

CHAPTER II

LITERATURE REVIEW

The researcher aims explicitly in this chapter to describe some theories that concern the research topic. Those are definitions of reading, teaching reading strategies, narrative text, blended learning, and review of related studies.

A. Definition of Reading

Reading is a tool for literate people to gain knowledge and experience that has been stored in the form of writing. Reading can be used to fulfill various purposes. Reading is one of the four language skills: listening, speaking, reading, and writing. Reading skill is very important for a person to master in everyday life. By reading, we can get information on words or written language. Reading is not only seeing with the sense of vision a series of sentences listed in the reading material, but reading is also a thinking activity that is done attentively to understand the reading.¹ In terms of linguistics, reading is a process of re-encoding and reading passwords. An aspect of password reading is connecting written words with spoken language meanings that include converting writing or prints into meaningful sounds.²

Reading is not only reciting written words but trying to gain meaning and trying to find the information expressed by the author. Tarigan argues that reading is a process that demands a group of words that are unity to be involved in a glance, and the meaning of words individually will be known. If it is not fulfilled, the express message and implied will not be caught or understood, and the reading process is not carried out.³

A person who is reading means that he is doing an activity in the form of communicating with himself through a written symbol. This means that one's knowledge can also influence the meaning of the reading that has been read. With

¹ Barrs, M., & Thomas, A. *The Reading Book*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912, 1993.

² Mattingly, Ignatius G. "Reading, Linguistic Awareness, and Language Acquisition." In *Language Awareness and Learning to Read*. (New York: Springer, 1984), 9-25.

³ Tarigan, Henry Guntur. *Membaca Ekspresif*. (Bandung: Angkasa, 1984).

different knowledge in interpreting written words, the importance of reading can change. Therefore, when reading, it takes concentration to understand the letter.

Reading becomes a necessity for someone in the era of globalization as it is today demands to be updated on every aspect of life. The task is not only used to obtain information but also serves as a tool to expand knowledge and add to the vocabulary that a person has. In addition, reading is also used to find something based on the reading material. If the reading material is different, the purpose of a person's assignment must be other depending on the intentions and attitudes of the reader.

According to Anderson, there are several purposes of a person reading, namely⁴:

1. Reading to obtain details or facts.
2. Reading to get the main ideas.
3. Reading to find out the order or arrangement of the organization of the story.
4. Reading to conclude, reading inference.
5. Reading to group or classify.
6. Reading to assess or read evaluating, and
7. Reading to compare or contrast.

Reading is a complex skill involving more minor mechanical and comprehension skills. Comprehension skills are taught to someone who has mastered a mechanical aptitude. After reciting the letters, the reader further understands the meaning of what has been pronounced. This aspect includes understanding the simple lexical, grammatical, rhetorical, understanding of signification or meaning (among others, the purpose of the author, relevance/circumstances. culture, and reader reactions), evaluation or assessment of the content and form, and adjustable reading speed, which is easily adapted to the circumstances and needs of the author.⁵

⁴ Tarigan, Henry Guntur. *Pengajaran Wacana*. (Dewan Bahasa dan Pustaka, 1995).

⁵ Ibid.

B. Teaching Reading Strategies

At first, the term strategy was used in the military world, which was interpreted as using all military force to win wars. In education, strategy is construed as a plan, a method of activities designed to achieve a particular educational goal, which is planning that contains a series of exercises designed to achieve specific academic goals. In Muhaimin's opinion, learning is an effort to teach students. This activity results in students learning something more effectively and efficiently.⁶ While according to Oemar Hamalik, learning is an effort to organize the environment to create learning conditions for students. Thus, a learning strategy can be interpreted as a plan of action or a series of activities, including using methods and various resources or forces in learning that are structured to achieve specific goals.⁷

Dick & Carey states that learning strategies are a set of learning materials and procedures that are carried out together to bring learning outcomes to students.⁸ This means that learning must be done by teachers and students so that learning goals can be achieved effectively and efficiently. Likewise, a teacher who expects good results in the learning process will also implement a strategy to produce students with the best learning achievement. Learning strategy needs to be considered by an instructor and teacher in the learning process. There are three types of strategies related to learning, namely: (a) learning organizing strategies, (b) learning delivery strategies, and (c) learning management strategies.

