

**EFL TEACHER'S STRATEGIES IN TEACHING
READING USING BLENDED LEARNING**

THESIS

Submitted in Partial Fulfillment of the Requirement for
Gaining

The Degree of Bachelor of English Education Department



By:

MOHAMAD IZZA ULIL WAFA

NIM: 170304506074

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER
TRAINING
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2022**

THESIS PROJECT STATEMENT

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name : Mohamad Izza Uhlil Wafa
Student Number : 1703046074
Department : English Education

Certify that this thesis entitled:

EFL TEACHER'S STRATEGIES IN TEACHING READING USING BLENDED LEARNING

is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with the ethical standards.

Semarang, 20 December 2022

The researcher,



Mohamad Izza Uhlil Wafa
NIM : 1703046074

RATIFICATION



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIAH DAN KEGURUAN
Prof. Dr. Hamka Km.2 Ngaliyan Telp/Fax. (024) 7601295 Semarang 50185

RATIFICATION

Thesis with the following identity:

Title : **EFL TEACHER'S STRATEGIES IN TEACHING
READING USING BLENDED LEARNING**
Name : Mohamad Izza Ulil Wafa
Student Number : 1703046074
Department : English Education

had been ratified by the board of examiners of Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Education Department.

THE BOARD OF EXAMINERS

Chair Person,

Dr. Hj. Siti Mariani, M.Pd.
NIP. 196507271992032002

Secretary,

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP.196506141992032001

Examiner I,

Agus Mutohar, M.A., PhD.
NIP. 1984088012019031007



Examiner II,

Daviq Rizal, M.Pd.
NIP.197710252007011015

Advisor,

Dr. Hj. Siti Mariani, M.Pd.
NIP. 196507271992032002

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

ADVISOR NOTE

To

The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to whatever extent of the following thesis identification:

Name of Student : Mohamad Izza Ulil Wafa

Student Number : 1703046074

Department : English Education

Title : **EFL Teacher's Strategies in Teaching Reading Using Blended Learning**

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training at Walisongo State Islamic University Semarang to be examined at the Munaqosah session.

Wassalamu'alaikum wr. wb.

Semarang, 19 December 2022

Advisor,

Dr. Hj. Siti Mariam, M.Pd.

NIP. 19650727 199203 2 002

ABSTRACT

Title : **EFL TEACHER’S STRATEGIES IN TEACHING READING USING BLENDED LEARNING**
The Writer : Mohamad Izza Ulil Wafa
NIM : 1703046074
Department : English Education

This research aimed to analyze the EFL teacher’s strategies in teaching reading using blended learning and to explain the students’ responses towards the EFL teacher’s strategies. This study employed qualitative and descriptive research design. The data collection technique used observation checklist, interview, questionnaire and documentation. The observation checklist and interview were distributed to the one EFL teacher, then questionnaire was distributed to 33 students of the 8th A Graders at SMP H. Isriati Semarang through Google Form. To analyze the data, the researcher used data reduction, data display, and conclusion or interpretation. The findings of this research showed that the EFL teacher used two strategies in teaching reading using blended learning at SMP H. Isriati Semarang, those were Reciprocal Teaching for offline learning and Question Answer Relationship (QARs) for online learning. The students’ responses toward the EFL teacher’s strategies in teaching reading using blended learning are easier to understand, being able to convey and changing the opinions, getting the new ideas, being able to motivate them to think in the group, and the students can be accustomed to practice reading and speaking by giving question and answer it. Based on the findings, it hopes that this research can be useful for future researchers who wants to study on teaching strategies in English especially in reading.

Key words : Blended Learning, Students’ Responses, Teacher’s Strategies, Teaching Reading.

MOTTO

“And we have not send you, (O Muhammad), except as a mercy to the worlds.”. (Q.S. Al-Anbiya’: 107)¹

¹ Departemen Agama, *Al-Qur'an Dan Terjemah*, Cet. Ke 1 (Jakarta: Hati Emas, 2014).

DEDICATION

First of all, the researcher gives praise and thankfulness to Allah SWT. Because the blessing and the merciful with deeply this thesis can be finished. I dedicated this thesis especially for English Education Department of Walisongo State Islamic University Semarang.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Thanks to Allah, the most Gracious and most Merciful, who blesses the writer in completing this thesis. *Shalawat* and *Salam* are also delivered to our beloved Prophet, Muhammad SAW, who has guided us from the darkness era to the brightness era and brought us to the truth way of life. By the grace of Allah, this thesis entitled “*EFL Teacher’s Strategies in Teaching Reading Using Blended Learning*” was able to be completed as one of any requirements for gaining the Degree of Bachelor of English Education at Walisongo State Islamic University Semarang. This thesis also hoped to be the one of materials to learning English Education.

With all sincerities of the writer’s deepest heart, he realized that if there were no supports and motivations from people around him, he could not complete this thesis perfectly. Therefore, he would like to express his gratitude and his appreciations to:


1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum., as the dean of Education and Teacher Training Faculty.
2. Sayyidatul Fadhlilah, M.Pd., as the head of English Education Department.
3. Dra. Nuna Mustikawati Dewi, M.Pd., as the secretary of English Education Department.
4. Dr. Siti Tarwiyah, M.Hum., as my guardian lecturer of English Education Department.
5. Dr. Hj. Siti Mariam, M.Pd., as the one and only beloved advisor who always gives the valuable time, guidance, correction and some suggestions during arranging and completing this thesis.
6. The deepest gratitude for all lecturers and staffs of English Education Department at Walisongo State Islamic University Semarang.

7. Eka Putranto Hadi, M.Pd., as the headmaster of SMP H. Isriati Semarang who has given permission for doing the research.
8. Sri Harjati, S.Pd., as the EFL teacher of SMP H. Isriati Semarang who has given permission and support to the researcher for doing the research.
9. My beloved parents, Moh Nurhadi and Endang Larasati. This thesis is dedicated to them who have given me the big opportunity to experience the study from kindergarten until university and support my life, their moral support, prayer and guidance to their beautiful daughter.
10. The writer's family members, his beloved brother and sister, Moch Alfi Fahmi Azka and Livi Nuriyatul Khafidzoh who always support and love me.
11. My beloved best friends ever Utsanni Riifa Rifati, Dewi Sofiyantiz Zahro', Yuniar Chrismonia Caesar, Indah Rif'ah Dianti, Agus Suprpto, Agung Setiawan, Meliana Syam, Nisa Ad'iyatul U, Ainin Sofi, Ulfatun Muyasaroh, Moh Agus Budiman, and Sabiq Ariqun Nabih who have given me support and help either material or immaterial.
12. Last but not least, those who cannot be mentioned one by one have supported, gave motivation and prayed to the writer to finish this thesis.

Finally, the writer realizes that this thesis is far from being perfect. Therefore the writer will happily accept constructive criticism in order to make it better. The writer hopes that this thesis would be beneficial to everyone. Aamiin.

Semarang, 26 Desember 2022

The writer,



Mohamad Izza Ulil Wafa

NIM : 1703046074

LIST OF CONTENT

COVER	
THESIS PROJECT STATEMENT	i
RATIFICATION	ii
ADVISOR NOTE	iii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
LIST OF CONTENT	ix
LIST OF TABLE	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Research Questions	5
C. Research Objectives	6
D. Significance of the Study	6
1. Theoretically	6
2. Practically.....	6
CHAPTER II REVIEW OF RELATED LITERATURE ..	8
A. Previous Research	8
B. Literature Review	17
1. Reading Comprehension	17

a.	Definition of Reading.....	17
b.	Definition of Reading Comprehension.....	19
c.	Types of Reading Comprehension	22
2.	Teaching Reading.....	25
a.	Definition of Teaching Reading.....	25
b.	Concept of Teaching Reading	26
3.	Teacher’s Strategies in Teaching Reading	27
a.	Definition of Teaching Strategies	27
b.	Strategies in Teaching Reading.....	28
4.	The Concept of Teaching Strategies	33
a.	Reciprocal Teaching.....	33
b.	Question Answer Relationship (QARs)	35
5.	Problem in Teaching Reading	38
6.	Blended learning	40
a.	Definition of Blended Learning	40
b.	Models of blended learning.....	41
c.	Benefits of Blended Learning	43
7.	Blended Learning in Teaching Reading.....	43
8.	Teacher Strategies Using Blended Learning.....	48
9.	The Strengths And Weaknesses Of Blended Learning System	51
C.	Conceptual Framework	54
CHAPTER III	RESEARCH METHOD	56

A. Research Design	56
B. Research Setting and Participant	57
C. Source of Data	58
D. Data Collection	59
E. Trustworthiness of Data	61
F. Data Analysis	63
CHAPTER IV FINDING AND DISCUSSION	66
A. Finding	66
B. Discussion	82
CHAPTER V CONCLUSION AND SUGGESTION	92
A. Conclusion	92
B. Suggestion	93
REFERENCES	1
APPENDICES	1
CURRICULUM VITAE	1

LIST OF TABLE

Table 2.1	: Conceptual Framework
Table 4.1	: Questionnaire of students' responses
Table 4.2	: Questionnaire of students' responses
Table 4.3	: Questionnaire of students' responses
Table 4.4	: Questionnaire of students' responses
Table 4.5	: Questionnaire of students' responses
Table 4.6	: Questionnaire of students' responses
Table 4.7	: Questionnaire of students' responses
Table 4.8	: Questionnaire of students' responses
Table 4.9	: Questionnaire of students' responses
Table 4.10	: Questionnaire of students' responses
Table 4.11	: Questionnaire of students' responses
Table 4.12	: Questionnaire of students' responses
Table 4.13	: Questionnaire of students' responses
Table 4.14	: Questionnaire of students' responses
Table 4.15	: Questionnaire of students' responses
Table 4.16	: Questionnaire of students' responses

LIST OF APPENDICES

APPENDIX I	:Observation guidelane and the result of observation
APPENDIX II	:Interview guideline and the result of interview
APPENDIX III	:Questionnaire guidelane
APPENDIX IV	:Daftar siswa kelas VIII A SMP H. Isriati Semarang
APPENDIX V	:The result of questionnaire
APPENDIX VI	:Documentation of SMP H. Isriati Semarang
APPENDIX VII	:Documentation of Interview
APPENDIX VIII	:Documentation of Observation
APPENDIX IX	:Surat penunjukan dosen pembimbing
APPENDIX X	:Surat permohonan ijin penelitian
APPENDIX XI	:Surat keterangan selesai penelitian

CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, research questions, research objectives, and significance of the study.

A. Background of the Study

Reading English is an important skill that students need to learn. When reading a text the goal is to understand its content. Students reading a text at school often have difficulties to understand and comprehend its meaning. So, teachers in teach reading must have good strategies for students to help them get good results. To be better reader, students need to pay attention to how they read, and what they can do to improve their understanding of reading a text, and one of them is to have a strategy in reading skill. Therefore the researcher analyze the EFL teacher's strategies in teaching reading using blended learning, and explain the students' responses toward the EFL teacher's strategies in teaching reading using blended learning at SMP H. Isriati Semarang.

The aim of teaching English is to improve the students' communication ability in English which consist of four skills; they are listening, speaking, reading, and writing. Brown (2000) states, "Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning." As stated previously, reading is the ability to draw meaning from

the printed page and interpret this information appropriately (Grabe et al., 2001: 33). In conclusion, teaching reading is guiding, facilitating, and setting the condition for learning that enabling the students to learn in a comfortable environment, so that the students can understand the text easily.²

As the command of Allah SWT on the surah Al-Alaq (1-5):³

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) إِفْرَأْ وَرَبُّكَ الْأَكْرَمُ (3)
الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

“(1) Recite in the name of your Lord Who created, (2) created man from a clot of congealed blood, (3) Recite: and your Lord is Most Generous. (4) Who taught by the pen, (5) taught man what he did not know.”

In this verse, Allah wants to emphasize that reading is very important activity in daily life. In this context, reading not only read the text book, but also reading everything that beneficial for us. As we know that, reading knowledge and new information will bring

² Farid Noor Romadlon, “Promoting Students’ Reading Proficiency through Reciprocal Technique,” *Vision: Journal for Language and Foreign Language Learning* 6, no. 1 (2017): 50–60, <https://doi.org/10.21580/vjv6i11584>.

³ Mustolehudin, “Tradisi Baca Tulis Dalam Islam Surah Al ‘Alaq Ayat 1 - 5,” *Jurnal “Analisa”* XVIII, no. 01 (2011): 145–54, <https://doi.org/10.18784/analisa.v18i1.130>.

someone to be smart and makes someone have a broad insight.

Based on the observation and interview with one EFL teacher of SMP H. Isriati Semarang, the researcher found students had difficulty understanding in reading comprehension. Most students are lack of vocabulary, so they find it difficult to find the meaning of words and percipient words. They also face difficulties in understanding the contents of the text. Students are also unable to understand reading, because they do not know how to apply this technique in reading skill such as skimming and scanning. In the teaching process, teacher can facilitate students' learning process through appropriate method and media, besides the teacher mastering the materials. Teacher should be creative and make the students interest with the materials and motivate the students in learning.⁴

The English teacher must have the best strategy for their students to make a reading process in the classroom more effective by using suitable strategy. Sometimes the teacher becomes a friend to discuss the problems in the classroom, so the students enjoy the class. In other times, the teacher becomes their parents who lead them in teaching and learning activity. The teacher has to have a strategy to make the

⁴ Maslichah Maslichah and Siti Tarwiyah, "Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers," *Vision: Journal for Language and Foreign Language Learning* 6, no. 2 (2017): 116–24, <https://doi.org/10.21580/vjv6i21792>.

students ready to read. By applying the correct strategies in teaching and learning process, the teachers are able to evoke the students confident to read correctly.

In this rapidly-transforming way of teaching, blended learning has become popular across all education levels as it integrates the advantages of traditional classroom activities with online digital media. In the context of teaching English as a foreign language, teachers need to adapt with the use of technology in their teaching activities so that the learning objectives can be achieved successfully. During the current COVID-19 pandemic, using blended learning in teaching reading is the best alternative. This is due to the lack of time for meet face-to-face in the class and carry out learning as usual, then the use of digital technology is the only option so that the learning process continues in progress. Blended learning can be interpreted as combination learning, it means a combination of face-to-face learning in class and online learning with using a computer application that is connected to the internet. To achieve the optimal learning process, teachers can use blended learning method. The advantage of this learning method is the students can get direct explanations from the teacher and interact with their friends during face-to-face learning activities in the class. While at the time online learning, they can do

learning anywhere and anytime because the time and place are more flexible.⁵

Based on the reasons above, the researcher believes that this research can be beneficial for students and teachers. So, the writer was conducted the study entitled “EFL Teacher’s Strategies in Teaching Reading Using Blended Learning”, because the researcher aimed to analyze the EFL teacher’s strategies in teaching reading using blended learning and to explain the students’ responses toward the EFL teacher’s strategies in teaching reading using blended learning at SMP. H. Isriati Semarang.

B. Research Questions

Based on the background of study above, the formulation of the problem in this research are:

1. What are the EFL teacher’s strategies in teaching reading using blended learning at the 8th graders of SMP H. Isriati Semarang?
2. How are the students’ responses toward the EFL teacher’s strategies in teaching reading using blended learning at the 8th graders of SMP H. Isriati Semarang?

⁵ Buket Akkoyunlu and Meryem Yilmaz Soylu, “A Study of Student ’ s Perceptions in a Blended Learning Environment Based on Different Learning Styles What Is Blended Learning? What Is Learning Styles ?,” *Environment* 11, no. May 2014 (2008): 183–93.

C. Research Objectives

The objective of this research are:

1. To analyze the EFL teacher's strategies in teaching reading using blended learning at the 8th graders of SMP H. Isriati Semarang.
2. To explain the students' responses toward the EFL teacher's strategies in teaching reading using blended learning at the 8th graders of SMP H. Isriati Semarang.

D. Significance of the Study

1. Theoretically
 - a. Giving description about the strategies used by EFL teacher in teaching reading and students' responses toward the EFL teacher's strategies in teaching reading using blended learning at SMP H. Isriati Semarang.
 - b. Giving a useful description for any further researcher who wants to study the topic, hopefully this study becomes a helpful source of information and reference.

2. Practically

- a. For the English teachers

The researcher hopes it can help teachers in teaching learning process, especially in teaching reading and creating the active learning, creative, effective, innovative, and fun for students in the class. So, the students will get better achievement.

b. For the students

The researcher hopes that students can apply the EFL teacher's strategies in teaching reading using blended learning and giving the positive responses. The students can know kinds of teaching strategies and can choose one of the strategies that is fun for students to improve their interest in reading skill.

c. For the school

The researcher hopes it can give positive effect to the future in teaching and learning process, especially in teaching reading at SMP H. Isriati Semarang.

d. For the researcher

For the researcher, conducting this research will enrich the experience and knowledge in English language teaching and learning process especially in reading class.

e. For the next researcher

The researcher hopes that this research can be useful for future researchers who wants to study on teaching strategies in English especially reading skill.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about previous research, literature review, and conceptual framework.

