schools to be able to facilitate teachers and students to be able to apply speed reading strategies in the teaching and learning process so that it has an impact on student learning outcomes because of an increase in reading skills, especially for students.

### 4. Further Researchers

The findings of this study will be useful to other researchers who are working in same field. This result also could serve as a resource for those seeking information about the importance of Blended learning method, as well as an inspiration for those who want to conduct research studies using the method.

Finally, this research is so far from perfect, do the research contribution on of positive feedback from anyone who helps the researcher finishing this research be perfect to be seen by the reader.

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**A  
P  
P  
E  
N  
D  
I  
C  
E  
S**

## INSTRUMEN PENELITIAN PRE-TEST

*Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D.*

### *Text 1(Question 1-10)*

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

1. When did the clock stopped?
  - A. At 5.12
  - B. At 11.55**
  - C. At 12.00
  - D. At 12.02
2. Why did the people gather under the Town Hall clock?
  - A. To welcome the New Year**
  - B. To see the newly bought clock
  - C. To strike the laughing people
  - D. To stop people who shouted
3. Based on the text, where was the writer?
  - A. At the center of the town**
  - B. At home
  - C. AT the beach
  - D. At the market
4. When did the event happen?
  - A. in the middle of the year
  - B. the end of the year**
  - C. Christmas celebration

- D. at the weekend as usual
5. Which of the following is not true according to the text?
- A. the writer was waiting to celebrate the New Year.
  - B. the writer brought a watch.
  - C. the writer was very happy.
  - D. The writer celebrated the New Year with his family.**
6. What probably happened when someone shouted that the clock stopped?
- A. Everybody directly celebrated the New Year
  - B. everybody sings and laugh.
  - C. everybody looked for a watch.**
  - D. everybody shouted too.
7. What does the first sentence tell you?
- A. The problem that the writer met
  - b. The funny thing in the story
  - C. The opening of the story**
  - d. The past event
8. It would strike twelve in twenty minutes' time."  
The underlined word refers to ...
- A. the clock**
  - B. author's watch
  - C. the town
  - D. the place
9. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock.  
What is the closest meaning of the underlined word?
- A. mass**
  - B. big
  - C. many
  - D. lots of
10. "The big clock refused to welcome the New Year"  
What is the synonym of the word ....

- A. reject
- B. accept
- C. admit
- D. hate

Text 2 Question (11-13)

### Trip to Yogyakarta

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wishnu Temples. They are really amazi.ng. We visited only Brahmana and Syiwa Temples because Wisnu Temple is being renovated.

On Friday morning, we went to Yogyakarta Keraton. We spent two hours there. We were lucky because we led by a smart and friendly guide. Then we continued our journey to Borobodur. We arrived there at 4 pm. At 5 p.m we heard an announcement that Borobodur gate was closed. In the evening, we left for Jakarta by Wisata bus.

11. The text above mainly discusses about.
- a. the writer's trip to Yogyakarta**
  - b. the writer's first visit to Prambanan
  - c. the writer's impression about the guide
  - d. the writer's experience at Yogya Kraton
12. The text is written in the form of a/an...
- a. recount**
  - b. narrative
  - c. report
  - d. anecdote
13. The purpose of the text is to...
- a. tells past events**

- b. entertains readers
  - c. describes the smugglers
  - d. report an event to the police
14. What are the big temples in Prambanan?
- a. Angkor wat, syiwa, and sudra temples
  - b. pariah, brahmana, and temples
  - c. brahmana, syiwa, and wisnu temples**
  - d. wisnu, syiwa, and borobudur temples
15. When did they go home?
- a. On Saturday morning
  - b. On Friday evening**
  - c. On Thursday evening
  - d. On Friday afternoon
16. Why did they only visit Brahmana and Syiwa temples?
- a. because there was no wisnu temple
  - b. because wisnu temple was amazing
  - c. because wisnu temple was too small
  - d. because wisnu temple was being repaired**

Question (17-20)

The police thought that two burglars started the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

