



# THE EFFECT OF BLENDED LEARNING SYSTEM TOWARDS ACADEMIC READING COURSE: DESCRIPTIVE QUANTITATIVE RESEARCH

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## ABSTRACT

*In this technological era, digital learning gives a big impact. However, not all digital-based learning is acceptable to students because digital learning still requires adaptation. Therefore, learning in a conventional way is still needed in the learning process. The limitation of this research is students in an academic reading course. The method in this study will apply descriptive quantitative research. The result can be known as the effect of the blended learning system. It may be concluded that blended learning is according to the current reading students' needs because this system will combine digitally based lessons and a conventional lesson to increase the reading skills of students in an academic reading courses.*

**KEYWORDS:** *blended learning, reading students', academic reading course.*

## 1.0 INTRODUCTION

The development of information and communication technologies in the industrial 4.0 era has been a significant impact on education. This can certainly help the conventional learning system to be more effective through reference and information search (Shahroom & Hussin, 2018). The government of the Republic of Indonesia support to encourage the development of technology-based educational information systems to provide learning access to students, teachers, and educational services according to government rules No. 17 of 2010, articles 48 and 59.

One of f these factors, the learning system that can be recommended is the blended learning system. Blended learning is a learning system that combines face-to-face learning with online learning aimed at supporting learning and making the lesson more practical so that students gain varying learning experiences (Syakur, 2019). These opportunities can be the opportunity for lecturers to develop their innovations through the development of the industry 4.0 revolution. The lecturers can integrate a blended learning system into their courses (Tayebinik & Puteh, 2013).

Through the use of blended learning, students can also give instruction, practice reading, receive feedback, and explain which can develop student verbal skills (Syakur, Fanani, & Ahmadi, 2020). Therefore, blended learning is appropriate to apply to the academic reading course because they will find information that relates to the lesson combined with a virtual source and a real source. The purpose of the article is to identify the impact of blended learning on academic reading.

## **2.0 LITERATURE REVIEW**

### **2.1 Reading English**

Reading is the process of seeing and understanding what is written. Reading is also one of the important skills for learning English, as reading can be the basis for verbal communication (Wats & Wats, 2009). Verbal communication is vital for understanding the target language (Henard & Rosevare, 2012). Through reading, students will easier to understand the material in the text. Daily reading habits can enhance the quality of education, work, and social life (Moussu & Llurda, 2008).

### **2.2 Blended Learning**

Blended learning is a learning process that combines face-to-face learning with electronic learning. In blended learning there will be learning through books, presentations, class activities, online application use, and so on (Manis, Lindsey, & Bailey, 2004). As blended learning combines both conventional and modern lessons, it can make students more easily adapt to learning activities. Students also get fun and efficient learning (Kurniawan & Syakur, 2017). (Saiz-Manzanares, Escolar-Llamazares, & Gonzalez, 2020) said that blended learning is every student can learn, because learning blended learning is partly learning face-to-face and partly with the help of the internet (Soliman, 2014).

### **2.3 The Advantages and disadvantages of blended learning**

The advantages of blended learning are more effective and flexible in learning process. The students also enjoy the lesson because there are various activity in blended learning process. Blended learning also the one of easy way for the lecturer to teach.

The disadvantages of blended learning are misunderstanding information because not of all the students can get their source easily. Different background of the students' learning style can become the problem of the blended learning process.

## **3.0 METHOD**

The research design of this research is descriptive quantitative research. Descriptive quantitative is use to describe, explain, predict, or control the phenomena that studied based on statistical or numerical data (Gay, Mills, & Airasian, 2012).

The participants who have also completed their academic reading course in the second semester of English Department. The researchers took 30 students for sample of this research. The research instrument is 7 statements of questionnaires through Google Form. To collect the data, the researchers are use close-ended questionnaires. The questionnaire are related with the students' experience on using YouTube as learning media to improve their speaking skill. The researchers used Microsoft Excel and SPSS version 22 to calculating the percentage of students' answers to the statements on the questionnaire. The researchers are look for the validity and reliability for take the result of data. Then, the researchers describe the results based on data counting on it.