A. Previous Research

There are some research that discuss about teacher's strategies in teaching reading. In this paper, the researcher takes review of related previous research from other sources as comparison of this research. Those are:

1. A research was conducted by Siti Nurhamida, Syahid Muammar Pulungan, and Eka Sustris Harida (2018) entitled *The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak*.

This research was taken based on fact of the teachers' problems in teaching reading comprehension. The researcher identified many problems, as seen that there are many teachers who did not know how to teach English, especially in teaching reading comprehension. In this research, the researcher found out about the teachers' strategies in teaching reading comprehension and the teachers' problems in teaching reading comprehension at SMAN 2 Padang Bolak.

The sources of the data for this research were English teacher, students and headmaster. As the

instrument for collecting the data the researcher used interview and observation. The researcher analyzed the data: Managing, involves creating and organizing data collected during the study; Reading, involves reading the field notes, transcripts, memos, and observes comments to get a sense of the data; Classifying, is ordering field notes or transcription into categories that represent different aspect of data; Interpreting data by identifying and abstracting important understanding from the detail and complexity of the data. In this occasion, teachers' strategies in teaching reading comprehension at SMA N 2 Padang Bolak were: teacher activated background knowledge of students and reading aloud together. Teachers' problems in teaching reading comprehension at SMA N 2 Padang Bolak were: the low interesting of students to study English, the students made a noise in the classroom, the students are lazy, there was no teaching media, the low motivation of parents to students. Teachers' strategies solved the problems were: teachers always motivated students to study hard, especially for English, gave advice to the students who made a noise or when they were sleepy, moved the place of students when they made a noise and gave reward to the students who study hard and got high score in the class.⁶

⁶ Siti Nurhamida, Syahid Muammar Pulungan, and Eka Susti Harida "The Analysis of Teachers' Strategies in Teaching Reading

The similarity of the research above namely the researcher analyzed the teacher's strategies in teaching reading comprehension. The differences were I explained the students' responses toward the EFL teacher's strategies, while the research above found out the teachers' problems in teaching reading comprehension.

2. A research was conducted by Nova Lingga Pitaloka, et al. (2020) entitled *Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences*.

This study aimed at revealing the implementation of blended learning in reading course for undergraduate EFL students at one public university in South Sumatera and the students' perceptions on the e-learning incorporated in the blended learning in the reading course. The study was carried out through a qualitative method using a case study approach. The first semester students, consisting of 13 female and 5 male students, majoring in English Education Study Program at a public university in South Sumatera participated in this study. The researchers used observation, documentation, and semi-structure interviews to collect the data. The collected data were analyzed qualitatively. The findings covered two major issues in accordance with the objectives of research: the

Comprehension at SMA N 2 Padang Bolak," *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keagamaan* 4, no. 2 (2018): 299–311.

implementation of the blended learning and students' perceptions of the e-learning. The findings showed that in the reading course, 4 meetings were conducted with e-learning and 12 others were employed in the classroom with various activities. In terms of students' perceptions, the students reported some advantages and challenges that they encountered in e-learning. This study also provided some implications and recommendations for further research.⁷

The similarity of the research above namely the researcher explained students' response using blended learning in reading course. The differences were I analyzed the EFL teacher's strategies in teaching reading comprehension, while the research above explained the students' perceptions and experiences using blended learning in reading course.

3. A research was conducted by Gendis Nadira Dwiningtiyas, Dedi Sofyan, and Hilda Puspita (2020) entitled *Teachers' Strategies in Teaching Reading Comprehension*.

This research aimed to figure out the strategies used by English teachers in teaching reading and how they applied the strategies. This research was designed as descriptive qualitative research.

⁷ Nova Lingga Pitaloka et al., "Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences," *Indonesian Research Journal in Education /IRJE/* 4, no. 1 (2020): 43–57, <https://doi.org/10.22437/irje.v4i1.8790>.

Participants of the research were two English teachers who teach in second grade of the school. Each English teacher had eight meetings that observed by the researcher. The instruments of the research were strategies checklist and interview. The instruments were used to figure out the strategies used and how the English teachers applied the strategies in teaching reading comprehension. The result of the data were analyzed and broken down into three stages; they were data reduction, data display, and drawing conclusion or interpretation.

The result showed that the first teacher used several strategies in teaching reading comprehension. The strategies were brainstorming, reading aloud, and asking for specific information. While the second teacher used nine strategies. They were encouraging the use of dictionaries, reading aloud, reread for checking comprehension, evaluating comprehension in particular tasks, and asking questions for specific information. Both teachers applied and combined the strategies divided into three stages of teaching reading comprehension. The stages were pre-reading stage, while reading stage, and post reading stage. The strategies applied were very effective in teaching reading comprehension in that school. It was proven by

the students' motivation, students' attention, and teachers' ease in teaching and learning process.⁸

The similarity of the research above namely the researcher analyzed the teachers's strategies in teaching reading comprehension. The differences were I explained the students' responses, while the research above figured out how the English teachers applied the strategies in teaching reading comprehension.

4. A research was conducted by Nguyen Thi Lan Phuong (2022) entitled *Teachers' Strategies in Teaching Reading Comprehension*.

The aimed of this research were to investigate teachers' strategies in teaching reading comprehension and how their students reacted to such strategies at Hau Giang Community College. The research used qualitative study design with observation and interviews. The participants were taken from five English teachers who teach in HGCC with different experiences and degrees of background knowledge and 31 students in Pharmacy A. According to this study, teachers have been using techniques including questioning, predicting, retelling, and picturing to promote reading comprehension. Additionally, it showed that the majority of the students gave enough feedback on the tactics used by their teachers.

⁸ Gendis Dwiningtiyas, Dedi Sofyan, and Hilda Puspita Nadira "Teachers' Strategies in Teaching Reading Comprehension," *Journal of Applied Linguistics and Literacy* 4, no. 2 (2020): 66–77.

According to these findings, teachers should inform students of the instructions before they read the text and utilize tactics for teaching reading comprehension in line with each student's level of ability and personality to encourage greater engagement.⁹

The similarity of the research above were the researcher analyzed the EFL teacher's strategies in teaching reading comprehension. The differences were I analyzed the EFL teacher's strategies in teaching reading using blended learning at SMP H. Isriati Semarang, while the research above investigate teachers' strategies in teaching reading comprehension and how their students reacted to such strategies at Hau Giang Community College the participants.

5. A research was conducted by Afi Normawati (2021) entitled *The Implementation of Blended Learning in Teaching Reading*.

This study describes the implementation of blended learning in Engagement Reading class conducted in English Language Education Department of Universitas Nasional Karangturi. To get the data, the researcher conducted observation, interview, and documentation. The result of the study shows that the stages of building knowledge of the field, modelling of the

⁹ Thi Lan Phuong Nguyen, "Teachers' Strategies in Teaching Reading Comprehension," *International Journal of Language Instruction* 1, no. 1 (2022): 19–28, <https://doi.org/10.54855/ijli.22113>.

text, joint construction of the text and independent construction of the text are applied in the reading class. To facilitate the teaching and learning process, Google Classroom, WhatsApp, Zoom, Mozilla Firefox, and Chrome are utilised. At the end of the course, the students have positive perception toward the implementation of blended learning in the reading class. This is because they feel that the use of technology in blended learning facilitates communication and interaction, engagement, and collaboration. However, they still have problem commonly faced by the students in Indonesia, which is internet connection and credit quota.¹⁰

The similarity of the research above namely the researcher explained the students' responses using blended learning in teaching reading. The differences were the participants, I used the 8th graders EFL teacher and students of SMP H. Isriati Semarang, while the research above the participants were English Language Education Department students of Universitas Nasional Karangturi.

¹⁰ Afi Normawati, "The Implementation of Blended Learning in Teaching Reading," *English Language and Education Spectrum* 1, no. 2 (2021): 45–51, <https://doi.org/10.53416/electrum.v1i2.26>.

6. A research was conducted by Sri Wahyuni, Rosdiana, and Hanifar Mardhatillah (2020) entitled *Teaching Strategies: EFL Students' Responses Toward Teacher Strategies in Reading Comprehension*.

The purpose of this study is to find out the teacher strategies in teaching reading comprehension at the first-grade students at SMA Inshafuddin Banda Aceh. This research employed a descriptive qualitative method. The participants of this research is the first grade students of SMA Inshafuddin Banda Aceh that consist of 30 students. The instruments of collecting the data used in this study is a questionnaire. The objectives of this research were to know the students' responses of the teacher strategies in teaching reading comprehension. In this research, the result revealed that that the students' responses toward the teacher strategies in teaching reading comprehension it showed positive responses.¹¹

The similarity of the research above namely the students' responses of the teacher strategies in teaching reading. The differences were the instruments of collecting the data, I used the observation, interview, questionnaire, and

¹¹ Sri Wahyuni, Rosdiana Rosdiana, and Hanifar Mardhatillah, "Teaching Strategies: Efl Students' Responses Toward Teacher Strategies in Reading Comprehension," *Jurnal Ilmiah Teunuleh* 1, no. 2 (2020): 203–15, <https://doi.org/10.51612/teunuleh.v1i2.31>.

documentation. While the researcher above used questionnaire only.

B. Literature Review

1. Reading Comprehension

a. Definition of Reading

There are many definition of reading as proposed by the experts. Reading is a highly strategic process during which readers are constantly constructing meaning using a variety of strategies, such as activating background knowledge, monitoring and clarifying, making predictions, drawing inferences, asking questions and summarizing.¹² Reading is a complicated cognitive process that is likely the most important competency acquired in all of schooling. As students move from the early elementary years through high school and beyond, the focus changes from learning to read to reading to learn.¹³

Reading as a skill requires primary interest and passion, creativity and imagination. It requires deep vocabulary expertise and prior experience with books. In reading mainly, the learners ought to be capable of becoming aware of the

¹² Marsha L. Roit, *Effective Teaching Strategies for Improving Reading Comprehension in K-3 Students: SRA Open Court Reading* (USA: Mc Graw Hill Education, 2015).

¹³ Phillip Herman et al., "The Effectiveness of Reading Comprehension Strategies in High School Science Classrooms," *Learning in the Disciplines: ICLS 2010 Conference Proceedings - 9th International Conference of the Learning Sciences* 1 (2010): 857–64.

extraordinary metacognitive strategy which is most appropriate for them.¹⁴ Reading is the interaction between the text (the author) and the reader by combining information from the text and the reader's prior knowledge. In educational field, reading holds an important role in helping students to learn more information from another.¹⁵

Besides, reading is a perpetual process of predicting, and what one carry to the text is often more prominent than what one finds in it. Thus the students should be taught to use what they know to understand not familiar things, if these are concepts or simple words.¹⁶

During the act of reading, the visual information found on the page combines with the non visual information contained in your head to create meaning. In that way, what's in your head just as important as what's on the page in the process of creating meaning: Reading is the act of linking one idea to another. Putting ideas together to create a sensible whole is the essential part of

¹⁴ Kartika Ayu Septiningrum, Siti Tarwiyah, and Siti Mariam, "A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension (A Study At SMP N 32 Semarang)," *Vision: Journal for Language and Foreign Language Learning* 7, no. 1 (2018): 66–82, <https://doi.org/10.21580/vjv7i12805>.

¹⁵ Romadlon, "Promoting Students' Reading Proficiency through Reciprocal Technique."

¹⁶ Endang Sulistianingsih, "Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC)," *Vision: Journal for Language and Foreign Language Learning* 7, no. 1 (2018): 1–10, <https://doi.org/10.21580/vjv7i12200>.

reading. It is not necessary to know every word in order to read.¹⁷ Reading activity responds to all the expressions of the writer so that the reader is able to understand the reading materials well.

Based on the statements above, reading is an important skill in language learning between language skills and is a process for obtaining and understanding the contents of reading, generalized messages, obtaining information and knowledge from written languages that involve basic understanding with specific goals. Reading can also be interpreted as the capture and understanding of ideas, the activities of the reader coupled with the outpouring of the heart in living the reading that is read.

b. Definition of Reading Comprehension

Different from reading in general, reading comprehension has a deeper meaning to elaborate. There are many definitions of reading comprehension accepted from some writers. By having comprehension, someone can be claimed that he has done the process of reading, and get information stated in the text. Duffy stated “Comprehension is the essence of reading because the goal of written language is communication of messages. If we do not understand the message, we

¹⁷ Andrew P. Johnson, *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students* (USA: Rowman & Littlefield Education, 2008).

are not reading”. In other words, comprehension is the important aspect of reading.¹⁸ In addition to being required to comprehend stories, novels, and poems in language arts classes, successful students in today’s classrooms must be able to read and understand math problems to find the correct solution.¹⁹ So that understanding becomes a product that can be measured in reading activities, not physical behavior when reading.

Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, using strategy) as well as variables related to the text itself (interest in text, understanding of text types).²⁰ Reading comprehension can be interpreted as the ability to understand the text as a whole by paying attention to experience, motivation, and perception to achieve deep understanding.

Moreover, reading comprehension is the ability to construct meaning from a given written text. Reading comprehension is not a static

¹⁸ Duffy G.G., *Explaining Reading: A Resource of Teaching Concepts, Skills, and Strategies* (New York: The Guilford Press, 2009).

¹⁹ Scott Kissau and Florian Hiller, “Reading Comprehension Strategies: An International Comparison of Teacher Preferences,” *Research in Comparative and International Education* 8, no. 4 (2013): 437–54, <https://doi.org/10.2304/rcie.2013.8.4.437>.

²⁰ Alison Boardman Janette K. Klingner, Sharon Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties* (New York: The Guilford Press, 2007).

competency; it varies according to the purposes for reading and the text that is involved. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader. This is accomplished through use of strategies, both cognitive and metacognitive.²¹ LWallace as cited by Kristin Lems argues that teachers need to assist language learners to critically question the information content and the tacit ideological assumptions that the writer suggests. It can help the readers to understand ideas or thoughts contained in the passage both in its entirety and its parts.

Keenan, Betjemann, and Olson expressed that reading comprehension needs the successful expansion and arrangement of a lot of lower-and higher-level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.²² Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words

²¹ Tenena M Soro Kristin Lems, Leah D Miller, *Teaching Reading to English Language Learners: Insights from Linguistics* (New York: The Guilford Press, 2010).

²² Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "How Can Students Improve Their Reading Comprehension Skill?," *Journal of Studies in Education* 6, no. 2 (2016): 229, <https://doi.org/10.5296/jse.v6i2.9201>.

or sentences.²³ Reading comprehension as one of the language skills is carried out with the aim of obtaining generalized knowledge and comprehension of a reading. That means readers can understand more than what they read, not remember more information with the same level of understanding.

Based on the statements above, reading comprehension is reading by understanding meaning and drawing conclusions from information contained in a text. Understanding in reading is important for a reader to draw conclusions. In addition, the reader also performs the thought process by connecting the reading with the readers' scheme. After going through a series of processes understanding in reading can be achieved.

c. Types of Reading Comprehension

Generally reading divides into two types, there are intensive and extensive reading. Every type has different definition and characteristics. The definition of each type is defined as follows:

1) Extensive Reading

Bambord & Richard as cited by Bünyamin Celik Extensive reading is at issue, one of the

²³ G. Woolley, *Reading Comprehension: Assisting Children with Learning Difficulties* (Dordrecht: Spranger Netherlands, 2011).

first definitions given is reading large quantities of specially designed materials rapidly for general comprehension with special focus on meaning in the target language.²⁴

Learners with more positive attitudes to learning English will seek more input and will acquire the second language more rapidly and effectively than unmotivated readers will. As students read texts based on their needs and linguistic level, extensive reading makes the tension-free environment. Extensive reading hence fulfills both criteria, as it provides both a vast quantity of input, and a low-anxiety situation.²⁵

Based on the statements above, extensive reading is a reading activity that is done carefully with various sources of reading that are diverse and the time used is fast and short. The purpose of extensive reading is to understand or to get the impression that the

²⁴ Bunyamin Celik, "Effects of Extensive Reading on Learners: How It Develops Certain Points in Vocabulary and Sentence Structure," *International Journal of English Linguistics* 8, no. 2 (2017): 73, <https://doi.org/10.5539/ijel.v8n2p73>.

²⁵ Abdurahman Ahmed Endris, "Effects of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes," *International Journal of Research in English Education* 3, no. 4 (2018): 1–11, <https://doi.org/10.29252/ijree.3.4.1>.

content contained in a reading text is effective and as short as possible.