Strategies to improve reading skills are grouped into strategies that aim to enhance the ability to recognize and read fluently and strategies that aim to improve comprehension reading skills. In reading theory are known several models of reading strategies, including the following⁹:

⁶ Muhaimin, Ahmad. "The Use of Reading Aloud Strategy to Improve Students' Fluency and Pronunciation Accuracy in Reading Skills of The Eighth Grade at MTs NU Aswaja Tenggara in The Academic Year 2017/2018". (PhD diss., IAIN Salatiga, 2019).

⁷ Hamalik, Oemar. *Perencanaan Pengajaran Berdasarkan Pendekatan Sistem*. (Jakarta: Bumi Aksara, 2003).

⁸ Dick, Walter, Lou Carey, and James O. Carey. "The Systematic Design of Instruction." (2005).

⁹ Allen, Susan. "An Analytic Comparison of Three Models of Reading Strategy Instruction." (2003): 319-338.

1. Bottom-Up Strategy

This strategy is commonly used in early classroom learning and is also used if you understand texts with a high difficulty level. Reading teaching begins with introducing names and letter shapes to students and introduces combinations of letters into syllables, words, and sentences. The method used is known as the spelling method.

2. Top-Down Strategy

The top-down strategy is the opposite of the bottom-up approach; knowledge background becomes a significant variable because students learn to read at a high level. In this model, the process begins with the idea that this understanding lies with the reader. The purpose of this model is an activity that develops meaning and not on the mastery of vocabulary understanding.

3. Interactive Strategies

Interactive models combine elements of bottom-up and top-down models. The assumption is that a pattern is synthesized based on information provided simultaneously from various sources of knowledge. According to Neil Anderson, this interactive model is the most appropriate because it is also the best picture of what happens when reading. Therefore, reading is a combination of bottom-up and top-down processes.

C. Narrative Text

A narrative is a fictional story that contains the development of events or events. Nurgiyantoro explains that the term fiction is often used in its opposition to reality so that empirical data can prove its truth. Fantasy fiction is an imaginary or imaginative world created by the author. The characters, events, and settings used are also creative.¹⁰ In fantasy stories, things can't be made ordinary. The common characteristics of fantasy story text can be known through story ideas, backgrounds, unique characters, traits, and language. The concept of a story in a fantasy story is not limited to reality or real life. The idea of the story is open to the author's

¹⁰ Nurgiyantoro, Burhan. *Teori Pengkajian Fiksi*. (Yogyakarta: UGM Press, 2018).

imagination. The background used also crosses space and time. Characters in fantasy stories usually have unique traits, personalities, and traits that do not exist in everyday life. The language used is varied, expressive, and not formal.¹¹

There are intrinsic elements that must exist in a narrative story. The first is the theme. Sayuti suggests that a piece is the meaning of a story, a central idea, or a story base.¹² Similarly, the theme is the general basic idea that underpins a literary work and is contained in the text as a semantic structure. Next is the title. The title is the first thing a fiction reader reads. The title is the outer layer of fiction and becomes an element that the reader most easily recognizes.¹³ Then there should be a character inside the story. Character refers to the perpetrator of the story. Based on involvement in the entire story, the characters are distinguished into central figures (main characters) and peripheral figures (additions).¹⁴

A narrative story also needs a plot or storyline that is a sequence of events in a story experienced by a character. Keeny suggests that plots are events featured in stories that are not simply because the structure is based on cause-and-effect relationships.¹⁵ The next is the setting. It is a fictional element that shows the story's time and place and time of events.¹⁶ The next is the point of view. It is the author's perspective in telling a story.¹⁷ And the last is the message. A message is a mandate that the author wants to convey to the reader or listener. The advice deals with the values of life that can be inferred from the story's content.

Like another kind of text, the narrative text also has a structure. The structure of fantasy stories from the book published by the Ministry of Education is as follows¹⁸:

¹¹ Trianto, Agus, Titik Harsiati, and E. Kosasih. *Buku Siswa Bahasa Indonesia Kelas IX Edisi Revisi*. (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2018).

¹² Sayuti, Suminto. A. 2000. *Berkenalan dengan Prosa Fiksi*. (Yogyakarta: Gama Madia, 2000).