17. The communicative purpose of this text is...
- a. to retell events for the purpose of informing**
  - b. to present perspective points about an issue

- c. to describe the way they are
  - d. to acknowledge readers about informative events
18. The text is in form of a/an...
- a. description
  - b. report**
  - c. anecdote
  - d. recount
19. Where did the robbery take place?
- a. at 151 Pattimura street
  - b. at 151 Gajahmada street
  - c. at 161 Pattimura street
  - d. at 212 Sisingamangaraja street**
20. When did the robbery happen?
- a. Sunday morning
  - b. Sunday afternoon**
  - c. Saturday morning
  - d. Saturday afternoon

## INSTRUMEN PENELITIAN POST-TEST

Read the text below and answer the following question by crossing (X) the correct answer A, B, C, D.

The following text is for questions 1 to 4

Here is my unforgettable experience. One day I joined a story telling contest. Two of my friends and I had been chosen to take a part in the final round at the district level. I was very happy and eager to win the competition.

For preparation, I had to memorize and understand the story well. My teacher guided and taught me pronunciation, facial expression and gestures. One day, before performing, my friends and I were busy to prepare the props and costumes for the competition. Thing that me sad was my teacher rented the props and costumes for my friends but not for me. My two friends had beautiful costumes and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

The competition started. I got number 29 and my friends got number 5 and 10. I was nervous but I showed my best performance on stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished performing. And then, the announcement came which made three of us very uneasy. Luckily, I was chosen as the first winner. I went to the stage and all the judges congratulated me and gave a plaque, trophy, and money. I was very happy.

1. What is the writer's intention to write the text?

- A. To tell his achievement
- B. To win the competition
- C. To describe his feeling to the teacher
- D. To show his disappointment to teacher.

2. Why did the writer feel sad before the competition?

- A. She had no luxurious gown.
- B. Her teacher really cares about her.
- C. Her teacher was not fair to her.
- D. Her friends did not support her.

3. From the text it can be concluded that

**A. Practice makes performance go well.**

B. Being nervous helps perform well on the stage.

C. Wearing simple clothes can help win the competition.

D. It is necessary to wear beautiful costumes for the competition

4. ".....I was nervous, I showed my best performances on the stage."

The sentences can be connected by which of the following words?

A. However

**B. Although**

C. Because

D. But

The following text is for questions 5 to 8

#### MY STIR AS A REPORTER

I usually woke up at four o'clock a.m. and went to the Press Center to check the daily schedule of briefings and press conferences. It was usually held by the United Nation officials or disaster mitigation team. It was challenging to visit different refugee camps to find soft stories, human interest stories. After that I went back to the Press Center to cover the press conferences of the day.

It was heart breaking when I saw these survivors fight for food and secondhand clothing. Unfortunately, as they said, the food and clothing were limited and inadequate. Emerging to glaring, fool noon, it was time to go back to Press Center to write stories and race against time. I was always fearing that the internet would come crushing down.

After everything was done, only then I remembered to eat. Most times, I only ate once a day because I always had to rush and again it was difficult to find food. I had to travel quite far. I needed to spend a 30 to 45 minutes by car just to find fresh food.

5. What did the reporter tell about in the first paragraph?

- A. He told about his job
- B. He told about his responsibility
- C. He told about disaster mitigation team
- D. He told about his past daily activities**

6. The following is true based on the text except?

- A. The reporter was challenging to visit different refugee camps
- B. The reporter ate only once a day**
- C. The reporter went back to press center to cover the press conferences
- D. The reporter fought for the food and second-hand clothing

7. The reporter got a difficulty to...

- A. Find fresh food**
- B. Send the news
- C. Check his daily schedule
- D. Write stories

8. What did the refugee do to survive?

- A. Stayed in the camp
- B. Travel to find food
- C. Work hard
- D. Fought for the food and second-hand clothing**

The following text is for questions 9 to 12

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

9. The text above mainly discusses about ...

- A. The writer's trip to Yogyakarta**
- B. The writer's first visit to Prambanan
- C. The writer's impression about the guide
- D. The writer's experience at Yogya Kraton