2) Intensive Reading

Intensive reading is a hair-splitting analysis of vocabulary and sentence structures, which dominates the ELT course throughout the three stages (elementary, secondary, and tertiary) of learning. Harmer asserts that intensive reading instruction is often (but not exclusively) chosen and directed by teachers, and is designed to enable students to develop receptive skills.²⁶ Nation as cited by M. Zaini Miftah indicates that intensive reading focuses on comprehension of a particular text and it is useful when reading other texts later on. So, one goal of intensive reading activity may be comprehension of the text.²⁷

It is intended in intensive reading to procure detailed meaning by dealing with different aspects so that the reader takes the opportunity of making use of various reading abilities such as identifying the main idea, extracting the minor ideas, scanning for specific information, paying close attention to

²⁶ Jeremy Harmer, *The Practice of English Language Teaching, 3rd Ed* (London: Longman, 2002).

²⁷ M. Zaini Miftah, "Implementation of Intensive-Extensive Reading Strategy To Improve Reading Comprehension," *Journal on English as a Foreign Language* 3, no. 1 (2013): 21–30. <https://doi.org/10.23971/jefl.v3i1.59>

specified vocabulary and grammar. Moreover, it could also deal with translation.²⁸

Based on the statements above, intensive reading is a reading activity with full appreciation to understand a text accurately and accurately. Intensive reading ability is the ability to understand details accurately, completely, and critically about facts, concepts, ideas, opinions, experiences, messages, and feelings that exist in written discourse. The purpose of intensive reading is to develop reading skills in detail by pressing on understanding words, sentences, vocabulary development, and also understanding the overall ideas in the reading.

2. Teaching Reading

a. Definition of Teaching Reading

Teaching is a complex process, it does not only give the information from the teacher to the students. According to Jaremy Harmer, teaching is not an easy job, but it is a necessary one, and can be very rewarding when the teachers see the students progress and know that we have helped to make it happen. It is true that some teachers and students can be difficult and stressful as times, but also worth remembering that it is best teaching can

²⁸ Celik, "Effects of Extensive Reading on Learners: How It Develops Certain Points in Vocabulary and Sentence Structure."

also be extremely enjoyable, (Harmer, 2008). Regarding to some explanation of the teaching, the researcher concludes that teaching is the activities and manage the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Teaching reading usually has at least two aspects. First, it can refer to teach learners who are learning to read for the first time. A second aspect of teaching refers teach learners who already have reading skill in their first language.

Smith (2004) said that some people seem to believe that learning to read is a particularly challenging undertaking. In addition, teaching and learning with texts are challenges in today's classrooms, where the demands inherent in the teaching of content standards can easily lead to covering. Furthermore, teaching reading is viewed as a teaching objective at the different educational stages, and the key to success in other subjects of study.²⁹

b. Concept of Teaching Reading

Teaching reading seems to have its own importance in language teaching. Teaching reading usually has at least two aspects. First, who are learning to read for the very first time. Second, who

²⁹ J. A. L. Vacca, R. T & Vacca, *Content Area Reading, 9th Ed: Literacy and Learning Across the Curriculum* (New York: Pearson Education, Inc., 2008).

already have reading skills in their first language.³⁰ There are six basic reasons to teach reading: (1) Reading is not passive skill. (2) Students need to be engaged with what they are reading (3) Students should be encouraged to respond the content of reading text (4) Prediction is a major factor in reading. (5) Match the task to the topic. (6) Good teachers exploit reading texts to the full.³¹ It means in teaching reading there are two aspects that must be considered. The first who are the learner and the second who have reading skills. Also reading is an active skill. So, the teacher should encourage the students to respond the content of reading text. And a good teacher should give appropriate task with topic.

3. Teacher's Strategies in Teaching Reading
 - a. Definition of Teaching Strategies

Teaching strategies and education strategy can be defined as a plan method, or series of activities designed to educational achieves a particular goal. Strategy can be defined as a plan that contains a series of activities designed to achieve specific educational objectives. Aswan et al, 2010 stated that teaching strategy is a teachers' plan in teaching and learning process to achieve a purpose which have planed. In

³⁰ David Nunan, *Practical English Language Teaching* (New York: Hill Companies, 2003).

³¹ Jeremy Harmer, *Hoe Teach English* (Kuala Lumpur: Longman, 2003).

other word, teaching strategies are approaches to teaching students. The teachers have to apply the strategy to balance between the method which the teacher's used and the way of the teacher's used to apply the materials.

b. Strategies in Teaching Reading

Psychologically, reading is a viewed as an interactive process between language and thought. There are three kinds of activities involved in reaktion to the reading class activities: pre-reading activities, during reading activities, and post reading activities.

1) Pre-reading activities

Pre-reading activities are interactional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the student's background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are activities aiming

at facilitating the students' understanding about the reading text.

2) During reading activities

During reading activities are the activities that reader does while reading takes place. Mukhoji (2011) mentions that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During reading activities are instructional activities that are going on while reading activities are happening. Mukhroji (2011), five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or proses. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

3) Post- reading activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, students do post-

question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji (2011) showed that postquestion, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities. The activities function to check student's comprehension about the text being read. The post-question after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form of discussion. Thus discussion can be in group or whole-class discussion. The discussion may depend on the class size, if the class is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

Reading is one of the main four language skills that a learner needs to master in order to ensure success in learning English. There are many strategies to teach reading.

But, not all of them are effective, because the students usually have problem in practicing the strategies. To facilitate students in comprehending a text, the effective strategies should be used.³² There are some strategies in teaching reading comprehension according to Vacca & Vacca (1999:53) :

1) Scaffolding

Scaffolding is a support, support to students of teachers that enable the development of learning ability so that there is a higher level of mastery of material shown by the completion of more complicated problems.

2) Think aloud

Think aloud is a strategy that helps students on learning activities, aims to recall more significant information from the texts given by the teacher. The ability of teachers to transfer their creativity and control the students in completing each step of the way think alouds strategy in understanding reading texts and teachers make their thinking explicit by

³² Siti Mariam, "Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy," *Indonesian EFL Journal* 2, no. July (2016): 70–80.

verbalizing their thoughts while reading orally.

3) Reciprocal teaching

Reciprocal teaching is a strategy that asks students and teachers to share the role of teacher by allowing both to lead the discussion about a given reading. Reciprocal teaching involves four strategies that guide the discussion: predicting, question generating, summarizing and clarifying. Problem in teaching reading.

4) Question-Answer Relationship (QARs)

QARs is a reading strategy through understanding and analysis of questions. In other words this strategy guides students to understand the questions in order to get an information in a reading itself. So that in practice in the classroom students only glance read the reading and to understand further the focus on students is the questions given by the teacher about the text reading.

4. The Concept of Teaching Strategies

a. Reciprocal Teaching

1) Definition of Reciprocal Teaching

Palinscar & Brown (1984) says that Reciprocal Teaching is a guided Reading Comprehension strategy that encourages students to develop the skills that effective readers and learners do automatically (summarizing, question, clarify, predict and respond to what they are reading). Students use these four comprehension strategies on a common text, in pairs or small groups. Reciprocal Teaching can be used with fiction, non-fiction, prose or poetry.

2) Four steps of Reciprocal Teaching

a) Predicting

Ask students to predict what they think the reading may be about. Get them to think about what is going to happen by asking questions like a detective might do.

b) Questioning

Remind students to generate questions as they listen and read. Remind them of the three levels

of questions: Right-There questions (answer in the text) Between-the-lines questions (inference needed) Critical Thought questions.

c) Clarifying

As students listen and read remind them to ask themselves what words and phrases are unclear to them. These clarifications may take the form of the following questions. How do you pronounce that? What does the word mean? I think the author is saying.

d) Summarizing

Students summarize verbally, within pairs, and then share with their assigned small group or record their summary and read it aloud to their small group. Each small group could create a semantic map with major points of significance shared by each group member.³³

³³ Aris Shoimin, *Model Pembelajaran Inovatif Dalam Kurikulum 2013* (Yogyakarta: Ar-Ruzz Media, 2014).

b. Question Answer Relationship (QARs)

1) Definition of QARs

The type of question asked to guide comprehension should be based on the information readers need to answer the question. Therefore, teachers must help student become aware of likely sources of information as they respond to questions (Pearson & Johnson 1978). Question-Answer relationship (QARs) is a strategy to be used after students have read. QARs teachers' students' how to decipher what types of questions they are being asked and where to find the answers to them.

2) Benefits of QARs

The benefits QARs can be taught directly to students by reading teachers and can be reinforced by content area specialists. Keep in mind, however, that students may come to your class totally unaware of what information sources are available for seeking an answer, or they may not know when to use different sources. In this case, it is worth several days' effort to teach

students the relationship between question and answer:³⁴

- a) It can improve students' reading comprehension.
 - b) It teaches students how to ask questions about their reading and where to find the answers to them.
 - c) It helps students to think about the text they are reading and beyond it, too.
 - d) It inspires them to think creatively and work cooperatively while challenging them to use higher-level thinking skills.
- 3) How to use QARs in the English Classroom
- a) Read a short passage aloud to your students.
 - b) Have predetermined questions you will ask after you stop reading. When you have finished reading, read the questions aloud to students and model how you decide

³⁴ Adhe Syahputra, and Marzul Hidayat "Teachers' Strategies in Teaching Reading Comprehension Through E-Learning Platform During The Pandemic," *Edukasi: Jurnal Pendidikan Dan Pengajaran* 9, no. 1 (2022): 61.

- which type of question you have been asked to answer.
- c) Show students how to find information to answer the question (i.e., in the text, from your own experiences, etc.).
 - d) After you have modeled your thinking process for each type of question, invite students to read another passage on their own, using a partner to determine the type of question and how to find the answer.
 - e) After students have practiced this process for several types of questions and over several lessons, you may invite students to read passages and try to create different types of questions for the reading.
 - f) Students may work by themselves, in pairs or small groups. Remind students that they should be prepared to discuss and debate their reactions to the questions and how they figured out their answers.

5. Problem in Teaching Reading

Problem is the deviation between that should be and what actually happened, theory and practice, the rules and implementation, or between the plan and implementation.³⁵ It can be seen, that problem is response that happen differs from that is expected, it could be happen because there is deviation from what has been planned. In this case, the problems are usually faced by students in reading comprehension.³⁶ The problems in teaching reading comprehension deal with the teaching strategy, and selection of teaching materials. Moreover, according to Baradja in Budiharso, there are five facts that exist as issues in teaching reading. The problems in teaching reading are as follows:

a. The students' lack of mastery of the basic

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the 'foundation of reading'. It is quite logic that the learners of reading must achieve the basic knowledge at appropriate levels. If this is not available, how we can be built a house without foundation.

³⁵ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan Research&Development* (Bandung: Alfabeta, 2015).

³⁶ Janette K. Klingner, Sharon Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties*.

b. The students' habit of slow reading

Slow readers generally have poor comprehension. Therefore, slow readers are at a disadvantage in many ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage. If they do not understand a word or an expression, they do not look up word by word in dictionary, so that they read very slowly.

c. The students' inability to figure out inferences, implications and main ideas

In reading an English text, students are concerned with two factors, to decode the text as what the writer says and to be familiar with content schema, that include culture and background knowledge. The mastery on these factors will provide students with accurate inferences, determining implications of what have been read, and identifying accurately main ideas of the text. Most students do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implication.

d. Text selection

In the text selection, teachers are not confident to choose the reading materials. Teachers mostly really upon English textbook available by which modifications are not required. To use the textbook, the teachers follow the contents and exercises on the book.

e. Exercise to include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at some artificial ways to format exercises in the traditional comprehension follow a passage. The writer provides some comprehension question text.³⁷

6. Blended learning

a. Definition of Blended Learning

Blended learning is a type of distance learning that combines online and face-to-face learning. The aim is to motivate students to be active in their learning by utilizing online technology to enable learning activities to take place outside the classroom, as well as to encourage them to be prepared in class. Thorne (2003) defines blended learning as an opportunity to combine inventive improvements and online learning technologies with the best engagement and engagement of conventional learning.

³⁷ Teguh Budiharso, *Prinsip Dan Strategi Pengajaran Bahasa* (Surabaya: Lutfiansyah Mediatama, 2004).

b. Models of blended learning

Stalker and Horn categorize Blended Learning into six models, which are then reduced back to four models, which are as follows:

1) Rotation model

The rotation model is a program in a subjects that ask students to rotate in a predetermined schedule, one of which learning is carried out online learning. In this model students get online learning to complement face-to-face/traditional learning, in where online engagement is combined or rather, embedded, in various forms of face-to-face teaching cyclically.

This model is subdivided into four submodels including; a) Station Rotation, a model rotation which asks students to rotate between modalities classroom-based learning; b) Lab Rotation, a rotation model in a subject that rotates outside the classroom but still in school; c) Flipped Classroom, a model rotation in a subject that asks students to rotate face-to-face with teachers at school during study hours and integrated online learning of subjects the same thing from a location outside the school (usually

the home) in outside school hours; d) Individual Rotation, a rotation model in a subject that asks students to rotate but individually each student between modalities study. This model is almost similar to the station rotation model it's just that in this model the structured schedule is for individual but still at least one of the capital the learning is online learning.

2) Flex model

It is a learning where most curriculum delivered through digital platforms and teachers available for face-to-face consultation and support. In this learning is more online-based in the form of individual flexible programmed activities for each student, and face-to-face meetings are directly tailored to the needs of each students, teachers only prepare and provide support for learning.

3) Self-blend model

It is learning in which students choose to supplement their traditional learning with work voluntary online courses.

4) Enriched virtual model

Where learning is online, face-to-face meeting with the teacher as an enriching support virtual knowledge and done with student freedom or

periodically for example at the beginning, middle, and the end of the lesson.³⁸

c. Benefits of Blended Learning

Osguthorpe and Graham (2003) state that blended learning is rich in pedagogy, easy for online social interaction, offers great access to knowledge, has personal agency, offers cost effectiveness, and provides ease of revision. In addition, blended learning has many benefits. The benefits are:

- 1) To increase the effectiveness of learning.
- 2) To provide simple access to education.
- 3) To reach large audiences in a short time with cost effectiveness.

7. Blended Learning in Teaching Reading

Blended learning is the process of combining two or more types of learning which between synchronous learning or face-to-face learning and asynchronous learning by using text based internet learning. Another definition of blended learning also conveys by Karkour (2014), that blended learning is the teaching strategy which combine two mode of learning namely face-to-face learning

³⁸ Heather Staker and Michael B. Horn, *Classifying K-12 Blended Learning* (Mountain View: CA: Inno Sight Institut, 2012).

in the classroom and the online learning or internet-based learning. In line with those two definitions of blended learning.³⁹ Ghazizadeh and Fatemipour (2017) also define blended learning as the mixed modes of teaching in which teacher and students are conducted learning and assessment activity in the real classroom and the technology mediated. In the other words, blended learning is the teaching and learning activity that is conducted in the classical classroom and online classroom.⁴⁰

In the context of teaching reading, blended learning are reported to bring positive contributions to the students. A study by Alnuari (2018) found that the use of blended learning could be beneficial for the students. The students were reported to actively participate during the learning process, whereas they could answer and being involved in the question and answer session. Besides, the use of blended learning was also found to be useful as the students were exposed more to the use of technology.

Blended learning is a beneficial learning model in teaching and learning language. Keshta and Harb (2013) believes that blended learning is important in developing students' reading skill because blended learning provides many sources

³⁹ Islam Karkour, "A Blended Learning Model for Teaching Reading in English as A Foreign Language," *Teaching English with Technology* 14, no. 4 (2014): 22–25.

⁴⁰ Tina Ghazizadeh, "The Effect of Blended Learning on EFL Learners' Reading Proficiency" 8, no. 3 (2017): 606–14.

for the teacher and students to get the reading materials. Due to the multi-sources in blended learning, it helps the students to develop their daily reading activity. According to Karkour (2014), the benefits of blended learning in teaching and learning language, particularly in teaching reading are as follow:

a. Make the students become active learners

The combination between face-to-face learning and the online learning helps the students to be more active in learning. The students can get several valid information from the teachers during the face-to-face learning and get the other additional information from the internet during the online learning. Face-to-face meeting helps the students to do more interaction with the teacher and their friend, while online learning helps the students to be independent learners rather than only receive the information or the materials from the teachers and being passive learners. Moreover, online learning can help the students to get several reading materials in internet during the reading instruction.

b. Increase the students' positive attitude and motivation during the learning

The combination between face-to-face learning and online learning is effective to make enjoy the learning process and do

not feel bored with the monotonous learning situation.