¹³ Ibid.

¹⁴ Ibid.

¹⁵ Nurgiyantoro, Burhan. *Teori Pengkajian Fiksi*. (Yogyakarta:UGM Press, 2018).

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Prihatmi, Eusibia Asih. *Buku Siswa Bahasa Inggris SMP/MTs Kelas 9*. (Jakarta: Gramedia Widiasarana Indonesia, 2021).

1. Orientation contains the introduction of characters, backgrounds, character characters, and conflicts. Patterns can be developed from background descriptions, character recognition, and conflict recognition.
2. Complications that contain causation so that the problem arises. Development patterns can be developed by presenting other figures, changing the background, and jumping to different times (past or future).
3. Resolution contains the resolution of problems from conflicts that occur. Development patterns can be developed with time jumps, unique causation, and surprises.

D. Blended Learning

Historically in education, Friesen explained that the term blended learning originally meant 'almost any combination of technologies, pedagogies and even job tasks. It is explicitly defined that there is no integration instruction on using technology in blended learning at all. The use of technology is seen as one of the learning methods and is not mentioned directly as part of blended learning. Because at the beginning of its development, the main focus of blended learning was to combine two or more learning methods to create innovation.¹⁹

Graham²⁰ was the first to define blended learning as a combination of face-to-face learning and computer-mediated instruction. But unlike Graham and Friesen, Howard views blended learning not seen from the media delivery but from the time of the implementation of knowledge. According to Howard, blended learning is a term introduced by the distance learning community to utilize synchronic learning activities, such as face-to-face interaction with instructors and collaborative work with colleagues, as complements to asynchronous learning activities performed individually by learners.²¹

¹⁹ Friesen, N. "Defining Blended Learning. Learning Spaces". 2012.

²⁰ Graham, Charles R. "Blended Learning Systems. The Handbook of Blended Learning: Global Perspectives, Local Designs" 1, 2006: 3-21.

²¹ Howard, L., Remenyi, Z., & Pap, G., *Adaptive Blended Learning Environment, Nashville 9th International Conference on Engineering Education*, Institute for Software Integrated Systems, 2006.

According to Moebs & Weibelzahl, blended learning is blended learning of online learning and face-to-face learning in one integrated learning activity. Blended learning can also be interpreted as various methods that combine online classes and face-to-face meetings to gain learning objectivity.²² Based on some of these understandings, it is concluded that blended learning model integrates traditional face-to-face learning with online learning to achieve learning goals. The merger can complement each other's shortcomings in each learning process.

1. Blended Learning Models

Stalker and Horn categorize blended learning into six models, which are then reduced back to four models, namely as follows²³:

a. Rotation Model

The rotation model is a program in a subject that asks students to rotate in a predetermined schedule, one of which is carried out online (online learning). In this model, students get online learning to complement face-to-face/traditional education,²⁴ where online engagement is combined or embedded in various forms of cyclical face-to-face teaching. Staker and Horn also explained that this rotational activity could be classes and classes, classes and computer labs, or classes outside of school. This is tailored to the individual needs of students. This model is further divided into four sub-models, including:

- 1) Station rotation, a rotation model that asks students to rotate between class-based learning modalities.
- 2) Lab rotation, a rotation model in a subject that rotates outside the classroom but is still inside the school.
- 3) Flipped classroom, a rotation model in a subject that asks students to rotate face-to-face with teachers at school during online learning and

²² Moebs, S. & Weibelzahl, "Towards A Good Mix in Blended Learning for Small and Medium-Sized Enterprises". Outline of a Delphi Study. *Proceedings of the Workshop on Blended learning and SMEs held in conjunction with the 1st European Conference on Technology Enhancing Learning Crete, Greece, 2006*: 1-6.

²³ Stalker, H., and Horn, M.B, *Classifying K-12 Blended Learning*, Mountain View, CA: Innosight Institute, Inc.

²⁴ Friesen, N. "Defining Blended Learning. Learning Spaces". 2012.

learning hours on the same topics from a location outside of school (usually home) outside of school hours.