10. The purpose of the text is to ...

- A. Tell past events**
- B. Entertain readers
- C. Describe the smugglers
- D. Report an event to the police

11. What are the big temples in Prambanan?

- A. Angkor wat, syiwa, and sudra temples
- B. Paria, brahmana, and temples
- C. Brahmana, syiwa, and wisnu temples**
- D. Wisnu, syiwa, and borobudur temples

The following text is for questions 12 and 13

Last Friday, a friend of mine asked me to accompany him to buy a new shirt at a department store. We left home at 03.00 p.m. by motorcycle. As soon as we arrived there, we went to the clothes section. I let him choose one. An hour later, I got bored watching him confused in choosing a shirt. So, I left him and went to the cassette counter. Thirty minutes later, I went back to the clothes section but I couldn't find him there. My cell phone was broken so I couldn't call him. I went to the parking

area. I saw his motorcycle was there but I couldn't find him. I waited for him for a few moments then finally I gave up and decided to go home.

When I arrived home, my mother told me that my friend called. She said that he was in the department store looking for me. My mother asked me to come back to the department store. Reluctantly, I walked to the department store and you know what? When I arrived there his motorcycle was not in the parking area. He just went home. I was very tired. There was no other choice, I had to walk home again. When I arrived home, I was so tired. I was very angry but when I saw my friend's broad smile greet me in front of the door, I just could not help laughing.

12. The text above is about ...

- A. The writer and his friend.**
- B. The writer friends.
- C. An embarrassing day.
- D. Shopping with mother.

13. The writer couldn't contact his friend because ...

- A. He was in the parking area.
- B. His cell phone was broken.**
- C. He went home alone.
- D. His friend was still choosing a shirt.

The following text is for questions 14 and 15

Picasso was one of the most outstanding and important artists of the 1900's. He is best known for his paintings. Almost every style in modern art is represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain as the son of an art teacher. He studied painting from his father and his college level course of study at the academy of arts in Madrid.

From about 1895 to 1901, he painted realistic works in a traditional style. Then, entered what was called the Blue Period. During this time, he only used shades of blue in his paintings to show the poverty he saw in Barcelona.

After 1908, he entered into the style of cubism. Among his well-known cubist paintings are “Three Musicians” and “Man with a Guitar”.

Picasso died in Mougins, France in 1973. He was really great artist.

14. Why did Picasso become so popular? because ....

A. He was the most outstanding artist of the 1990’s.

**B. He was known for his great paintings**

C. He painted in traditional style.

D. He was son of an art teacher.

15. According to text, Picasso ....

A. Died in Spain 1973.

B. Was born in Malaga, Italy.

**C. Was famous for his painting style.**

D. Had a father who worked as an art teacher.

The following text is for questions 16-20

On my daughter's 1st birthday, I made a cake for her. I decorated it with the Disney characters, Mickey Mouse and Donald Duck. It was such a wonderful experience for me. My wife inspired me to make this special birthday cake. She is very good at making cakes.

On that day, I went and got all items for the cake. I had never made a cake before, so I felt a little bit nervous. Before I made the cake, I imagined how to decorate it, then I started right away. I chose the flavors. I made a cake with chocolate flavors. I followed the steps in the recipe carefully. And finally, I could make it. It was not bad at all.

All the people and the children who were invited to the birthday party liked the cake. I was very proud. My wife told the guests that I made the birthday cake. I felt satisfied when they were surprised that I could make a cake. Since then, making cakes has become one of my hobbies.