Furthermore, Humaira, Asbah, and Adyati (2018) state that there are several types of blended learning in teaching reading. Those types are as follow:

a. Face-to-face driver model

This type of blended learning is designed based on case-by-case, which means that only certain students will participate in the blended learning. The students that participate in this type of blended learning are the students who working on the higher level of their grade, so they are able to study based on their own speed by using technology in the classroom.

b. Rotation model

This type of blended learning allows students to do both mode of learning namely face-to-face learning and online learning alternately according to the specified schedule. This type is mostly applied in California, particularly in the elementary school.

c. Flex model

This type of blended learning is the combination of both face-to-face and online learning at the same time. It means that the teacher and students are in the

classroom but the material is provided in the online platform. The existence of the teacher in the classroom is to support the students when they need guidance. Meanwhile, the students learn the material independently through the technology in the classroom. In other words, the students conduct independent learning and monitor by the teacher.

d. Online lab model

This type of blended learning is conducted by using the school computer lab during the learning activity. The students are allowed to work based on their own pace to complete the assignment or coursework without disturbing the other students' pace.

e. Self-blend model

This type of blended learning allows students to take other classes beside their classes in school. They can take the traditional class and also online class individually Online driver model This type of blended learning is conducted by providing the material through online learning and allows the students to do online discussion with the teacher when they have questions related to the material. Meanwhile, the traditional classroom is optional. This type of online learning

provides the flexibility for the students based on their daily schedule.

Nevertheless, apart from the weaknesses, the use of blended learning is still proved to be beneficial in the process of teaching English, particularly reading skill. As there are many models of blended learning, as suggested by Humaira, Asbah, and Adyati (2018), it then becomes the task of the teacher to decide the type that would best suit the condition and situation of the students and the learning process. Thus, the best learning environment can be created in complement to the learning method being chosen. This is done in order to successfully get the benefits that are offered by blended learning.

8. Teacher Strategies Using Blended Learning

According to Pitaloka et al., (2020) in their research, the teacher's strategy in teaching in blended learning goes through two stages of strategy:⁴¹

a. Implementation of E-learning

At this stage, the teacher can provide online reading teaching strategies by providing an online class where the teacher can give assignment orders to students. The teacher gives several learning topics with various types of reading skill learning

⁴¹ Nova Lingga Pitaloka et al., "Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences."

activities, such as reading a particular article, listening to a learning video about reading skills, or discussing a reading text. At the e-learning stage, students can also download the text material being studied and collect answers online.

b. Implementation of in-class Delivery

In in-class delivery, students and teachers meet face-to-face. The teacher provides exercises and materials that can hone students' reading skills. At this stage, the teacher can provide material according to the learning manual in improving reading skills such as previewing and predicting, skimming, scanning, and guessing the meaning of words from context, identifying main ideas, and other skills. Students are given many texts and have to apply their reading skills in completing assignments. The teacher also gives a particular time to students to complete their activities.

Pitaloka et al., (2020) also explained three stages in implementing learning strategies in blended learning: pre-activity, whilst-activity, and post-activity. It is also explained in Meliawati et al., (2014) to implement online learning and face-to-face teaching so that the teaching-learning process becomes student-centered activities and students become independent language

learners in three steps, including pre-activity, whilst-activity, and post-activity:

1) Pre-activity (face to face learning)

In this stage, the teacher provides openings and directions to prepare students to accept reading material. It can be in the shape of leading a prayer together and then providing information about the learning objectives of the material to be studied. However, on the other hand, teachers can do pre-activity in online learning.

2) Whilst-activity (offline and online learning)

In this stage, the teacher provides several steps. This step is divided into primary activities, namely:

a) Exploration (offline learning)

In this step, the teacher can provide a stimulus in pictures to be translated into English to practice speaking English orally.

b) Elaboration (online learning)

English teachers in offline learning can provide reading texts to students, discuss the contents of the reading texts, and answer questions based on the reading texts provided. Then in the online learning stage, the English teacher can instruct students to open the

website such as Google classroom, or another learning resources, enter the site, and look for reading material/text; read the text; and answer quizzes or questions related to the text individually, then discuss the results.

c) Confirmation (offline learning)

Then after discussing the results of the quizzes that have been done during online learning, the English teacher will provide feedback about the material they have learned in the face-to-face learning and provide opportunities for students to ask questions and discuss. Further, followed by giving homework that can be done by online.

d) Post activity (face-to-face learning)

At this stage, the English teacher will review the essential points that have been obtained from the previous material and prepare for learning at the next meeting.

9. The Strengths And Weaknesses Of Blended Learning System

Blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences has

been transforming higher education to provide more engaged learning experiences for students. Blended learning integrates seemingly opposite approaches, such as formal and informal learning, face-to-face and online experiences, directed paths and reliance on self-direction and digital references and collegial connections, in order to achieve individual and organizational goals Rossett A, Frazee R V. (2006).

According to Hande (2014) the blended learning system has the strengths and the weaknesses as follow: The strengths of blended learning system students learned some of the material on their own, which assisted them in applying their knowledge in a more facilitated learning environment. They discovered that the blended learning provided more engagement for the students, allowing for a more interactive classroom environment. The students felt that the length of actual classroom time was reduced, resulting in less exhaustion, while classroom interactions were more productive due to pre-work. The blended format encouraged them to engage in meaningful activities outside of class. Online quizzes assisted students in identifying areas for review; questions that provided immediate feedback on student answers were beneficial. It was convenient to submit homework, and view course material, course objectives, and reading material online.

The use of multimedia and external links aided comprehension of the subject. Posting class materials (Power point presentations), formative and summative assessment assignments, and presentation and external link instructions saved classroom time. Online objective self-assessment tests were graded automatically and instantly. Students' grades in the online grade book provided them with easy access. It took seconds to create online surveys for class session evaluation. Blended learning created a dialogue outside of the classroom among students and teachers through discussions and forums provided in the software.

Furthermore, the weaknesses of a blended learning system depend upon concretization, coordination, collaboration, and communication across the organization, the reason why it is not so easy to do. Other weaknesses include poor Internet connectivity and speed, which is a must when given time-limited online assignments. Both software and hardware are expensive in Indonesian settings. Specific configurations on the laptops/desktops had to be enabled to access the blended learning system. The time limit on specific assignments made it stressful. The process of conducting online tests is entirely dependent on expensive technology that may or may not be

available to all students staying outside the school.⁴²

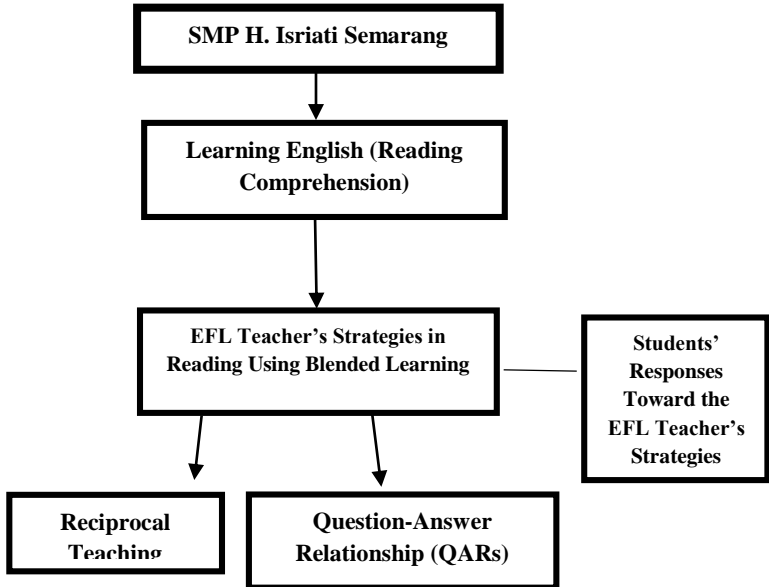
C. Conceptual Framework

This research was conducted at SMP H. Isriati Semarang. The diagram shows that the framework of the concepts constructed in this research. The researcher analyzed the EFL teacher's strategies in teaching reading and explained the students' responses toward the EFL teacher's strategies in teaching reading using blended learning. In the observation and interview of the EFL teacher, there are two strategies in teaching reading comprehension using blended learning that used by EFL teacher, there are reciprocal teaching method and question answer relationship method. After that, the researcher gave the questionnaire for the students through Google form to know and explain the students' responses toward the EFL teacher's strategies in teaching reading using blended learning. The concept of reading comprehension and strategy of reading comprehension were analyzed. In conclusion, the researcher obtained the result of EFL teacher's strategies in teaching reading using blended learning and the students' responses toward the teacher's strategies in teaching reading using blended learning at

⁴² S Hande, "Strengths Weaknesses Opportunities and Threats of Blended Learning: Students' Perceptions," *Annals of Medical and Health Sciences Research* 4, no. 3 (2014): 336, <https://doi.org/10.4103/2141-9248.133455>.

SMP H. Isriati Semarang. The conceptual framework of this research can be illustrated as follows:

Table 2.1 Conceptual Framework



CHAPTER III

RESEARCH METHOD

This chapter discussed about research design, research setting and participant, source of data, data collection, trustworthiness of data, and data analysis.

A. Research Design

In this research, the writer used qualitative and descriptive research design that focuses on the analysis of EFL teacher's strategies in teaching reading using blended learning. It describes the strategies of teaching reading using blended learning that used by the EFL teacher at SMP H. Isriati Semarang. Qualitative research is a research that intends to understand the phenomenon of what experienced by research participants such as behavior, perception, motivation, action, holistically, and by way of description in the form of words and language in a special context that is natural and by utilizing various natural methods.⁴³

Qualitative research is a research with an approach to understand the meaning of individual or group and exploring social or human problems. In general, qualitative research can use for community life, history, behavior, organizational, functionalization, social activities, and etc.⁴⁴ This type

⁴³ Lexy J. Moelong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2005).

⁴⁴ Creswell J.W., *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, Fourth Edi (USA: SAGE Publication, 2014).

of research is inductive, where data at the location would be the main source of the phenomenon and problems in the observation process.

The design consists of three stages. The first is observation to the teacher and the students. The researcher observed the class condition and teaching learning process. The second is the interview with the English teacher. This interview happened after the researcher conducted the observation. In this process, the researcher asked the detail about the strategies that used for teaching reading using blended learning. The last is questionnaire for the students, the researcher gave the questionnaire to know and explain the students' responses toward the EFL teacher's strategies in teaching reading using blended learning. The design of this research is qualitative descriptive with the direct observation, interview, questionnaire and documentation.

B. Research Setting and Participant

The research was conducted at SMP H. Isriati Semarang, which is located on Jl. Abdulrahman Saleh No.285, Kalipancur, Kec. Ngaliyan, Kota Semarang, Jawa Tengah 50183. This research was did for two months on February-March 2022.

In this research, the participants conducted were the one of EFL teacher and the 33 students of 8th A graders at SMP H. Isriati Semarang. Because here, the researcher analyzed the EFL teacher's strategies in teaching reading using blended learning and to explain the students' responses toward the teacher's strategies

in teaching reading using blended learning at SMP H. Isriati Semarang.

C. Source of Data

In this research, the researcher used primary data and secondary data.

1. Primary data

Primary data is data collected directly from the source and processed by a separate institution for use. Primary data can be used for individuals or group, and influence on subjects (physical), events, activities and various specific things.⁴⁵ Primary data are data obtained from respondents through questionnaires, focus groups, discussion and panels, or also data from researchers interview with resource persons. So, the conclusions found by the authors are primary data collected directly by researchers from the respondents, and not from data that has been done before, primary data is data obtained from original sources.

Primary data contains the verbal information directly obtained by researchers from the original source.⁴⁶ Then primary data is used to strengthen the information and theory under study. Then the primary data obtained from the field through interviews with one EFL teacher in the 8th graders of SMP H. Isriati Semarang and give the

⁴⁵ Rosady Ruslan, *Metode Penelitian Public Relations Dan Komunikasi* (Jakarta: Raja Grafindo Persada, 2003).

⁴⁶ Arikunto S., *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010).

questionnaire to 33 students of 8th A. This data source can help thoroughly analyzed the EFL teacher's strategies in teaching reading using blended learning and explained students' responses toward the EFL teacher's strategies in teaching reading using blended learning at SMP H. Isriati Semarang.

2. Secondary data

Secondary data are data that allows directly (other media) which is not a processor, but can be used in certain studies. Secondary data uses records or data reports by certain institutions.⁴⁷ Secondary data are data that becomes supporting materials in the research. The data that used is written data obtained from various sources related to the research. Secondary data aims to strengthen the information that has been obtained and as a supporting material in outlining research data.

D. Data Collection

1. Observation

Observation is the method of data collection is by conducting visits and direct observation in order to see changes in social phenomena which develops. Researcher analyzed all activities in the class during teaching and learning process. Researcher observed the teacher and students during the teaching and learning process. In the observation, researcher observed the EFL teacher

⁴⁷ Ruslan, *Metode Penelitian Public Relations Dan Komunikasi*.

and students. To analyze the EFL teacher's strategies in teaching reading using blended learning, and to explain the students' responses toward the EFL teacher's strategies during the lesson from opening to closing at SMP H. Isriati Semarang using blended learning.

2. Interview

Interview is a meeting of two persons to exchange information and idea through and responses, resulting in communication and joint construction of meaning about a particular topic.⁴⁸ There are several types of interview, namely (a) unstructured interview, the interviewer carries out the interview with no systematic plan of question, (b) structured interview, the interview carries out the interview by using a set questions arranged in advance, (c) semi structured interview, the interviewers used a set question which are developed to gain the specific information.

In this research, the researcher used structured interview.⁴⁹ The technique of conducting interview is carried out systematically, the interview conducted by arranges an interview guide instrument. The interview was done with the EFL teacher of SMP H. Isriati Semarang. The

⁴⁸ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan Research&Development*.

⁴⁹ Gubrium, Jaber F., James A. Holstein, Amir Bargezar Marvasti, and Karyn McKinney Marvasti "The SAGE Handbook of Interview Research: The Complexity of the Craft, Second Edition," in *The SAGE Handbook of Interview Research: The Complexity of the Craft* (SAGE Publications Inc., 2012), 1–570, <https://doi.org/10.4135/9781452218403>.

function of interview in this research was to obtain data on the strategies of EFL teacher in teaching reading using blended learning at SMP H. Isriati Semarang.

3. Questionnaire

The questionnaire was made after the researcher observed and interview the teacher. Then, the researcher shared the questionnaire was given for the students in Google form about students' responses toward the EFL teacher's strategies in teaching reading using blended learning at SMP H. Isriati Semarang.

4. Documentation

Documentation means looking for data on matters relating to the researched in the form of: notes, transcripts, books, journals of student behavior, pictures, and so on. Data collection through documentation to provide an overview regarding the situation on the ground. Documentation is used to get an overview general public related to SMP H. Isriati Semarang.

E. Trustworthiness of Data

Trustworthiness of data is used to guarantee the finding validation. So, in the qualitative research to test the validity of the data is by using triangulation.⁵⁰ Triangulation is essentially an approach multi-method that the researcher used when collect and analyzed the

⁵⁰ Hadi, "Pemeriksaan Keabsahan," *Jurnal Ilmu Pendidikan*, 2016, 74-79.

data. The basic idea is the phenomenon that under study can be understood well so that a high level of truth is obtained when approached from various points of view.

Therefore, triangulation is an attempt to check the correctness of data or information obtained by researcher from various different point of view by reducing as much what might happen at the time of collection and data analysis.⁵¹ Thus, the data found in the field related to the EFL teacher's strategies in teaching reading during blended learning at SMP H. Isriati Semarang were credible. So, in this study used triangulation of data source and triangulation of method.

1) Triangulation of data source

Triangulation of data source is to find the truth of certain information through various methods and source of data acquisition. To test the credibility of the data, this is done by checking the data that has been obtained through several sources. For example, apart from through interview and observation, researcher can use participant observation, written documents, archives, historical documents, official records, personal notes or writings and pictures or photos. Each of those methods will produce evidence or different data, which in turn will provide different

⁵¹ M. Rahardjo, *Triangulasi Dalam Penelitian Kualitatif* (Repository UIN Malang, 2010).

views on the phenomena researched. Those various views will give creating breadth of knowledge to obtain the validity result.

2) Triangulation of method

Triangulation of method is carried out by comparing the information or data in different way. As we know in the qualitative research, researcher used the interview method, observations, and surveys. To get the truth information regarding certain information, researcher can use sructured interview method or unstructured interview.⁵²

F. Data Analysis

In this research, the researcher used a qualitative data analysis technique. Data analysis in qualitative research is a time consuming and difficult process. It is the process where the researcher systematically search and arrange their data in order to increase their understanding of the data and to enable to present the result to others. Data analysis is the process of managing the data, organizing it into a good pattern, category and basic unit.

Data analysis in qualitative research is often done concurrently or simultaneously with data collection. Nevertheless, in this research data analysis can be broken down into three stages, they are Data

⁵² Rahardjo.

Reduction, Data Display, and Conclusion or Interpretation.⁵³ Those can be explained as follows:

1) Data Reduction

Data reduction is a process of selecting, optimizing attention to simplification, abstraction and transformation of raw data emerging from records written in the field.⁵⁴ Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher obtained the data from interview with the teacher. The result interview showed how the teacher used the strategies in teaching reading comprehension. In this step, the irrelevant data is reduced and the needed data is included.