To find out whether the questionnaire given is valid and reliable to respondents, the researchers checked the validity and reliability of both. Validity is the extent to which the inferences made from test scores accurate. While reliability is the degree to whice an assessment consistently measures and is usually expressed numerically as a coefficient (John, 2015). The researchers used Pearson Product Moment in SPSS 22 with r-table 0.361 and 5% significance. To check the validity of this questionnaire, the researchers have compared the r-table and r-value. If the r-value  $\geq$  r-table the item is declared valid. However, if r-value  $\leq$  r-



table the item is declared invalid.

Based on the results of the validity test, all items from the questionnaire are valid. To find out the reliability of the questionnaire, the researchers tested the reliability using Cronbach Alpha in SPSS 22. If  $\alpha \geq r\text{-table}$ , the item is declared reliable. However, if  $\alpha \leq r\text{-table}$ , the item is declared unreliable. Based on result of reliability test, the reliable coefficient is 0.990. The result of the correlation mean that all questionnaire items are reliable.

Category level:

- 0% - 19.99% : strongly disagree
- 20% - 39.99% : disagree
- 40% - 59.99% : neutral
- 60% - 79.99% : agree
- 80% - 100% : strongly agree

#### 4.0 FINDINGS AND DISCUSSION

This session will be shown the results of the study. Responses from the questionnaires will be shown in the form of a chart. For the findings of research have been explained on research questions.

No.	Statements	SD	D	N	A	SA	Total score	Index %	Category
1.	I prefer learning reading English using online learning systems rather than offline learning with lecturers in class.	1	16	27	28	25	97	64.67%	Agree
2.	Websites media make me interesting medium to learn reading English.	0	4	15	64	35	118	78.67%	Agree
3.	I can be responsible and disciplined in collecting structured assignments in websites media.	0	8	24	48	30	110	73.33%	Agree
4.	I get new experiences in Reading English by websites media.	0	6	6	68	40	120	80%	Strongly agree
5.	I can control to collect assignments and save time in working on.	1	2	12	64	40	119	79.3%	Agree
6.	I can access learning material easily by websites media.	0	2	6	56	65	129	86%	Strongly gree
7.	Reading English by video, PDF, PPT and Microsoft Word learning uploaded can improve my understanding in reading course.	1	2	12	48	60	123	82%	Strongly agree

The finding above indicates that using blended learning is effective in an academic reading course. Their responses show that blended learning is helpful to learn reading, the result referred that the students have additional information about a certain subject in the reading course. It can be seen that the percentage on Question number 1 is 64.67%. The students like to read English using online learning systems based on media websites rather than learning face-to-face with lecturers in class. Learning based on media websites is an interesting medium for learning to read English. It can be seen that the percentage on Question number 2 is 78.67%.

The research findings explain that students learning based on websites and media can make them responsible and disciplined in collecting structured assignments. It can be seen that the presentation on Question number 3 is 73.33%. Learning based on media websites gives me new experiences/nuances in learning to read English. It can be seen that the percentage in Question number 4 is 80%. The students can save time in working on and collecting assignments. It can be seen that the percentage in Question number 5 is 79.3%.

Also, the findings of this study clarify that the students can learn based on media and easy to access the learning material. It can be seen that the percentage in Question number 6 is 86%. In question number 7 the percentage is 82%. This shows that students can improve the students understanding of reading English through video, PPT, PDF, and Microsoft Word learning uploaded through learning based on websites and media.

## 5.0 CONCLUSION

The conclusion is using blended learning as the media in reading courses is effective, because the lessons will combine conventional and modern strategies in their class. The students also can accept the material pretty well in the reading courses. Through blended learning, students can access many sources and information through websites. Blended learning media is also more interesting also improves the students understanding because there are many features that can access by the lecturer and the students. It makes the students be responsible and disciplined in collecting assignments and save time in working on them.

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