16. What does the text talk about?

A. My daughter's 1st birthday

**B. Wonderful experience**

C. The first time of making a birthday cake

D. Decorating a birthday cake

17. What's the main idea of paragraph two?

A. The writer was inspired to make a birthday cake

B. The writer decorated the cake with Disney characters.

**C. The writer got the idea to make a birthday cake**

D. The writer was making the birthday cake

18. It was not bad at all. (Paragraph 2). The word means...

A. A birthday cake

**B. Birthday cake decoration**

C. The flavors of birthday cake

D. The writer's daughter's 1st birthday party

19. The writer was inspired to make a birthday cake for his daughter by ....

A. his guest

B. his daughter

**C. his wife**

D. his children

20. The writer felt a bit nervous because it was ....

A. his daughter's birthday

B. a wonderful experience

**C. the first time he made a cake**

D. difficult to make a cake

## Appendix 1

Lesson plan of Experimental class

### RENCANA PELAKSANAAN PEMBELAJARAN

#### (RPP)

Satuan Pendidikan	: SMKN 5 Kota Bengkulu
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: XI/ I
Materi Pokok	: Recount text
Alokasi Waktu	: 2 x 40 menit

#### A. Kompetensi Inti :

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa inginnya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4 : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

3.11 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

### Indikator :

3.11.1 Siswa mampu Mengidentifikasi fungsi sosial teks recount

3.11.2 Siswa mampu Mengidentifikasi struktur teks recount

1.14 Menangkap makna teks recount lisan tertulis, pendek dan sederhana tentang kegiatan, kejadian, peristiwa.

### Indikator :

1.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

1.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

1.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa, kejadian.

## C. Materi Pembelajaran

Teks recount sederhana lisan dan tulis

Fungsi sosial : to tell/ to retell past events for the purpose of informing or entertaining.

Generic structure	Text
Orientation (Pengenalan: Who, When, Where, dll)	Last holiday my family and I went to Jakarta, we visited my uncle's house. It had a colorful flowers and tennis court.
Events (Urutan Peristiwa)	On Friday, my nephew and I went to national museum and went up to the top of monument

	which had the golden symbol of the spirit of our nation. From the top we could see the beauty of the metropolitan city. Saturday, we went to Ancol beach to see Dunia Fantasi and Dolphin show.
Reorientation (Penutup cerita, rangkuman rentetan peristiwa)	On Sunday, we went to Raguna Zoo and then we went home. We really enjoyed our holiday.

#### D. Metode Pembelajaran

Diskusi, tanya jawab, penugasan.

#### E. Media, alat dan sumber pembelajaran

1. Media : Reading text
2. Sumber belajar : Buku Kemendikbud. 2016. Bahasa Inggris Kelas XI. Jakarta: Kementrian Pendidikan dan Kebudayaan

#### F. Langkah – langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> <li>• Guru mengucapkan salam dan menanyakan kabar</li> <li>• Guru membacakan daftar hadir siswa, dan membuka kelas dengan berdoa</li> <li>• Guru menyampaikan tujuan pembelajaran hari ini</li> </ul>	10 Menit
Kegiatan Inti	<ul style="list-style-type: none"> <li>• Siswa mendengarkan teks recount sederhana tentang kegiatan/kejadian/peristiwa</li> </ul>	60 Menit

	<p>sambil melengkapi format yang disediakan guru.</p> <ul style="list-style-type: none"> <li>• Siswa secara bergantian membacakan sebuah teks recount tentang kegiatan/kejadian/peristiwa pada pasangan masing-masing</li> <li>• Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari recount sederhana yang dibacakan teman dengan mengisi blangko.</li> <li>• Siswa membedakan teks recount sederhana yang sudah disunting sesuai dengan fungsi sosialnya.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>• Guru memberi siswa kesempatan untuk menanyakan apa yang belum dimengerti.</li> <li>• Siswa diminta untuk menyimpulkan pelajaran pada hari ini</li> <li>• Guru menyimpulkan ulang secara singkat materi hari ini</li> <li>• Guru menutup pelajaran dengan berdoa dan mengucapkan salam</li> </ul>	10 Menit

## G. Penilaian

- Tes Tertulis Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan contoh Recount Text