2) Data display

Data display is an activity when a set of data information is structured, thus providing the possibility of drawing conclusions and taking action. The form of data display in qualitative data can be in the form of narrative texts in the form of field notes, matrices, graphs, networks, and charts. It is process of displaying data in the form of table or essay so what it gets more understandable. In this research, the researcher used the notes or

⁵³ Ary Donald, *Introduction to Research in Education* (Canada: Thomson Wordswort, 2010).

⁵⁴ Ahmad Rijali, "Analisis Data Kualitatif," *Jurnal Alhadharah* 17, no. 33 (2018): 91.

summary from the result of observation, interview, and questionnaire to display the data.⁵⁵

3) Conclusion / Interpretation

In conclusion, The researcher wrote the conclusion based on the data observation, interview, questionnaire and documentation. The researcher also made interpretation of the data observation and interview to make the conclusion. The researcher examined all entries with the same code and then merged these categories and finding the connection among the categories. Then, it continued to tell the stories and to make connection among stories. Finally, the researcher can get the result and conclusion of the research.

⁵⁵ Rijali.

CHAPTER IV

FINDING AND DISCUSSION

This chapter present data analysis which deals with the data that have been investigated in the research. The data are about analyzed the EFL teacher's strategies in teaching reading using blended learning and explained the students' responses toward the EFL teacher's strategies in teaching reading using blended learning at SMP H. Isriati Semarang. In this chapter, the researcher present two things which are the finding and the discussion of research. The research got the data through observation, interview, and questionnaire.

A. Finding

1. EFL Teacher's Strategies in Teaching Reading Using Blended Learning at the 8th Graders of SMP H. Isriati Semarang

From the observation made by researcher during teacher in the learning process, SMP H. Isriati Semarang using blended learning was applied with different implementation times with two stages. In the first week, students and teachers conduct the online learning stage (e learning delivery) for the following week students and teachers carry out offline learning stages (in class delivery) and for the following next weeks only repeat the previous schedule. This is all in accordance to the school regulations.

Through online learning, teachers used several learning media by integrating technology such as e learning platforms, google forms, power points, and WhatsApp groups. While learning through the offline

stage, the teacher uses conventional learning media such as books, whiteboard, and projector screens.

From the interview with an English teacher, the EFL teacher using blended learning strategies to teach reading skills, such as online class or e learning, as well as in class instruction. In each blended learning phase, the phases of teaching reading have their unique strategies. Furthermore, the researcher has collected the data using the instrument of this study to analyze the EFL teacher's strategies in teaching reading using blended learning. Based on the online observation and structured interview on one English teacher of SMP H. Isriati Semarang, the teacher's strategies in teaching reading using blended learning are divided into two main stages which is e learning integrated class and face to face offline class.

It can be concluded that there are two stages in teaching reading skill in blended learnin, blend of e learning and in class delivery. The two main stages have their own strategies. It is stated in the interview that one of strategies in teaching reading is Question Answer Relationship (QARs) for the e learning phase, and Reciprocal Teaching in class delivery phase.

From the statement above, we can see that the blended learning system implemented at SMP H. Isriati Semarang, namely e learning and in class delivery, but the teacher are free to use the strategies suitable to the needs of the school, the needs of students as well as the reading ability to be achieved by the teacher to the students.

Because the stages of teaching reading using blended learning must combine two activities, namely online and offline, the implementation of strategies carried out by teacher is also different. From the interview that was conducted, it can conclude that the strategies used in teaching reading skill for the students during online learning phase is using Question Answer Relationship using the media like the school's e learning to track the students' assignment, WhatsApp group for coordination, and also video. Beside that, the implementation of the strategies used in teaching reading skill when in offline or in class delivery is using Reciprocal Teaching as usual.

In summary, we can see that the combination of strategies used during online learning, namely Question Answer Relationship, complement and during in class delivery learning, namely Reciprocal Teaching. This can make students' reading abilities high because the strategies used are connected and complement each other. In addition, assignments and providing materials that support students in honing their reading skills have also been implemented.

From the statements above, we can conclude that the researcher found the strategies that used by the EFL teacher in teaching reading using blended learning at SMP H. Isriati. There are two strategies that EFL teacher used in teaching reading using blended learning, namely Question Answer Relationship (QARs) for online learning and Reciprocal Teaching

for offline learning. Below is the data who researcher found in the field:

a. Question Answer Relationship (QARs)

Question Answer Relationship (QARs) is a strategy to be used after students read. This strategy is not much different from the reciprocal teaching where in reciprocal teaching strategy, the teacher gives a brief explanation of the learning objectives and topics the teacher divided the group consists of four students. By giving the model of QARs type to the students, the teacher gives the reading text to the students then the students read in the heart.

Then, the teacher assigns students to discuss linguistic characteristics such as vocabulary and its meaning in Indonesian, tenses, and the function of reading language. After that, the teacher guides students to identify the types of questions in the text then students answer these types of questions. The teacher encourages students and provides assistance when students are in trouble, shows the results of group work, exchanges answers with other groups, determines the right answer, provides feedback. Just like the reciprocal teaching method, this method seems to be related to each other, which means that this method is considered the most suitable and effective in teaching reading using blended

learning to improve students' reading comprehension.⁵⁶

b. Reciprocal Teaching

This strategy can help students to understand the reading text. Because after discussed the material, they can memorize and know what it means students will easily understand in understanding the text. It is hoped that the purpose of learning is achieved and the ability of students in self-learning can be improved. Students used these four comprehension strategies on a common text, in pairs or small groups they were predicting, questioning, clarifying and summarizing.

The teacher selected reading materials to be used in learning activities. Then, the teacher required the students to make a group. After the students were ready in a small group, the teacher gives a little review of the reading material in the form of an outline only. The teacher gives the reading text for each group. Then, the students discuss to predict the meaning of task reading. Next, the one students of members group tell the other group about the meaning of the task reading that they read. Then, the teacher gives the opportunity to other members of group to give the question

⁵⁶ Adhe Syahputra, "Teachers' Strategies in Teaching Reading Comprehension Through E-Learning Platform During The Pandemic."

and the other group were also can respond or help the group that was given the question.

The teacher clarifies student answers. Then, students summarize the material in reading. This strategy can help students because students can share ideas with their friends. Because in this discussion one group must provide ideas in order to get the right answer. However, this strategy cannot work well if the discussion is only a few students who are actively working.

Blended learning at SMP H. Isriati Semarang when online learning, the lesson used e-learning media, such as Whats Apps Group, Zoom, and G-meet, and when face to face learning, the lesson was gone as usual. Question Answer Relationship (QARs) for the e learning phase (online learning), and Reciprocal Teaching in class delivery phase (offline learning). So, the EFL teacher's strategies are considered effective when online and face to face learning takes place, because those strategies can be applied in both of those learning.

2. Students' Responses Toward the EFL Teacher's Strategies in Teaching Reading Using Blended Learning

The results of the analysis on students' responses toward the EFL Teacher's strategies in teaching reading using blended learning at the 8th Graders of SMP H. Isriati Semarang, the items of Reciprocal Teaching and Question Answer Relationship are separately classified

into four groups, which strongly agree and agree and strongly disagree and disagree (Sri Wahyuni, et.al, 2020).⁵⁷ Both types of strategies are identified from the result of questionnaires filled out by 33 students of class VIII A as follows:

- 1) Reciprocal teaching and QARs strategies make it easier for students to learn English, especially in reading using blended learning.

No.	Alternative Answer	Frequency	Percentage (%)
1.	Strogly Agree	26	78,8%
	Agree	7	21,2%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.1

- 2) Reciprocal teaching and QARs strategies make students more active in understanding what the teacher taught in English, especially in reading.

No.	Alternative Answer	Frequency	Percentage (%)
-----	--------------------	-----------	----------------

⁵⁷ Wahyuni, Rosdiana, and Mardhatillah, "Teaching Strategies: Efl Students' Responses Toward Teacher Strategies in Reading Comprehension."

2.	Strongly Agree	13	39,4%
	Agree	20	60,6%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.2

- 3) Reciprocal teaching and QARs strategies in learning English, especially reading, make it easier for students to remember the material taught by the teacher.

No.	Alternative Answer	Frequency	Percentage (%)
3.	Strongly Agree	12	36,4%
	Agree	20	60,6%
	Disagree	1	3%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.3

- 4) Reciprocal Teaching and QARs Strategies make reading in English learning more interesting for students to learn.

No.	Alternative Answer	Frequency	Percentage (%)
4.	Strongly Agree	14	42,4%
	Agree	19	57,6%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.4

- 5) Reciprocal Teaching and QARs strategies make students less understand in English, especially reading which the teacher taught using blended learning.

No.	Alternative Answer	Frequency	Percentage (%)
5.	Strongly Agree	4	12,1%
	Agree	4	12,1%
	Disagree	18	54,5%
	Strongly Disagree	7	21,2%

Total	33	100%
-------	----	------

Table 4.5

- 6) I prefer the teacher to use the Reciprocal Teaching strategy compared to use the QARs strategy in teaching English, especially reading using blended learning.

No.	Alternative Answer	Frequency	Percentage (%)
6.	Strongly Agree	11	33,3%
	Agree	14	42,4%
	Disagree	8	24,2%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.6

- 7) I prefer the teacher to use the QARs strategy compared to use the Reciprocal Teaching strategy in teaching English, especially reading using blended learning.

No.	Alternative Answer	Frequency	Percentage (%)
7.	Strongly Agree	7	21,2%
	Agree	6	18,2%

	Disagree	20	60,6%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.7

- 8) Reciprocal Teaching and QARs strategies are less effective in learning English, especially reading using blended learning.

No.	Alternative Answer	Frequency	Percentage (%)
8.	Strongly Agree	1	3%
	Agree	14	42,4%
	Disagree	15	45,5%
	Strongly Disagree	3	9,1%
Total		33	100%

Table 4.8

- 9) Learning English especially in reading, using Reciprocal Teaching and QARs strategies makes me more active and courageous in expressing opinions.

No.	Alternative Answer	Frequency	Percentage (%)
-----	--------------------	-----------	----------------

9.	Strongly Agree	19	57,6%
	Agree	14	42,4%
	Disagree	-	0%
	Strongly Disagree	-	0%
Total		33	100%

Table 4.9

- 10) Learning English especially in reading, using Reciprocal Teaching and QARs strategies using blended learning make me bored.

No.	Alternative Answer	Frequency	Percentage (%)
10.	Strongly Agree	-	0%
	Agree	3	9,1%
	Disagree	24	72,7%
	Strongly Disagree	6	18,2%
Total		33	100%

Table 4.10

11) Does the English teacher provide reading material based on the ability of the students?

No.	Alternative Answer	Frequency	Percentage (%)
11.	Yes	17	51,5%
	No	-	0%
	Sometimes	2	6,1%
	Often	14	42,4%
Total		33	100%

Table 4.11

12) Does the English teacher ask students to remember and memorize the vocabulary that students read in reading texts?

No.	Alternative Answer	Frequency	Percentage (%)
12.	Yes	12	36,4%
	No	1	3%
	Sometimes	-	0%
	Often	20	60,6%
Total		33	100%

Table 4.12

- 13) Does the English teacher ask students to write down the main ideas or main ideas in the reading text?

No.	Alternative Answer	Frequency	Percentage (%)
13.	Yes	17	51,5%
	No	-	0%
	Sometimes	4	12,1%
	Often	12	36,4%
Total		33	100%

Table 4.13

- 14) When students are bored in learning English, especially reading using blended learning. Does the English teacher provide game/ice breaking and motivate students?

No.	Alternative Answer	Frequency	Percentage (%)
14.	Yes	12	36,4%
	No	1	3%
	Sometimes	1	3%
	Often	19	57,6%
Total		33	100%

Table 4.14

- 15) In the Reciprocal Teaching strategy using blended learning, does the English teacher ask students to answer questions based on the information students get in reading text?

No.	Alternative Answer	Frequency	Percentage (%)
15.	Yes	17	51,5%
	No	-	0%
	Sometimes	3	9,1%
	Often	13	39,4%
Total		33	100%

Table 4.15

- 16) In the QARs strategy using blended learning, does the English teacher ask students to make several questions and answers to these questions based on the reading text?

No.	Alternative Answer	Frequency	Percentage (%)
16.	Yes	17	51,5%
	No	1	3%
	Sometimes	3	9,1%
	Often	12	36,4%
Total		33	100%

3. The Strengths and Weaknesses Of Teaching Reading Using Blended Learning at SMP H. Isriati Semarang

The researcher realizes that learning using a blended learning system provides several facilities for teachers to apply more various teaching strategies and provides opportunities for students to explore their knowledge more broadly. It can be concluded that learning using blended learning system at SMP H. Isriati Semarang makes it easy for teacher to use more various learning strategies to help students easily understand the material provided by the teacher. Students also feel that learning is not boring because it can be done at school and at home so that students can further explore themselves to understand the material that is not given in class. However, the teacher and students also gave statements regarding the weaknesses they experienced when learning through the blended learning system, which made teacher and students have to adapt to the existing system.

The weaknesses faced by teacher when learning through the blended learning system when online learning took place. This weakness is because teacher have to adapt to the existing system and connectivity constraints that interfere with learning in the classroom. The researcher can be concluded that were still the weaknesses faced both of teacher and students during blended learning at SMP H. Isriati Semarang. Most of the weaknesses

students face are that the assignments given by the teacher are very different between offline and online, and online learning requires a good internet connection. For teacher, the weaknesses they face are the irregular teaching time because they have to teach in two different systems and internet constraints when learning online.

Furthermore, after almost a year of students running the blended learning system, they feel more comfortable than fully online learning because students and teachers are still given time for face to face learning. This system also provides students and teacher with new knowledge and experiences. Blended learning provides new choices for teacher and students in the learning system. This system can also be an alternative for a new learning system for school during the current pandemic, because the blended learning system provides opportunities for teacher and students to take advantage of technology. Students and teacher can still do face-to-face learning as well.

B. Discussion

1. EFL Teacher's Strategies in Teaching Reading Using Blended Learning at the 8th Graders of SMP H. Isriati Semarang

Based on the result of the observation and interview with the EFL teacher, the researcher found that the EFL teacher of SMP H. Isriati Semarang used two strategies in teaching reading using blended learning, The teaching strategies used were Question-Answer Relationship that used in e-

learning delivery, and reciprocal teaching used in class delivery.

One of the teaching strategies in reading using blended learning was QARs. The EFL teacher of SMP H. Isriati Semarang used this strategy to make sure that students were read the text that has been asked to read by the teacher and clarified that they were understood the text. It means that they already have read and understood the text, they could answer the question. This strategy was helped the teacher to know how far students comprehend the text. As stated by King (2008), QARs strategy is a questioning strategy that emphasizes a relation between the text, question, and the background knowledge of the students.⁵⁸

Then the teaching strategies in reading using blended learning was reciprocal teaching. The EFL teacher of SMP H. Isriati Semarang used this strategy to help students to understand the reading text. Because after discussed the material, they can memorize and know what it means students will easily understand in understanding the text. It is hoped that the purpose of learning is achieved and the ability of students in self-learning can be improved. Students used these four comprehension strategies on a common text, in pairs or small groups they were predicting, questioning, clarifying

⁵⁸ King K., *Reading Strategies*, 2008.

and summarizing.⁵⁹ As stated by Palincsar and Brown (1984) that found in their research that the use of the reciprocal teaching method increased the students' scores on reading comprehension. The improvement is reflected in the scores the students' achievement after the implementation of this method.⁶⁰

Furthermore, in order to implement the teaching strategies, the EFL teacher of SMP H. Isriati Semarang explained that they did not make any videos or recording to give students an explanation, but they only made the instruction to gave students an explanation that would be shared in WhatsApps Group, Zoom Meeting, G-Meet, and Google Classroom in online learning. While in offline learning, the EFL teacher used conventual media such as Books, Whiteboard, and Projector Screens.

2. Students' Responses Toward the EFL Teacher's Strategies in Teaching Reading Using Blended Learning

Based on the Table 4.1 of 33 students, 100% where all the sample of this study there are about 26 students who strongly agree (78.8%) and 7 students

⁵⁹ Catur Kepirianto, Siti Mariam, and M. Ulya Ashari, "Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text," *PAROLE: Journal of Linguistics and Education* 12, no. 1 (2022): 119–29, <https://doi.org/10.14710/parole.v12i1.119-129>.

⁶⁰ A.L Palincsar, A.S., and Brown, *Reciprocal Teaching of Comprehension–Fostering and Comprehension–Monitoring Activities* (Cognition and instruction, 1984).

who agree (21.2%) by saying that Reciprocal teaching and QARs strategies make it easier for students to learn English, especially in reading using blended learning in class of VIII A.

Based on the Table 4.2 of 33 students, 100% where all the sample of this study there are about 13 students who strongly agree (39,4%) and 20 students agree (60,6%) by saying that Reciprocal teaching and QARs strategies make students more active in understanding what the teacher taught in English, especially reading in class of VIII A.