- 4) Individual rotation, a rotation model in a subject that asks students to rotate each student individually among learning modalities; this model is almost similar to the station rotation model, only in this model, the schedule arranged is for individuals but still at least one of the learning capital is online learning.²⁵

b. Flex Model

It is learning where most of the curriculum is delivered through digital platforms. Teachers are available for consultation and face-to-face support.²⁶ In this learning, more online-based activities are programmed flexibly individually for each student, and face-to-face meetings are directly tailored to the needs of each student. Teachers are only prepared and provide learning support.

c. Self-blend Model

It is learning in which students choose to supplement their traditional learning with voluntary online course work.²⁷

d. Enriched Virtual Model

Where learning is online, face-to-face meetings with teachers as support enrich virtual knowledge and are done with student freedom (as preferred) or periodically, for example, in the beginning, middle, and end of learning. Referring to Howard's definition, Remenyi adds a dimension of time (synchronic, asynchronous) in learning and the dimensions of space ('face to face or 'co-present,' computer-mediated learning) then blended learning model also be a different shape.

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2. Blended Learning Objectives

²⁵ Stalker, H., and Horn, M.B, *Classifying K–12 Blended Learning*, Mountain View, CA: Innosight Institute, Inc.

²⁶ Educational Technology, *The Four Important Models of Blended Learning*. Accessed from <https://www.educatorstechnology.com/2014/04/the-four-important-models-of-blended.html>, 2014.

²⁷ Dream Box. "6 Models of Blended Learning", *DreamBox*, Retrieved 2014-11-25.

²⁸ Howard, Larry, Zsolt Remenyi, and Gabor Pap. "Adaptive blended learning environments." In International Conference on Engineering Education, pp. 23-28. 2006.

Pradnyana mentions the learning objectives of blended learning include:

- a. Help students to develop better in the learning process, following the student's learning style and students' enjoyment in learning.
- b. Provide practical and realistic opportunities for teachers and students to learn independently, be helpful, and constantly evolve.
- c. Increased learning flexibility for students by blending the best aspects of face-to-face and online learning.
- d. Face-to-face learning involves students interacting directly with teachers. Meanwhile, online learning can provide learning materials to students by using diverse media that is accessed flexibly.
- e. Addressing a learning problem requires solving it through various learning methods.²⁹ In general, the purpose of blended learning is to provide the most effective and efficient learning experience for students.

3. Implementation of Blended Learning

Blended learning systems are designed to integrate face-to-face learning with online learning that utilizes various learning media, resources, and methods to enhance students' learning opportunities. Blended learning can be an alternative to learning in choosing methods, sources, media, learning evaluation, and teaching materials needed by students.³⁰

The basic principle of blended learning is face-to-face interaction in person and in writing online. This concept does look simple, but in practice, it is more complex. The main assumptions of blended learning design are combining face-to-face and online learning, a fundamental rethink of subject design to optimize student engagement, and the structuring and reset of conventional learning hours.³¹

²⁹ Pradnyana, P.B., Marhaeni, A.A.I.N., & Candiasa, I.M. "Pengaruh Pembelajaran Berbasis Masalah terhadap Motivasi Belajar dan Prestasi Belajar Matematika Siswa Kelas IV SD". *Jurnal Pendidikan Dasar*, Vol. 3 (2013).

³⁰ Sutopo Ariesto. *Teknologi Informasi dan Komunikasi dalam Pendidikan*. (Yogyakarta: Graha Ilmu, 2012), 180.

³¹ Garrison, D.R. & Vaughan, N.D. *Blended learning in Higher Education*. (San Francisco: Jossey-Bass, 2008).

Blended learning can combine the advantages and best aspects of each learning component to improve the quality of learning more effectively. Every learning activity has advantages and disadvantages, both face-to-face classes and online learning activities, so that when combined, the two hope to complement each other.

Garrison & Vaughan explained that the proportion of blended learning in face-to-face and online learning varies greatly.³² the balance of blended learning can use patterns of 50/50, 75/25, or 25/75.50. blended learning ranges between 30%-79%.