Mengetahui,  
Guru Mata Pelajaran

Bengkulu, 2021  
Mahasiswa

**NIP.**

**Viona Rosalita**

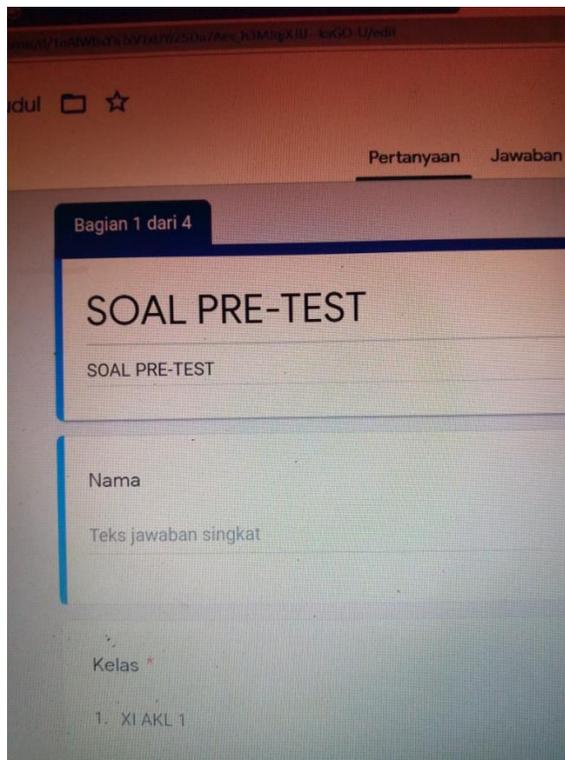
**NIM. 1711230075**

NAMA SISWA KELAS XI AKL 1

No	Nama
1	AFIZ FAAZI ANUGRAH
2	ANGGELI SANJANA PUTRI
3	ANGGUN ZELEN MEDISTA
4	ARUM PUSPITA SARI
5	BALQIS FATIAH PUTRI
6	DELIANI PUSPA ADINDA
7	DENDI SAPUTRA
8	DENNY YEPENSA
9	DIA PRATIWI AULIA
10	DWI ANJASARI
11	HIKMA TALIBAH
12	IRMA
13	JUWITA BR MANULLUNG
14	KIKI MERDIANA
15	LULA KURNIATI
16	M. ANDRY ARRIADA
17	MUNAH KARISMA
18	NURUL HALIMAH

19	PUTRI PADILA
20	PUTRI PRATAMA BR H
21	RACHMAD FAJAR
22	RANI SAPUTRI
23	RANTI RAMA SAPITRI
24	REPI YOLISTA
25	RISKI
26	RIZKI AGUSTIAN
27	RUDI SUPRIADI
28	SYOPIA ERVINA
29	TARI ANGGELI
30	WIDIA NURUL FADHILA
31	WISNU KHAIRULLAH
32	YENITA DESIYANTI

## PEMBERIAN SOAL PRE-TEST MELALUI GOOGLE FORM



idul

Pertanyaan Jawaban

Bagian 1 dari 4

### SOAL PRE-TEST

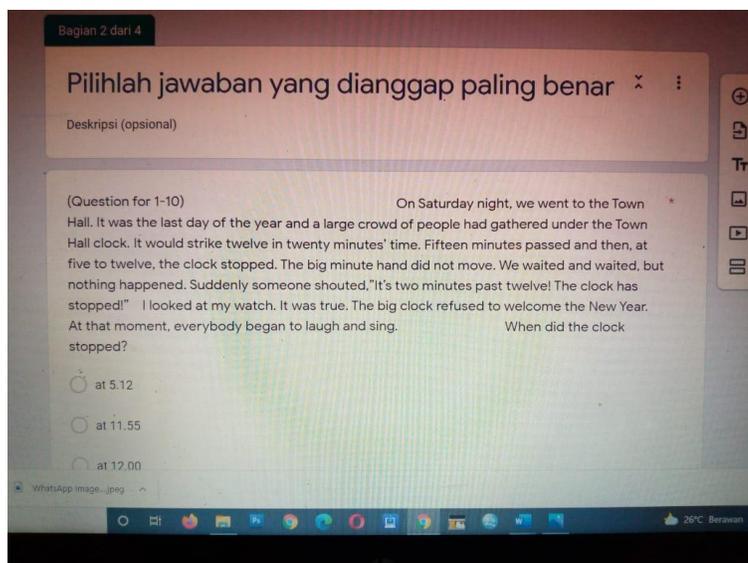
SOAL PRE-TEST

Nama

Teks jawaban singkat

Kelas \*

1. XI AKL 1



Bagian 2 dari 4

### Pilihlah jawaban yang dianggap paling benar

Deskripsi (opsional)