Based on the Table 4.3 of 33 students, 100% where all the sample of this study there are about 12 students who strongly agree (36,4%), 20 students agree(60,6%), and 1 student disagree (3%) by saying that Reciprocal teaching and QARs strategies in learning English, especially reading, make it easier for students to remember the material taught by the teacher in class of VIII A.

Based on the Table 4.4 of 33 students, 100% where all the sample of this study there are about 14 students who strongly agree (42,4%), and 19 students agree (57,6) by saying that Reciprocal teaching and QARs Strategies make reading in English learning more interesting for students to learn in the class of VIII A.

Based on the Table 4.5 of 33 students, 100% where all the sample of this study there are about 4 students who strongly agree (12,1%), 4 students agree (12,1%), 18 students disagree (54,5%), and 7 students strongly disagree (21,2%) by saying that

Reciprocal teaching and QARs strategies make students less understand in English, especially reading which the teacher taught using blended learning in class of VIII A.

Based on the Table 4.6 of 33 students, 100% where all the sample of this study there are about 11 students who strongly agree (33,3%), 14 students agree (42,4%), and 8 students disagree (24,2%) by saying that students prefer the teacher to use the Reciprocal Teaching strategy compared to use the QARs strategy in teaching English, especially reading using blended learning in class of VIII A.

Based on the Table 4.7 of 33 students, 100% where all the sample of this study there are about 7 students who strongly agree (21,2%), 6 students agree (18,2%), and 20 students disagree (60,6%) by saying that students prefer the teacher to use the QARs strategy compared to use the Reciprocal Teaching strategy in teaching English, especially reading using blended learning in class of VIII A.

Based on the Table 4.8 of 33 students, 100% where all the sample of this study there are about 1 student who strongly agree (3%), 14 students agree (42,4%), 15 students disagree (45,5%), and 3 students strongly disagree (9,1%) by saying that Reciprocal Teaching and QARs strategies are less effective in learning English, especially reading using blended learning in class of VIII A.

Based on the Table 4.9 of 33 students, 100% where all the sample of this study there are about 19 students who strongly agree (57,6%), and 14 students

agree (42,4%) by saying that using Reciprocal Teaching and QARs strategies make students more active and courageous in expressing opinions in learning English especially reading in class of VIII A.

Based on the Table 4.10 of 33 students, 100% where all the sample of this study there are about 3 students who agree (9,1%), 24 students disagree (72,7%), and 6 students strongly disagree (18,2%) by saying that using Reciprocal teaching and QARs strategies using blended learning make students bored in learning English especially reading in class of VIII A.

Based on the Table 4.11 of 33 students, 100% where all the sample of this study there are about 17 students who answer yes (51,5%), 2 students answer sometimes (6,1%), and 14 students answer often (42,4%) by saying that English teacher provide reading material based on the ability of the students in class of VIII A.

Based on the Table 4.12 of 33 students, 100% where all the sample of this study there are about 12 students who answer yes (36,4%), 1 student answer no (3%), and 20 students answer often (60,6%) by saying that English teacher ask students to remember and memorize the vocabulary that students read in reading texts in the class of VIII A.

Based on the Table 4.13 of 33 students, 100% where all the sample of this study there are about 17 students who answer yes (51,5%), 4 students answer sometimes (12,1%), and 12 students answer often (36,4%) by saying that English teacher ask students

to write down the main ideas or main ideas in the reading text in the class of VIII A.

Based on the Table 4.14 of 33 students, 100% where all the sample of this study there are about 12 students who answer yes (36,4%), 1 student answer no (3%), 1 student answer sometimes (3%), and 19 students answer often (57,6%) by saying that English teacher provide game/ice breaking and motivate students when students are bored in learning English, especially reading using blended learning in class of VIII A.

Based on the Table 4.15 of 33 students, 100% where all the sample of this study there are about 17 students who answer yes (51,5%), 3 students answer sometimes (9,1%), and 13 students answer often (39,4%) by saying that English teacher ask students to answer questions based on the information students get in reading texts in the Reciprocal Teaching strategy using blended learning in class of VIII A.

Based on the Table 4.16 of 33 students, 100% where all the sample of this study there are about 17 students who answer yes (51,5%), 1 student answer no (3%), 3 students answer sometimes (9,1%), and 12 students answer often (36,4%) by saying that English teacher ask students to make several questions and answers to these questions based on the reading text in the QARs strategy using blended in class of VIII A.

Based on the Table 4.1 until 4.16 states that the students' responses about Reciprocal Teaching and

Question-Answer relationship (QARs) in blended learning were able to make the students more active in teaching and learning English in the classroom using blended learning at SMP H. Isriati Semarang. It because the students can convey their opinions when they discuss in the group and to the other group. Then they can explore themselves by discuss and giving the question and answer it. Because not make the students sleepy in the learning process, the students directly motivated to appear better than the other group. Then, the students feel that Reciprocal Teaching and Question-Answer relationship (QARs) are useful in teaching and learning process in the classroom using blended learning at SMP H. Isriati Semarang. Because the students can also make them easier to understand the materials. When the students discuss with their friends about the materials, then they get the explanation of their friends make them easier to understand the materials. The students can share ideas with their friends. Then, the students can help each other work on and solve the question and they are also able to find where they got the answer. Besides the students can share ideas, the students also gain new knowledge from their friends. Because sometimes there is something that their friends know and other friends are not known.⁶¹ With ideas, thoughts, or

⁶¹ and Catur Kepirianto Siti Mariam, "Utilizing Flipped Classroom Strategy-Based Interactive Media to Minimize Students' Reading Anxiety," in *ARTS and Entrepreneurship in Language Studies* (Semarang: UNIKA Soegijapranata, 2021), 78–80.

explanations of friends, the students will be easy to understanding the material as well and then it will help their friends with certainty.⁶²

Besides, these are strategies can assist students in repair their pronunciation and students can express their opinions freely to their friend or the material that they do not understand. The results of students' difficulties here is the teacher explains to the students the material they do not understand yet. Therefore, the students really like the Reciprocal Teaching and QARs strategy in learning English in the classroom because they can practice speaking. Even though sometimes there are students who not confident in speaking. But they can convey their opinions and ideas. Then they can change the opinions to the other groups by giving the question and answer it and they are also able to work together with each other in terms of completing their tasks.

Based on the students' responses, it can be concluded that the students have positive responses toward the EFL teacher's strategies using blended learning in the reading class. The students feel that the use of blended learning in reading class applied facilitates easy communication with the EFL teacher since the teacher gives individual feedback to each students. Besides, the students' engagement is promoted. It can be seen from the active

⁶² Siti Mariam et al., "Utilizing Quipper School for Improving Reading Comprehension of Recount Text," *Indonesian EFL Journal* 8, no. 1 (2022): 127–36.

participation of the students in the class. The students also think that the materials are relevant with their needs and daily lives. This makes the learning meaningful to the students. This is in line with the research finding of L. Litterio, “instructor feedback and relevant content both positively impact students’ perceptions of an online course” (Litterio: 2018).⁶³ Blended learning implemented also facilitates collaboration as the discussion between the EFL teacher and the students ran well. However, they have problem related to the internet connection and credit quota when e-learning delivery.

⁶³ L.M. Litterio, *Uncovering Students Perceptions of a First Year Online Writing Course* (Computers and Composition, 2018).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings of the research, the researcher would to make a conclusion by showing the result of the observation checklist, interview and questionnaire towards the students:

1. There are two strategies used by the EFL teacher in teaching reading using blended learning, those are Reciprocal Teaching that used in offline learning and Question Answer Relationship that used in online learning. The platform of blended learning, the teacher applied several learning media by integrating technology such as WhatsApp Group, Zoom, G-Meet, Google Classroom, Power Point when e learning delivery (online learning), and in class delivery (offline learning) the teacher applied conventional learning media such as books, whiteboard, and projector screens.
2. The students' responses toward two methods are easier to understand, being able to convey and changing the opinions, getting the new ideas, being able to motivate them to think in the group, and the students can be accustomed themselves to practice reading and speaking by giving question and answer it.

B. Suggestion

Based on the conclusion above, the researcher would offer some suggestions it is hopefully can be useful for:

1. For the Teacher

This research can improve the quality of the EFL teacher in teaching English, especially in reading. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process.

2. For the Students

With the strategies that used by the EFL teacher, the students hope the students more understand about reading comprehension and enjoy with the lesson.

3. The Next Researcher

The researcher wishes that other researcher could conduct this research in wider area. The next researcher can conduct the research about the teacher strategies that used by an EFL teacher which important in teaching and learning process. Therefore, that result will be more advantageous and be applied in a larger area.

REFERENCES

- Adhe Syahputra, and Marzul Hidayat. (2022). Teachers' Strategies in Teaching Reading Comprehension Through E-Learning Platform During The Pandemic. *Edukasi: Jurnal Pendidikan Dan Pengajaran* 9, no. 1, 61.
- Afi Normawati. (2021). "The Implementation of Blended Learning in Teaching Reading." *English Language and Education Spectrum* 1, no. 2: 45–51. <https://doi.org/10.53416/electrum.v1i2.26>.
- Agama, Departemen. 2014. *Al-Qur'an Dan Terjemah*. Cet. Ke 1. Jakarta: Hati Emas.
- Akkoyunlu, Buket, and Meryem Yilmaz Soylu. (2008). A Study of Student's Perceptions in a Blended Learning Environment Based on Different Learning Styles What Is Blended Learning? What Is Learning Styles?. *Environment* 11, no. May 2014, 183–93.
- Budiharso, Teguh. 2004. *Prinsip Dan Strategi Pengajaran Bahasa*. Surabaya: Lutfiansyah Mediatama.
- Celik, Bunyamin. (2017). Effects of Extensive Reading on Learners: How It Develops Certain Points in Vocabulary and Sentence Structure. *International Journal of English Linguistics* 8, no. 2, 73. <https://doi.org/10.5539/ijel.v8n2p73>.

Donald, Ary. 2010. *Introduction to Research in Education*. Canada: Thomson Wordsworth.

Abdurahman Ahmed Endris. (2018). Effects of Extensive Reading on EFL Learners' Reading Comprehension and Attitudes. *International Journal of Research in English Education* 3, no. 4, 1–11. <https://doi.org/10.29252/ijree.3.4.1>.

G.G., Duffy. 2009. *Explaining Reading: A Resource of Teaching Concepts, Skills, and Strategies*. New York: The Guilford Press.

Ghazizadeh, Tina. (2017). The Effect of Blended Learning on EFL Learners' Reading Proficiency 8, no. 3, 606–14.

Gubrium, Jaber F., James A. Holstein, Amir Bargezar Marvasti, and Karyn McKinney Marvasti. 2012. The SAGE Handbook of Interview Research: The Complexity of the Craft, Second Edition. In *The SAGE Handbook of Interview Research: The Complexity of the Craft*, 1–570. SAGE Publications Inc., <https://doi.org/10.4135/9781452218403>.

Hadi. "Pemeriksaan Keabsahan." *Jurnal Ilmu Pendidikan*, 2016, 74–79.

Hande, S. (2014). Strengths Weaknesses Opportunities and Threats of Blended Learning: Students' Perceptions. *Annals of Medical and Health Sciences Research* 4, no. 3, 336. <https://doi.org/10.4103/2141-9248.133455>.

- Harmer, Jeremy. 2003. *How to Teach English*. Kuala Lumpur: Longman,.
- . 2002. *The Practice of English Language Teaching*, 3rd Ed. London: Longman.
- Heather Staker and Michael B. Horn. 2012. *Classifying K–12 Blended Learning*. Mountain View: CA: Inno Sight Institut.
- Herman, Phillip, Kristen Perkins, Martha Hansen, Louis M. Gomez, and Kimberley Gomez. (2010). The Effectiveness of Reading Comprehension Strategies in High School Science Classrooms. *Learning in the Disciplines: ICLS 2010 Conference Proceedings - 9th International Conference of the Learning Sciences 1*, 857–64.
- J.W., Creswell. 2014. *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*. Fourth Edi. USA: SAGE Publication.
- Janette K. Klingner, Sharon Vaughn, Alison Boardman. 2007. *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.
- Johnson, Andrew P. 2008. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. USA: Rowman & Littlefield Education.
- K., King. 2008. *Reading Strategies*, Retrieved from <http://www.isu.edu/~kingkath/readstr.html>.

- Karkour, Islam. (2014). A Blended Learning Model for Teaching Reading in English as A Foreign Language. *Teaching English with Technology* 14, no. 4, 22–25.
- Kepirianto, Catur, Siti Mariam, and M. Ulya Ashari. (2022). Integrating Mind-Mapping Collaborated with Think-Pair-Share to Teach Reading Comprehension in Descriptive Text. *PAROLE: Journal of Linguistics and Education* 12, no. 1, 119–29. <https://doi.org/10.14710/parole.v12i1.119-129>.
- Kissau, Scott, and Florian Hiller. (2013). Reading Comprehension Strategies: An International Comparison of Teacher Preferences. *Research in Comparative and International Education* 8, no. 4, 437–54. <https://doi.org/10.2304/rcie.2013.8.4.437>.
- Kristin Lems, Leah D Miller, Tenena M Soro. 2010. *Teaching Reading to English Language Learners: Insights from Linguistics*. New York: The Guilford Press.
- Lingga Pitaloka, Nova, Hesti Wahyuni Anggraini, Dedi Kurniawan, Erlina Erlina, And Hariswan Putra Jaya. (2020). Blended Learning in a Reading Course: Undergraduate EFL Students' Perceptions and Experiences. *Indonesian Research Journal in Education [IRJE]* 4, no. 1, 43–57. <https://doi.org/10.22437/irje.v4i1.8790>.
- Litterio, L.M. 2018. *Uncovering Students Perceptions of a First Year Online Writing Course*. Computers and Composition,

- M. Zaini Miftah. (2013). Implementation of Intensive-Extensive Reading Strategy To Improve Reading Comprehension. *Journal on English as a Foreign Language* 3, no. 1, 21–30.
- Mariam, Siti, Catur Kepirianto, Ma'rifatul Fadhillah, and Nafisah Mardhiana. (2022). Utilizing Quipper School for Improving Reading Comprehension of Recount Text. *Indonesian EFL Journal* 8, no. 1, 127–36.
- Maslichah, Maslichah, and Siti Tarwiyah. (2017). Enhancing Students' Ability in Writing Descriptive Text through Graphic Organizers. *Vision: Journal for Language and Foreign Language Learning* 6, no. 2, 116–24. <https://doi.org/10.21580/vjv6i21792>.
- Moelong, Lexy J. 2005. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Mustolehudin. (2011). “Tradisi Baca Tulis Dalam Islam Surah Al ‘Alaq Ayat 1 - 5.” *Jurnal “Analisa”* XVIII, no. 01, 145–54.
- Nadira, Gendis Dwiningtiyas, Dedi Sofyan, and Hilda Puspita. (2020). Teachers' Strategies in Teaching Reading Comprehension. *Journal of Applied Linguistics and Literacy* 4, no. 2, 66–77.
- Nguyen, Thi Lan Phuong. (2022). Teachers' Strategies in Teaching Reading Comprehension. *International Journal of Language Instruction* 1, no. 1, 19–28. <https://doi.org/10.54855/ijli.22113>.

- Nunan, David. 2003. *Practical English Language Teaching*. New York: Hill Companies.
- Palincsar, A.S., and Brown, A.L. 1984. *Reciprocal Teaching of Comprehension—Fostering and Comprehension—Monitoring Activities*. *Cognition and instruction*.
- Pourhosein Gilakjani, Abbas, and Narjes Banou Sabouri. (2016). How Can Students Improve Their Reading Comprehension Skill?. *Journal of Studies in Education* 6, no. 2, 229. <https://doi.org/10.5296/jse.v6i2.9201>.
- Rahardjo, M. 2010. *Triangulasi Dalam Penelitian Kualitatif*. Repository UIN Malang.
- Rijali, Ahmad. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah* 17, no. 33, 91.
- Roit, Marsha L. 2015. *Effective Teaching Strategies for Improving Reading Comprehension in K-3 Students: SRA Open Court Reading*. USA: Mc Graw Hill Education.
- Romadlon, Farid Noor. (2017). Promoting Students' Reading Proficiency through Reciprocal Technique. *Vision: Journal for Language and Foreign Language Learning* 6, no. 1, 50–60. <https://doi.org/10.21580/vjv6i11584>.
- Ruslan, Rosady. 2003. *Metode Penelitian Public Relations Dan Komunikasi*. Jakarta: Raja Grafindo Persada,
- S., Arikunto. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.