E. Review of Related Studies

Before carrying out the study, researchers looked for several previous studies whose themes intersected and were relevant to the research conducted by researchers, namely those related to the implementation of blended learning, while some of the studies were as follows:

The first research is titled “classroom action research in teaching English for senior high school students through blended learning in Kendari of Indonesia” by Tanduklangi et al. The researchers want to know if CAR can help improve students' grades by using blended learning in high school. The outcomes show progress in showing that students' summative rates are higher than the base necessity of fulfillment scores. This progress is acquired through the change in showing strategies by making student-focused classes, including in-class conversations, cooperating, and coordinating Edmodo into the realization. Hence, it turns out to be seriously intriguing, intelligent, and clever.³³

The next is research done by Anissa et al. The study's title is “What's up with WhatsApp? The contribution of blended learning through WhatsApp group discussion for better English writing in Indonesia”.³⁴ An informative learning

³² Ibid.

³³ Tanduklangi, Amri, and Asrun Lio. "Classroom Action Research in Teaching English for Senior High School Students through Blended Learning in Kendari of Indonesia". *Journal of e-Learning and Knowledge Society*, Vol. 15 No. 1 (2019).

³⁴ Anissa, Risma Nur, Sri Utami, Radiana Setiyani, Mar'atus Sholikah, and Ahmad Nurkhin. "What's Up with Whatsapp? The Contribution of Blended Learning through Wa Group Discussion

model through online media was required. It was blended learning through WhatsApp (WA) Group Discussion. The targets of this study were: (1) to figure out the execution of the blended learning model through WA Group Discussion to further develop English composing ability in Indonesia, (2) to know the impact of the blended learning model through WA Group Discussion on English composing expertise in Indonesia. A trial study with 205 college students was partitioned into experiment and control gatherings. The test gathered the information, students' diaries, and perceptions. The consequences of this study showed that WA Group Discussion could further develop students' English composing abilities. After being treated with blended learning through WA Group Discussion for a long time, the review showed that the test class was more competent in developing different English writing abilities than students in the control class.

The following previous study is a study titled “The Effectiveness of Reading English Learning Process Based on Blended Learning through "Absyak" Website Media in Higher Education” by A Syakur et al.³⁵ This study breaks down the viability of online put together learning concerning sites on the capacity to read students while learning English at Universitas Brawijaya through "absyak" media sites. The blended learning model has been utilized in a few subjects. However, English subjects (reading) have never been finished. This examination is quantitative. The examination test used an example of 65 students through a survey on English language students concentrated on the program at Brawijaya University in the academic year 2018/2019.

The next is research titled “Blended Learning: Improving Student's Motivation in English Teaching learning process” by Ima Frafika Sari et al.³⁶ This research focuses on examining the increasing motivation of students when using

for Better English Writing in Indonesia". *Advanced Science Letters*, Vol. 23 No. 8 (2017): 7539-7544.

³⁵ Syakur, Abd, Zainal Fanani, and Rulam Ahmadi. "The Effectiveness of Reading English Learning Process Based on Blended Learning through" Absyak" Website Media in Higher Education." *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, Vol. 3 No. 2 (2020): 763-772.

³⁶ Sari, Ima Frafika, Ardiana Rahayu, Dwi Indra Apriliandari, and D. Sulisworo. "Blended Learning: Improving Students' Motivation in English Teaching Learning Process". *International Journal of Languages' Education and Teaching*, Vol. 6 No. 1 (2018): 163-170.

blended learning techniques, and the research shows that the use of blended learning can increase student motivation in knowledge.

The last is research titled “**Blended Learning in English Teaching and Learning: A Review of the Current Literature**” by WS Albiladi et al.³⁷ this research is done in Arkansas, USA, and stated that the current survey uncovered that blended learning could be utilized successfully to foster language abilities, improve the English learning ability, and advance student' motivation toward learning the language. There is a shortage of writing that inspects the difficulties that face language educators while utilizing blended learning. Henceforth, more exploration must be done to distinguish and manage these difficulties.

From all the research that has been done about blended learning, Researchers found that there is still at least more research on blended learning. This research is present to make contributions both in theory and empirical. This research will still be helpful even if the pandemic is over as a reference one day.

³⁷ Albiladi, Waheeb S., and Khlood K. Alshareef. "Blended Learning in English Teaching and Learning: A Review of the Current Literature". *Journal of Language Teaching and Research*, Vol. 10 No. 2 (2019): 232-238.