(Question for 1-10) On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!" I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing. When did the clock stopped?

at 5.12

at 11.55

at 12.00

WhatsApp image .jpeg

26°C Berawan

## PEMBERIAN SOAL POST-TEST TATAP MUKA





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211  
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172  
Website: [www.iainbengkulu.ac.id](http://www.iainbengkulu.ac.id)

**SURAT PENUNJUKAN PEMBIMBING SKRIPSI**

Nomor: 1665 /In.11/F.II/PP.009/ 03/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Dr. Ali Akbarjono, M.Pd. 197509252001121004	P I	Viona Rosalita 1711230075	TBI	The Effect of the Blended Learning Implementation on Students Learning Achievement
2	Anita, M.Hum. 199008142019032011	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian, hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 25 Maret 2021

Dekan,



Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI  
BENGKULU

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Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172  
Website: www.iainbengkulu.ac.id

Bengkulu, 30 Juni 2021

Surat: 260/In.11/F.II/PP.009/06/2021  
No. : -  
Hal: Penyeminar Proposal Skripsi

Kepada Yth.

1. Andriadi, M.A. (Penyeminar I)
2. Valisneria Utami, M.Ed. (Penyeminar II)

di -  
Bengkulu

*Assalamu'alaikum Wr. Wb.*

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Kamis, 01 Juli 2021  
Waktu : 13.30 sampai selesai  
Tempat : Gedung C4.1 (Ruang Munaqosah)

NAMA/NIM	JUDUL
Nurul Hidayati Oktaviani 1711230026	An Analysis of Students' Perceptions on Google Classroom Media Used by English Teachers during Pandemic Covid-19
Ketrine Cornicova 1711230021	The Challenges of Teaching Listening Skill during the Covid-19 Pandemic Faced by Lecturers at IAIN Bengkulu (A Qualitative Descriptive Study at the First Year English Department Students of State Institute for Islamic Studies (IAIN) Bengkulu.
Jhon Kenedi 1611230084	An Analysis of EFL Teachers' Problems in Using Technology in New Normal Era
Viona Rosalita 1711230075	The Effect of the Blended Learning Implementation on Students Learning Achievement (An Associative Study at SMKN 5 Bengkulu)
Elvani Belawati 1711230012	Students' Enthusiasm in Learning English in the Covid-19 Outbreak (A Descriptive Qualitative of the Eleventh Grades Students at MAN 1 Model Bengkulu)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.



*Wassalamu'alaikum Wr. Wb.*

Dekan,

ZUBAEDI



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU**  
**FAKULTAS TARBIYAH DAN TADRIIS**

Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

**PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI**

Proposal skripsi atas nama : Viona Rosalita, NIM : 1711230075 yang berjudul **"THE EFFECT OF THE BLENDED LEARNING IMPLEMENTATION ON STUDENTS' LEARNING ACHIEVEMENT IN READING SKILL"** (An Associative study at SMKN 5 Bengkulu. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 1 July 2021

Pukul : 13.30 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, July 2021

Penyeminar I

Andriadi, M.A  
NIP.19840221201903

Penyeminar II

Valisneria Utami, M.Ed  
NIP.198903232019032010



**KEMENTERIAN AGAMA**  
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Nomor : 2780/ In.11/F.II/TL.00/07/2021

21 Juli 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Permohonan izin observasi**

Kepada Yth,  
Kepala SMKN 5 Kota Bengkulu  
Di –  
Bengkulu

*Assalamu 'alaikum Warahmatullah Wabarakatuh.*

Sehubungan dengan pengumpulan data dan hal lain yang dianggap perlu guna menyelesaikan pembuatan proposal skripsi Program Studi Tadris Bahasa Inggris tahun Ajaran 2020/2021 kami mengharap Bapak/Ibu berkenan untuk mengizinkan mahasiswa kami:

No	Nama Mahasiswa	NIM	Prodi/Semester
1	Viona Rosalita	1711230075	T. BI/ 8

Untuk mengadakan kegiatan observasi pada tanggal 23 – 25 Juli 2021 di sekolah yang Bapak/Ibu Pimpin.