- Septiningrum, Kartika Ayu, Siti Tarwiyah, and Siti Mariam. (2018). A Portrait of Learner's Autonomy through Metacognitive Strategy on Reading Comprehension (A Study At SMP N 32 Semarang). *Vision: Journal for Language and Foreign Language Learning* 7, no. 1, 66–82. <https://doi.org/10.21580/vjv7i12805>.
- Shoimin, Aris. 2014. *Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media.
- Siti Mariam. (2016). Improving Students' Skimming and Scanning in Reading Skill by Applying Metacognitive Strategy. *Indonesian EFL Journal* 2, no. July, 70–80.
- Siti Mariam, and Catur Kepirianto. 2021. Utilizing Flipped Classroom Strategy-Based Interactive Media to Minimize Students' Reading Anxiety. In *ARTS and Entrepreneurship in Language Studies*, 78–80. Semarang: UNIKA Soegijapranata.
- Siti Nurhamida, Syahid Muammar Pulungan, and Eka Sustri Harida. (2018). "The Analysis of Teachers' Strategies in Teaching Reading Comprehension at SMA N 2 Padang Bolak." *Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keagamaan* 4, no. 2, 299–311.
- Sugiyono. 2015. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan Research&Development*. Bandung: Alfabeta.

- Sulistianingsih, Endang. (2018). Developing Students' Participation in a Mixed-Levels Reading Class via Cooperative Integrated Reading and Composition (CIRC). *Vision: Journal for Language and Foreign Language Learning* 7, no. 1, 1–10. <https://doi.org/10.21580/vjv7i12200>.
- Vacca, R. T & Vacca, J. A. L. 2008. *Content Area Reading, 9th Ed: Literacy and Learning Across the Curriculum*. New York: Pearson Education, Inc.
- Wahyuni, Sri, Rosdiana Rosdiana, and Hanifar Mardhatillah. (2020). Teaching Strategies: Efl Students' Responses Toward Teacher Strategies in Reading Comprehension. *Jurnal Ilmiah Teunuleh* 1, no. 2, 203–15. <https://doi.org/10.51612/teunuleh.v1i2.31>.
- Woolley, G. 2011. *Reading Comprehension: Assisting Children with Learning Difficulties*. Dordrecht: Springer Netherlands.

APPENDICES

Appendix I

OBSERVATION GUIDELINE

Day/date : _____

Material : _____

Teacher Name : _____

Time/place : _____

No.	Activity	Indicator	Option	
			Yes	No
1	Opening	Teacher opens the lesson by greeting the students		
		Teacher checks the student's attendance list		
		Teacher tells the aim of the subject that will be reached		
		Teacher asks students randomly about their activities in the past		
2		Teacher explains the material		

	Main activity	Teacher uses dialogue for teaching		
		Teacher uses text for teaching		
		Make some examples of descriptive text		
		Tell the students how to read clearly of the text		
		Make the students thinking about the meaning of the text		
		Practice with the students		
		Help the students		
3		Teacher gives an opportunity for students to ask their difficulties		

	Closing	Tell the students to do exercise in their books		
		Closing the activity		

OBSERVATION I

Day/date : Thursday, 17th February 2022

Material : Descriptive Text

Teacher Name : Sri Harjati, S.Pd.

Time/place : 08.00-09.15 WIB / via Zoom Meeting

No.	Activity	Indicator	Option	
			Yes	No
1	Opening	Teacher opens the lesson by greeting the students	✓	
		Teacher checks the student's attendance list	✓	
		Teacher tells the aim of the subject that will be reached	✓	
		Teacher asks students randomly		✓

		about their activities in the past		
2	Main activity	Teacher explains the material	✓	
		Teacher uses dialogue for teaching	✓	
		Teacher uses text for teaching	✓	
		Make some examples of descriptive text	✓	
		Tell the students how to read clearly of the text	✓	
		Make the students thinking about the meaning of the text	✓	
		Practice with the students	✓	
		Help the students	✓	

3	Closing	Teacher gives an opportunity for students to ask their difficulties	✓	
		Tell the students to do exercise in their books	✓	
		Closing the activity	✓	

OBSERVATION II

Day/date : Thursday, 03rd March 2022

Material : Song Lyric

Teacher Name : Sri Harjati, S.Pd.

Time/place : 08.00-09.30 WIB / Class of 8th A

No.	Activity	Indicator	Option	
			Yes	No
1	Opening	Teacher opens the lesson by greeting the students	✓	
		Teacher checks the student's attendance list	✓	

		Teacher tells the aim of the subject that will be reached	✓	
		Teacher asks students randomly about their activities in the past	✓	
2	Main activity	Teacher explains the material	✓	
		Teacher uses dialogue for teaching	✓	
		Teacher uses text for teaching	✓	
		Make some examples of the types of song	✓	
		Tell the students how to read clearly of the material/text	✓	
		Make the students thinking about the meaning of the material/text	✓	
		Practice with the students	✓	
		Help the students	✓	

3	Closing	Teacher gives an opportunity for students to ask their difficulties	✓	
		Tell the students to do practice in front of class and exercise in their books	✓	
		Closing the activity	✓	

Appendix II

INTERVIEW GUIDELINE

- a. Bagaimana pendapat anda mengenai SMP H. Isriati Semarang ?
- b. Sejak kapan anda diterima mengajar di SMP H. Isriati Semarang?
- c. Kurikulum apa yang anda gunakan ketika mengajar di SMP H. Isriati Semarang saat ini?
- d. Jelaskan ketika mengajar, apakah anda menyesuaikan materi yang ada di RPP dan silabus yang anda buat?
- e. Berapa jumlah kelas yang anda ajar di SMP H. Isriati Semarang ini?
- f. Bagaimana pendapat anda mengenai pembelajaran reading secara blended learning selama covid 19?
- g. Dalam blended learning, pendekatan pembelajaran apa yang anda gunakan dan alasan memilih pendekatan itu?

- h. Bagaimana cara anda melatih pemahaman membaca siswa-siswi anda dalam blended learning?
- i. Jelaskan salah satu materi yang anda ajarkan dalam mengajar reading, beserta kualifikasi apa yang harus dicapai siswa-siswi dalam materi itu?
- j. Dalam blended learning, strategi apa yang paling sering anda gunakan saat mengajar materi reading? Jelaskan beserta alasannya!
- k. Apakah anda mempunyai strategi khusus dalam menghilangkan kejenuhan siswa-siswi belajar reading dalam blended learning ini?
- l. Apakah strategi tersebut efektif digunakan dalam blended learning?
- m. Jelaskan apakah setelah anda mengaplikasikan strategi teaching reading, siswa-siswi anda dapat mencapai target keberhasilan?
- n. Dalam blended learning, apakah anda mengalami kesulitan dalam mengajar materi reading?
- o. Dalam blended learning, apa dampak/hambatan yang sering anda hadapi ketika menerapkan strategi mengajar reading dimasa pandemi Covid-19?
- p. Evaluasi apa yang anda lakukan ketika siswa-siswi anda tidak mencapai target?

No.	Details	Items
1	Identifying teachers preparation in teaching reading using blended learning	a, b, c, d, e, f
2	Identifying teacher's strategies in teaching reading using blended learning	g, h, i, j, k, l

3	The problem faced by teachers in teaching reading using blended learning	m, n, o, p
---	--	-------------------

INTERVIEW RESULT

1. Bagaimana pendapat anda mengenai SMP H. Isriati Semarang ?

Jawaban: SMP H. Isriati adalah sekolah menengah pertama yang berbasis keislaman yang di mana diharapkan semua siswa siswi dapat mengedepankan akhlak yang baik, dan cerdas dalam berpengetahuan. Hal ini sesuai visi dan misi SMP kami mas yaitu visinya “*Cerdas, terampil berdasarkan iman dan taqwa* “ sedangkan misi nya adalah yang pertama mempelajari dan mengkaji ilmu pengetahuan yang selalu didasari keimanan dan ketaqwaan kepada Allah serta taat kepada Rasul-Nya. Kedua melaksanakan pembelajarann dan bimbingan yang efektif dan efisien. Ketiga yaitu melaksanakan pembelajaran yang penuh keseimbangan antara aspek moral dan intelektual, serta yang terakhir adalah melaksanakan pembelajaran yang berbasis penguasaan ilmu pengetahuan dan teknologi modern.

2. Sejak kapan anda diterima mengajar di SMP H. Isriati Semarang?

Jawaban: Saya mulai diterima dan mengajar di SMP H. Isriati Semarang sejak tahun 2001 yang lalu.

3. Kurikulum apa yang Ibu gunakan ketika mengajar di SMP H. Isriati Semarang saat ini?

Jawaban: Karena untuk tahun-tahun ini terdapat regulasi baru yang disesuaikan dengan peraturan Menteri Pendidikan, untuk anak kelas 7 SMP kami menggunakan Kurikulum yang terbaru, yaitu Merdeka Belajar sedangkan untuk kelas 8 dan 9 kami masih menggunakan kurikulum 2013.

4. Jelaskan ketika mengajar, apakah Ibu menyesuaikan materi yang ada di RPP dan silabus yang Ibu buat?

Jawaban: Kalau untuk kurikulum 2013 dan Merdeka Belajar ini, sekolah mengacu pada capaian pembelajaran di Kurikulum operasional yang harus dicapai peserta didik dalam setiap tahap perkembangan pada setiap mapel. Nah, di capaian pembelajaran ini memuat sekumpulan kompetensi dan lingkup materi, jadi guru yang mengajar juga harus menyesuaikan capaian pembelajaran tersebut.

5. Berapa jumlah kelas yang anda ajar di SMP H. Isriati Semarang ini?

Jawaban: Untuk jumlah kelas yang saya ajar sebanyak 3 kelas.

6. Bagaimana pendapat Ibu mengenai pembelajaran reading secara *blended learning* selama covid 19 di SMP H. Isriati Semarang ini?

Jawaban: Pembelajaran *blended learning* selama covid-19 ini memberikan efek yang bermacam-macam, dan tentunya terdapat kelebihan dan kekurangannya. Dampak positifnya yaitu : siswa secara luas dapat menjangkau materi-materi tambahan melalui media internet, jadi tidak terpaku pada pembelajaran yang disampaikan guru saja. Selain itu

dengan adanya pembelajaran *online* ini siswa dapat berdiskusi kepada Guru ataupun siswa lainnya di luar jam pelajaran, kemudian guru juga dapat menjadikan pembelajaran menjadi lebih bervariasi seperti diadakannya game, kuis online yang memberikan suasana belajar tidak membosankan. Disamping beberapa hal-hal positif yang ditimbulkan, terdapat juga dampak yang kurang baik dari *blended learning* ini, yaitu : tidak meratanya fasilitas yang dimiliki siswa, seperti HP dan laptop, yang tidak semua siswa memiliki, ada HP yang digunakan bersamaan dengan orang tua, yang mengakibatkan pembelajaran yang diterima siswa kurang efektif. Pembelajaran *offline* di sekolah juga tidak berjalan maksimal, karena jam pelajaran harus dibatasi, menjadi 2 sampai 3 jam saja yang berakibat tersendatnya materi-materi yang akan disampaikan.

7. Dalam *blended learning*, pendekatan pembelajaran apa yang anda gunakan dan alasan memilih pendekatan itu?

Jawaban: Selain pendekatan reciprocal teaching dan QARs untuk menghidupkan suasana pembelajaran ketika *blended learning*, sebelum pembelajaran berlangsung biasanya saya menyuruh para siswa untuk mempelajari pelajaran yang akan dipelajari dengan menyuruh membaca materi dengan sistem scanning dan skimming yang nantinya kalau ada koskata atau kalimat yang susah dipahami, bisa di share atau didiskusikan ketika pembelajaran berlangsung.

8. Bagaimana cara anda melatih pemahaman membaca siswa-siswi anda dalam *blended learning*?

Jawaban: Untuk melatih pemahaman membaca siswa, saya biasa gunakan sistem kosakata, yaitu setelah

siswa membaca teks reading yang diajarkan, saya akan menulis atau menunjukkan kosakata inti yang ada dalam teks tersebut dan membacanya ke siswa untuk menirukan kosakata tersebut ini untuk melatih pemahaman dan memorizing kosakata baru yang dipelajari para siswa dan biasanya juga saya selingi dengan game yang berbeda-beda sesuai dengan hobi siswa. Maksudnya, contoh siswa A memiliki hobi mengaji, sebelum saya suruh untuk menyampaikan hasil diskusi yang telah dipelajari, siswa tersebut diperkenankan untuk mengaji terlebih dahulu untuk membentuk mood dan kepercayaan diri karena melasanakan hobinya terlebih dahulu. Metode ini memang dapat membuat dan mengajak siswa lain untuk aktif juga di kelas.

9. Jelaskan salah satu materi yang Ibu ajarkan dalam mengajar reading, beserta kualifikasi apa yang harus dicapai siswa-siswi dalam materi itu?

Jawaban: Pada materi descriptive text, saya sering menggunakan Teknik “ *Guided Picture and Guided Questions*” yang bertujuan agar siswa dapat Menyusun teks deskriptif secara sederhana tentang orang, yang menggunakan unsur kebahasaan dan mengetahui fungsi dari teks deskriptif tersebut dengan baik dan benar.

10. Dalam *blended learning*, strategi apa yang paling sering anda gunakan saat mengajar materi reading? Jelaskan beserta alasannya!

Jawaban: Ketika mengajar reading di kelas, saya lebih sering menggunakan dua metode ketika mengajar reading di saat blended learning seperti saat ini. Dua metode yang saya gunakan adalah yang pertama metode reciprocal teaching dan yang kedua adalah

metode QARs. Dengan rincian saya menggunakan metode QARs untuk online learning dan Reciprocal teaching untuk offline learning. Mengapa saya pilih dua metode tersebut? Ya jawabannya singkat saja ya mas. Seperti yang mas Izza ketahui juga, metode reciprocal teaching dan QARs adalah dua metode yang pasti sangat berguna untuk diterapkan dalam pembelajaran reading karena di saat *blended learning* seperti saat ini, ketika pembelajaran daring sekolah kami biasa menggunakan platform *Zoom*, *G meet* ataupun *WhatsApp Group* yang di mana QARs adalah metode yang saya kira tepat untuk saya gunakan dalam teaching reading ketika online learning. Ketika pembelajaran tatap muka, metode reciprocal teaching ini sangat berguna untuk mengaktifkan siswa di dalam pembelajaran karena diskusi akan sangat aktif. Jadi dua metode ini dapat digunakan secara efektif dalam *blended learning* seperti saat ini karena dalam pembelajaran bisa dibentuk kelompok yang nantinya diskusi mengenai materi yang akan cepat dipahami oleh siswa.

11. Apakah Ibu mempunyai strategi khusus dalam menghilangkan kejenuhan siswa-siswi belajar reading dalam *blended learning* ini?

Jawaban: Saat pembelajaran offline di sekolah saya biasa menggunakan *ice breaking* yang dapat mengembangkan pembelajaran siswa, seperti permainan “*IF AND SO*”, cara bermainnya adalah dengan dua kubu lawan yang saling bertukar kalimat yang berhubungan dengan “*Jika dan Maka*”. Dengan adanya *ice breaking* semacam ini selain untuk menghidupkan pembelajaran, juga dapat mengembangkan pengetahuan siswa. Saat pembelajaran *online*, *ice breaking* menggunakan

aplikasi *wordwall* untuk membuat game Berbahasa Inggris yang bertujuan untuk memperkaya kosa kata.

12. Apakah strategi tersebut efektif digunakan dalam *blended learning*?

Jawaban: Menurut saya efektif , hal ini terbukti Ketika pembelajaran via *online* maupun tatap muka yang diselingi dengan beberapa *ice breaking* sangat memancing antusiasme siswa, sehingga berpengaruh pada kesiapan mengikuti pembelajaran.

13. Jelaskan apakah setelah Ibu mengaplikasikan strategi *teaching reading*, siswa-siswi Ibu dapat mencapai target keberhasilan?

Jawaban: Iya, dengan strategi *teaching reading* ini, siswa dapat memahami isi bacaan dengan baik.

14. Dalam *blended learning*, apakah Ibu mengalami kesulitan dalam mengajar materi *reading*?

Jawaban: Iya, kesulitan yang saya alami Ketika mengajar *reading* terdapat dua factor yaitu factor *intrinsic* dan *ekstrinsik*. Faktor *intrinsic* yaitu pengetahuan kosakata yang terbatas, lambat dalam menerima informasi, kurangnya memahami materi pelajaran. Faktor *ekstrinsik* yaitu : penalaran verbal yang lemah, kesulitan memahami teks karena tingkat teks, penggunaan strategi membaca yang kurang sesuai dengan pribadi siswa.

15. Dalam *blended learning*, apa dampak/hambatan yang sering Ibu hadapi ketika menerapkan strategi mengajar *reading* dimasa pandemi Covid-19?

Jawaban: Hambatan yang sering saya alami tentu saja materi-materi yang tidak sempat saya berikan kepada siswa karena jam pembelajaran saat covid-19 sangat

banyak tersita, yang berakibat kurangnya pendalaman materi, terlebih pembelajaran *online* yang menurut saya kurang efektif dan menjadi tidak terfokus.