Demikian surat permohonan ini kami sampaikan, atas bantuan dan kerjasamanya kami ucapkan terima kasih.

*Wassalamu 'alaikum Warahmatullah Wabarakatuh.*

Dekan,



Zubaedi



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Nomor : 2786 / In.11/F.II/TL.00/07/2021

27 Juli 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : **Mohon izin penelitian**

Kepada Yth,  
Kepala SMKN 5 Kota Bengkulu  
Di –  
Bengkulu

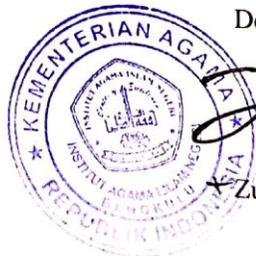
*Assalamu'alaikum Warahmatullah Wabarakatuh.*

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*The Effect of the Blended Learning Implementation on Students' Learning Achievement in Reading Skill (an Associative Study at SMKN 5 Bengkulu)*"

Nama : Viona Rosalita  
NIM : 1711230075  
Prodi : Tadris Bahasa Inggris  
Tempat Penelitian : SMKN 5 Kota Bengkulu  
Waktu Penelitian : 28 Juli s/d 08 September 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

*Wassalamu'alaikum Warahmatullah Wabarakatuh.*



Dekan,

Zubaedi



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**SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS**  
DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)  
BENGKULU

Nomor: 226 /In. 11/F.II/PP.009/06/2021  
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Viona Rosalita  
NIM : 1711230075  
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

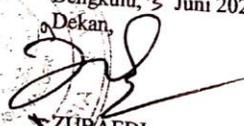
NO	PENGUJI	ASPEK	INDIKATOR
1	Falahun Ni'am, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Pebri Prandika Putra, M.Hum.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Anita, M.Hum.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 3 Juni 2021  
Dekan,  
  
ZUBAEDI



**SURAT KETERANGAN TELAH SELESAI MELAKSANAKAN PENELITIAN**

Nomor : 800/ 0052 / SMKN.5 / 2021

Yang bertanda tangan dibawah ini :

Nama : Rismaiti, S.Pd, M.TPd  
NIP : 19690101 199601 2001  
Jabatan : Kepala Sekolah  
Alamat : Jl. Sungai Rupert Rt.41 Rw.08 Kel. Pagar Dewa Kec. Selebar  
Kota Bengkulu

Menyatakan bahwa Mahasiswa yang beridentitas :

Nama : Viona Rosalita  
NIM : 1711230075  
Program Studi : Tadris Bahasa Inggris  
Alamat : Jl.Re Martadinata Kel.Kandang Kota Bengkulu  
Universitas : IAIN Bengkulu

telah Selesai melaksanakan Penelitian di SMK Negeri 5 Kota Bengkulu Sejak 28 Juli Sampai Dengan 08 September 2021 untuk memperoleh data dalam rangka penyusunan Skripsi Penelitian yang Berjudul : The effect of the Blended Learning Implementation on Student' Learning Achievement in Reading Skill ( An Associative study at SMKN 5 Bengkulu)

Demikianlah Surat keterangan ini di buat dan diberikan kepada yang bersangkutan untuk dipergunakan perlunya.

Bengkulu, 2021  
Kepala Sekolah



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Nomor : 5329/In.11/F.II/PP.0.09/12/2021  
Tempat :  
Perihal : Ujian Skripsi

Bengkulu, 15 Desember 2021

Kepada Yth.