16. Evaluasi apa yang Ibu lakukan ketika siswa-siswi anda tidak mencapai target?

Jawaban: Untuk siswa yang nilai atau pemahamannya kurang, saya sesuaikan dengan sistem kurikulum 2013 dan merdeka belajar yang membebaskan guru dan siswa berkolaborasi secara fleksibel dengan cara memberikan tugas tambahan yang diminati siswa dan sesuai dengan materi yang ia kehendaki.

Appendix III

QUESTIONNAIRE GUIDELINE

Students' Responses toward the EFL teachers' strategies in teaching reading using blended learning.

Nama :

No. Absen :

Questionnaire ini dibuat untuk mengetahui seberapa jauh persepsi siswa terhadap strategi yang guru bahasa Inggris gunakan dalam mengajar reading melalui blended learning. Silahkan pilih jawaban yang sesuai pada pertanyaan-pertanyaan yang menurut anda benar atau sesuai!

Keterangan :

SS : Sangat Setuju

TS : Tidak Setuju

S : Setuju

STS : Sangat Tidak Setuju

NO.	PERTANYAAN	SS	S	TS	STS
1.	Strategi Reciprocal Teaching dan QARs memudahkan siswa dalam belajar reading pada mata pelajaran bahasa Inggris ketika blended learning.				
2.	Strategi Reciprocal Teaching dan QARs membuat siswa lebih aktif dalam memahami apa yang diajarkan guru dalam pelajaran bahasa Inggris khususnya reading.				
3.	Strategi Reciprocal Teaching dan QARs dalam pembelajaran bahasa Inggris khususnya reading membuat siswa lebih mudah materi yang diajarkan oleh guru.				
4.	Strategi Reciprocal Teaching dan QARs membuat pelajaran bahasa Inggris khususnya reading lebih menarik untuk siswa pelajari.				
5.	Strategi Reciprocal Teaching dan QARs membuat siswa kurang mengerti pelajaran bahasa Inggris khususnya				

	reading yang guru ajarkan ketika blended learning.				
6.	Saya lebih menyukai guru menggunakan strategi Reciprocal Teaching dibanding menggunakan strategi QARs dalam mengajar bahasa Inggris khususnya reading ketika blended learning.				
7.	Saya lebih menyukai guru menggunakan strategi QARs dibanding menggunakan strategi Reciprocal Teaching dalam mengajar bahasa Inggris khususnya reading ketika blended learning.				
8.	Strategi Reciprocal Teaching dan QARs kurang efektif dalam pembelajaran bahasa Inggris khususnya reading ketika blended learning.				
9.	Belajar bahasa Inggris khususnya reading, menggunakan strategi Reciprocal Teaching dan QARs membuat saya lebih aktif dan berani mengemukakan pendapat.				
10.	Belajar bahasa Inggris khususnya reading,				

	menggunakan strategi Reciprocal Teaching dan QARs ketika blended learning membuat saya bosan.				
--	---	--	--	--	--

NO.	PERTANYAAN	Iya	Tidak	Kadang-kadang	Sering
1	Apakah guru bahasa Inggris memberikan materi reading berdasarkan kemampuan para siswa?				
2	Apakah guru bahasa Inggris meminta siswa untuk mengigit dan menghafalkan kosakata yang siswa baca dalam teks reading?				
3	Apakah guru bahasa Inggris meminta siswa untuk menulis gagasan utama atau ide pokok dalam teks reading?				

4	<p>Ketika siswa bosan atau jenuh dalam pembelajaran bahasa Inggris, khususnya reading melalui blended learning. Apakah guru bahasa Inggris memberikan game/ice breaking dan memotivasi siswa?</p>				
5	<p>Dalam strategi Reciprocal Teaching ketika blended learning, apakah guru bahasa Inggris meminta siswa untuk menjawab pertanyaan berdasarkan informasi yang siswa dapatkan dalam teks reading?</p>				
6	<p>Dalam strategi QARs ketika blended learning, apakah guru bahasa Inggris</p>				

	meminta siswa untuk membuat beberapa pertanyaan dan jawaban dari pertanyaan tersebut berdasarkan teks reading?				
--	--	--	--	--	--

Appendix IV

Daftar Siswa Kelas VIII A SMP H. Isriati

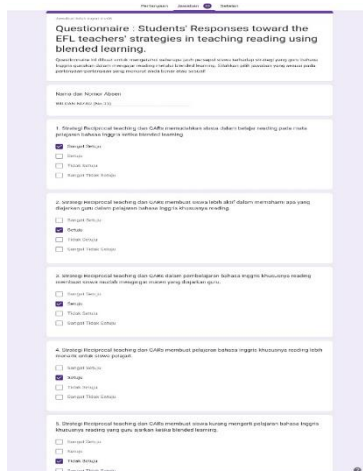
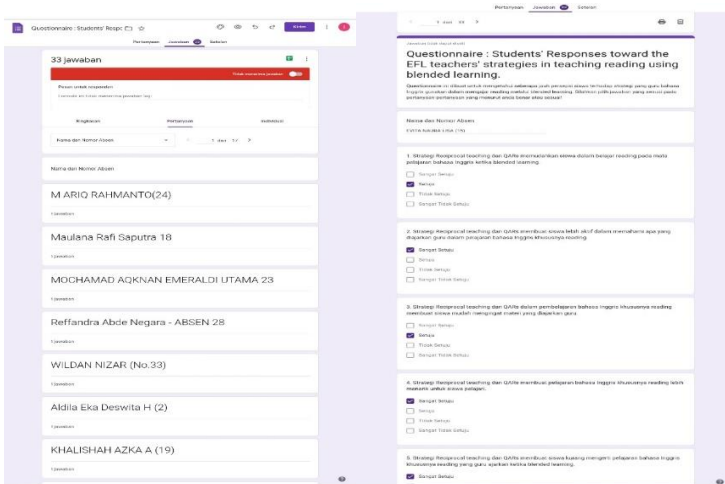
No.	Nama	Jenis Kelamin	Kelas
1.	Abid Muhammad Hafidzus Sallam	L	VIII A
2.	Aldila Eka Deswita Hudalifah	P	VIII A
3.	Alfian Nur Azmi Falah	L	VIII A
4.	Alyna Chika Paramita	P	VIII A
5.	Anggun Karunia	P	VIII A
6.	Aniq Nafysa	P	VIII A
7.	Aziztya Rangga Dewa	L	VIII A

8.	Azzahra Naylamanda Ardanareswari	P	VIII A
9.	Cahaya Mentari	P	VIII A
10	Crysilla Zahra Gyda Prabowo	P	VIII A
11	Danastri Aysha Maulida	P	VIII A
12	Destian Reonal Raihan Pratama	L	VIII A
13	Evita Naura Lisa	P	VIII A
14	Galih Herlambang	L	VIII A
15	Ghania Anjani Putri Prabowo	P	VIII A
16	Haidar Mu'tashim	L	VIII A
17	Khalishah Azka Anandhita	P	VIII A
18	Maulana Rafi Saputra	L	VIII A
19	Maulana Rafli Saputra	L	VIII A
20	Mikail Farren Alvaro	L	VIII A
21	Mischel Arliansyah Praditya	L	VIII A
22	Mochamad Aqknan Emeraldi Utama	L	VIII A
23	Mohamad Ariq Rahmanto	L	VIII A

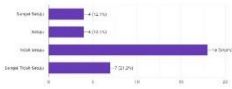
24	Mohammad Ganendra Pratama Pribadi	L	VIII A
25	Rafa Bayanaka Atala	L	VIII A
26	Ramadhani Aulia Nugroho	P	VIII A
27	Reffandra Abde Negara	L	VIII A
28	Sasmitha Rasya Adithya Zahra	P	VIII A
29	Tegar Sesar Suyudi	L	VIII A
30	Uzma Febiola	P	VIII A
31	Vernando Bintang Ramanathan	L	VIII A
32	Wildan Nizar	L	VIII A
33	Yoshvyolla Azharyah Meysun Anandiva	P	VIII A

Appendix V

The result of questionnaires about students' responses toward the EFL teachers' strategies in teaching reading using blended learning



5. Strategi Reciprocal teaching dan QARs membuat siswa kurang mengert penjelasan bahasa Inggris khususnya reading yang guru berikan ketika berdiskusi belajar.
30 jawaban



6. Saya lebih menyukai guru menggunakan strategi Reciprocal teaching dibanding menggunakan Strategi QARs dalam mengajar bahasa Inggris khususnya reading ketika berdiskusi belajar.
30 jawaban



7. Saya lebih menyukai guru menggunakan strategi QARs dibanding menggunakan Strategi Reciprocal teaching dalam mengajar bahasa Inggris khususnya reading ketika berdiskusi belajar.
30 jawaban



8. Strategi Reciprocal teaching dan QARs sama efektif dalam pembelajaran bahasa Inggris khususnya reading ketika berdiskusi belajar.
30 jawaban



9. Belajar bahasa Inggris khususnya reading menggunakan strategi Reciprocal teaching dan QARs membuat saya lebih aktif dan berani untuk mengemukakan pendapat.
30 jawaban



10. Belajar bahasa Inggris khususnya reading menggunakan strategi Reciprocal teaching dan QARs ketika berdiskusi membuat saya bosan.
30 jawaban



11. Apakah Guru bahasa Inggris memberikan materi reading berdasarkan kemampuan guru sendiri?
30 jawaban



12. Apakah Guru bahasa Inggris memiliki siswa kurang mengert dan mengularkan kosakata yang siswa bisa dalam teks reading?
30 jawaban



13. Apakah Guru bahasa Inggris memiliki siswa untuk memiliki gagasan dalam atau tidak pada dalam teks reading?
30 jawaban



14. Apakah siswa bosan atau antusias dalam pembelajaran bahasa Inggris khususnya reading melalui blended learning, apakah Guru bahasa Inggris memberikan game/kegiatan dalam teks reading?
30 jawaban



15. Dalam strategi Reciprocal teaching ketika blended learning, apakah Guru bahasa Inggris memiliki siswa untuk memiliki pertanyaan berdasarkan informasi yang siswa dapatkan dalam teks reading?
30 jawaban



16. Dalam strategi QARs ketika blended learning, apakah Guru bahasa Inggris memiliki siswa untuk membuat tanggapan/pertanyaan dan jawaban dari paragraf tersebut berdasarkan dari teks reading?
30 jawaban



Pertanyaan

Jawaban

Selesai

1. Strategi Reciprocal teaching dan QARs memudahkan siswa dalam belajar reading pada mata pelajaran bahasa Inggris ketika berdiskusi belajar.
30 jawaban



2. Strategi Reciprocal teaching dan QARs membuat siswa lebih aktif dalam memahami apa yang dipelajari guru dalam pelajaran bahasa Inggris khususnya reading.
30 jawaban



3. Strategi Reciprocal teaching dan QARs dalam pembelajaran bahasa Inggris khususnya reading membuat siswa lebih mengerti materi yang diajarkan guru.
30 jawaban



4. Strategi Reciprocal teaching dan QARs membuat pelajaran bahasa Inggris khususnya reading lebih menarik untuk siswa pelajari.
30 jawaban



Appendix VI

Documentation of SMP H. ISRIATI Semarang



Appendix VII

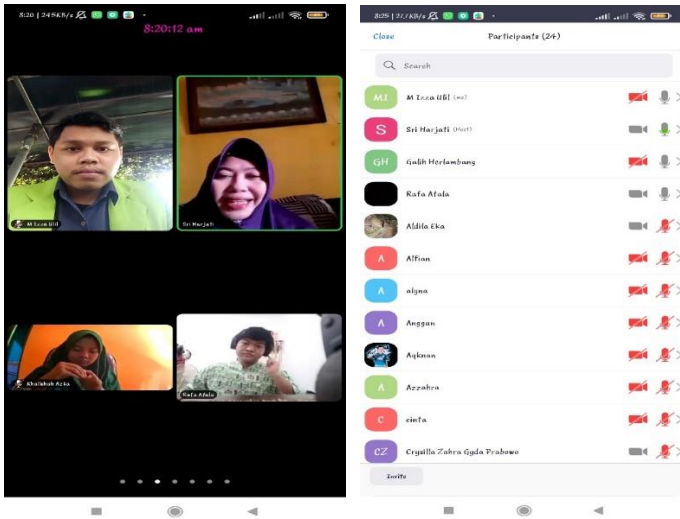
Documentation of the Interview



Appendix VIII

Documentation of the Observation (Online and Offline Class/ Blended Learning)





Appendix IX

Surat Penunjukan Dosen Pembimbing Skripsi



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Prof. Dr. Hamka(Kampus II)NgaliyanTelp. 7601295 Fax. 7615387 Semarang 50185

Nomor :B.2202/Un.10.3/J4/PP.00.9/04/2020

17 April 2020

Lamp :-

Hal : **Penunjukan Pembimbing Skripsi**

Yth.

Dr. Hj. Siti Mariam, M.Pd.

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan usulan judul penelitian di jurusan Pendidikan Bahasa Inggris (PBD), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Mohamad Izza Ulil Wafa

NIM : 1703046074

Judul : *EFL Teachers' Strategies in Teaching Reading Using Blended Learning*

Dan menunjuk saudara Dr. Hj. Siti Mariam, M.Pd. sebagai pembimbing skripsi sebagai syarat kelulusan S1 dari mahasiswa tersebut.

Demikian penunjukan pembimbing skripsi ini disampaikan dan atas kerjasama yang diberikan diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

A.n. Dekan



Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo

Appendix X

Surat Permohonan Ijin Penelitian



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
Jalan Prof. Hanka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615367
www.walisongo.ac.id

Nomer : B-716/Un.10.3/D1/TA.00.01/02/2022

07 Februari 2022

Lamp : -

Hal : Permohonan Izin Riset
a.n. : Mohamad Izza Ulil Wafa
NIM : 1703046074

Yth.
Kepala Sekolah SMP H. Isriati Semarang
Di tempat

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Mohamad Izza Ulil Wafa
NIM : 1703046074
Alamat : Dusun Teguhan RT 04/RW 04, Desa Ngrandah, Kecamatan Toroh,
Kabupaten Grobogan
Judul Skripsi : EFL Teachers' Strategies in Teaching Reading Using Blended
Learning

Pembimbing : Dr. Hj. Siti Mariam, M. Pd.

Setubuhan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama satu bulan.

Demikian atas perhatian dan tercabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr. Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

M. Muhsin Anuadi

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

Appendix XI

Surat Keterangan Penelitian



SMP H. ISRIATI SEMARANG
STATUS : TERAKREDITASI "A"

Jl. Abdul Rahman Saleh No. 285 Semarang Telp. (024) 7618268 - 7618269

SURAT KETERANGAN PENELITIAN

No. 152/103.33/SMP-Is/LL/2022

Assalaamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama : **Eka Putranto Hadi, M.Pd.**
Jabatan : Kepala SMP H. Isriati Semarang

menerangkan bahwa :

Nama : **Mohamad Izza Uhh Wafa**
NIM : 1703046074
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan

benar – benar telah melaksanakan Riset dengan tema EFL Teachers' Strategies in Teaching Reading Using Blended Learning di SMP H. Isriati Semarang dengan baik.

Waktu Riset : 8 Februari s.d 18 Maret 2022
Guru Pendamping : Sri Harjati, S.Pd

Demikian, surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Wassalaamualaikum Wr. Wb.



di Semarang, 20 Juni 2022

Ket. Sekolah,

Eka Putranto Hadi, M.Pd.

NIP. 05004

CURRICULUM VITAE

A. Personal Identity

1. Name : Mohamad Izza Ulil Wafa
2. Place/date of birth : Grobogan, 22nd September 2000
3. Original Address : Dusun Teguhan RT 04/RW 04, Desa Ngrandah, Kecamatan Toroh, Kabupaten Grobogan, Jawa Tengah, 58171.
4. Dormitory Address : Jalan Abdul Rahman Saleh no. 285, Kalipancur, Ngaliyan, Jawa Tengah, 50183.
5. Mobile Number : 081358926154/085869868086
6. Email : izza.ulil22@gmail.com

B. Education

1. Formal Education
 - a. RA Miftakhul Khoir Ngrandah (2003-2005)
 - b. MI Miftakhul Khoir Ngrandah (2005-2011)
 - c. MTS PA Sunniyyah Selo (2011-2014)
 - d. MA Sunniyyah Selo (2014-2017)
 - e. Universitas Islam Negeri Walisongo (2017)
2. Non Formal Education
 - a. Madin Ula Miftakhul Khoir Ngrandah (2006-2012)
 - b. Pondok Pesantren Al-Faqih Selo (2011-2012 and 2014-2015)
 - c. Pondok Pesantren Tahfidzhul Qur'an Nurul Anwar Semarang (2017-Now)

Semarang, 26 December 2022

The Researcher,



Mohamad Izza Ulil Wafa

NIM : 1703046074