1. Dr. Kasmantoni, M.Si. (Ketua)
  2. Nurlia Latipah, M.Pd.Si. (Sekretaris)
  3. Dr. Syamsul Rizal, M.Pd. (Penguji Utama)
  4. Andri Saputra, M.Sc. (Penguji II)
- di -  
Bengkulu

Wassalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 16 Desember 2021

Waktu : 08.00 sampai selesai

Tempat : C.4.1

No.	Nama/Nim	Judul
1.	Veza Liana Herlensi 1711230114	An Analysis of Translanguaging as a Pedagogical Strategy Used by the English Teacher in EFL Classroom Setting (A Qualitative Research towards the English Teacher at SMAN 3 Bengkulu Selatan)
2.	Viona Rosalita 1711230075	The Effect of the Blended Learning Implementation on Students' Learning Achievement in Reading Skill (An Associative Study at SMKN 5 Bengkulu)
3.	Zeni Wulandari 1711230101	Rural Teacher's Strategies in Facilitating Students' English Interactional Communication at SMPN 04 Lebong
4.	Novriyani 1711230041	Parents Difficulties of Assisting Children in Learning English at Home during the Covid-19 Pandemic (Explanatory Survey in SDIT Al-Qiswah Bengkulu City)
5.	Jumike Aprea Shela 1711230086	An Analysis of Culinary Students' Needs in Learning English at SMKN 3 Kota Bengkulu (A Qualitative Study at SMKN 3 Kota Bengkulu Class XI in the Academic Year 2020/2021)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Wassalamu'alaikum Wr. Wb.





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Mahasiswa : Viona Rosalita  
 : 1711230075  
 : Tadris  
 : Tadris Bahasa Inggris

Pembimbing I/II : Anita, M.Hum  
 Judul Skripsi : The effect of the Blended Learning Implementation on Students Learning Achievement in Reading Skill.

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
09-08-2021	Chapter 4-5	- Tambahkan referensi yg terupdate terkait Penelitian yg relevan dgn Blended Learning	
12-08-2021	chapter 4-5	- Tambahkan success Criteria of Blended Learning	

Bengkulu, 30 Agustus 2021

Pembimbing I/II

Anita, M.Hum

NIP. 1990081420190320011

Mengetahui,

Dekan



M.Ag, M.Pd

NIP. 196903061996031005



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 Website: www.iainbengkulu.ac.id

Mahasiswa : Viona Rosalita  
 : 1711230075  
 Studi : Tarbiyah & Tadris  
 : Tadris Bahasa Inggris

Pembimbing I/II : Dr. Ali Akbarjono, M.pd  
 Judul Skripsi : The effect of the Blended Learning Implementation on Students Learning Achievement in reading skill

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
5-08-2021	Chapter IV-V	Add more data hypothesis from accumulation from many perspectives of regular theory; how an experiential Develop your view about the era	A A

Bengkulu, 30 Agustus 2021

Pembimbing I/II

Dr. Ali Akbarjono, M.pd  
 NIP. 197509252001121004

Mengetahui,  
 Dekan  
 Dr. Zubaidi, M.Ag., M.Pd  
 NIP. 196403061996031005



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 Website: www.iainbengkulu.ac.id

Mahasiswa: Viona Rosalita  
 : 1711230075  
 : Tadris  
 : Tadris Bahasa Inggris

Pembimbing I/II: Dr. Ali Akbarjono, M.pd.  
 Judul Skripsi: The effect of the Blended Learning Implementation on Students Learning Achievement in reading SKILL.

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
23.08.2021	Chapter IV - V	check again some errors of typing & writing distance in paragraphs  complete whole doc & don't miss  Acc to proceed for Menagok	A  A  A

Bengkulu, 30 Agustus 2021

Pembimbing I/II  
  
 Dr. Ali Akbarjono, M.pd  
 NIP. 197509252001121004

Dekan  
 Dr. Zubaidi, M.A., M.pd  
 NIP. 195903061996031005