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MENGEMBANGKAN BAHAN BACAAN DALAM *BLENDED LEARNING* UNTUK SISWA KELAS XI SMA

Developing Reading Material In Blended Learning For Second Grade Students At Senior High School

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Abstrak

Tujuan dari penelitian ini adalah mengembangkan bahan bacaan yang valid dalam model *blended learning* untuk siswa kelas II SMA. Sehingga bahan bacaan dapat dijadikan sebagai sumber belajar bahasa Inggris, khususnya materi teks eksposisi analitis dan teks naratif. Jenis penelitian ini adalah penelitian dan pengembangan (R&D) dengan model pengembangan yang dikemukakan oleh Plomp (2013). Tahapan yang digunakan dalam model pengembangan ini hanya tahap 2 yaitu tahap *prototyping* yang sekaligus menguji validitas. Instrumen penelitian yang digunakan adalah angket validitas. Berdasarkan penilaian validator diperoleh validitas membaca materi blended learning sebesar 0,871 dengan kategori valid. Berdasarkan hasil penelitian dapat disimpulkan bahwa pengembangan bahan bacaan dalam *blended learning* pada materi teks eksposisi analitis dan teks naratif untuk siswa kelas II SMA dinyatakan valid dan dapat digunakan oleh guru dan siswa.

Kata Kunci:
Membaca,
Materi Reading,
Pembelajaran Campuran

Keywords:
Reading,
Reading Material,
Blended Learning

Abstract

The purpose of this research is to develop the valid reading material in blended learning models for second grade students in senior high school. So that reading material can be used as a source of learning English, especially material for analytical exposition text and narrative text. This type of research is research and development (R&D) with the development model proposed by Plomp (2013). The stages used in this development model are only stage 2, namely the prototyping phase which concurrently tests the validity. The research instrument used was a validity questionnaire. Based on the validator's assessment, the reading validity of the material in blended learning was obtained at 0.871 with a valid category. Based on the results of the study it can be concluded that developing reading material in blended learning on analytical exposition text and narrative text material for second grade students in senior high school is stated to be valid and can be used by teachers and students.

INTRODUCTION

The application of science and technology in education (IPTEK) is one of the important contents of education in the 21st century. Especially in terms of learning systems, science and technology have transformed traditional learning systems into modern learning systems based on information and communication technology. One form of information technology development applied in the world of education is blended learning.

Blended learning is learning that combines the delivery of learning using face-to-face activities, and computer-based learning both offline and in a computer network (online) (Dwiyogo, 2014). According to Joyce et al (1998), online learning only adds insight and knowledge, so if you want to improve skills and attitudes you still need face-to-face activities in real terms (offline). This is supported by the results of research conducted by (Dziuban et al., 2004) which shows that combining online and offline training can increase student learning interest and is also superior to 100% offline training compared to 100% online training. From some of the explanations above, it can be explained that blended learning is a face-to-face learning method supported by e-learning-based

learning (offline and online) so that the learning process runs optimally because the advantages of the two methods will be able to complement each of the shortcomings of the two learning methods.

On June 9, 2022, researchers conducted pre-observations and interviews in advance with one of the class teachers, namely the Teacher of English subjects. From the information obtained, it can be known that classroom learning still was dominated by teachers. Meanwhile, in the 4.0 era, students are now required to be more independent and proficient in used available technology and then be able to used it properly and correctly. For example, before learning begins, students search for and collect materials on English language learning. Meanwhile, online learning was carried out flexibly through online media. Based on Ramsay, (2001), the stages of learning carried out include finding information independently or with the help of teachers (seeking information), online group discussions or face-to-face learning in class (acquisition of information), and presenting the results of discussions or uploading assignments. directly in class, face-to-face or, online (synthesizing knowledge).

However, based on pre-observations, it was found that the English material used to teach students was still the same as the material for face-to-face learning and blended learning, not much different. From the results of pre-observations, researchers want to develop reading materials in Blended Learning. Therefore, the observation was carried out at one of the high schools in Padang City, namely in class XI by choosing the Analytical Exposition Text and Narrative Text material. Because the material in class XI has various focuses such as speaking, writing, reading and listening, the researcher chooses a focus that is appropriate to the research topic, namely reading material. So this research developed teaching materials based on blended learning only for class XI high school students.

METHODOLOGY

In this study, the researcher used the Research and Development (R&D) method, which is a model adapted from a research book (Sugiyono, 2013), in this study includes product design and development, then trials to determine the effectiveness of a product.

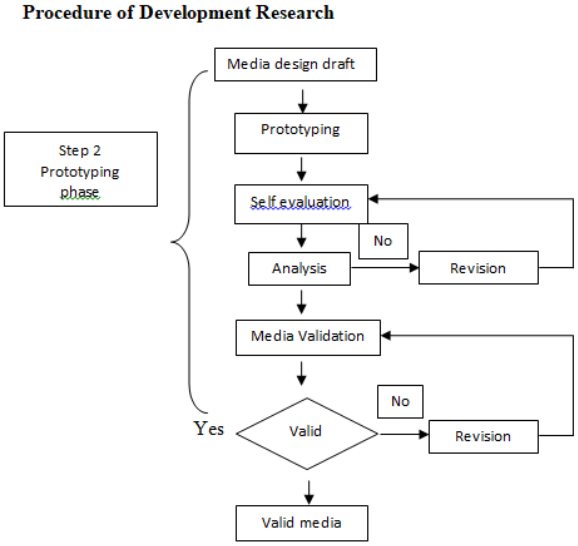


figure of Research Procedure

In this study, developing exposition text reading materials according to the needs of the target and the learning needs of students at SMA 12 Padang. However, in this study, researchers focus on the design and development that has been designed by previous researchers. So the researchers here only developed reading material in the blended learning model. The type of data in this study was quantitative data, used a specification checklist, and collecting data in the form of questionnaires from validation experts. This study was to develop reading material in blended learning for senior high school 12 Padang class XI. The participants of this research are lecturers as media validators and teacher from XI grade at Senior High School 12 Padang as the material validator.

To source of data for this research, the researcher used two instrument. First specification checklist. At the self-evaluation stage, the researcher used the instrument specification checklist. In this case, the question to identify errors made by those

who made the reading material in blended learning model, self-evaluation rules were used. Next, At the expert review, the researcher used the instrument validation sheet. Aspects that are evaluated for content feasibility, presentation feasibility, language feasibility, and visual feasibility are listed on the reading material validation sheet.

The data collection technique was the way to collect data used in this research. In this development research, data collection that used by researchers was questionnaire techniques. Questionnaire is a method of collecting data which is done by giving a set of written statements or questions to respondents to respond according to user requests. The questionnaire filled out by one learning media expert and subject teacher.

FINDING AND DISCUSSION

a. Result of the Research

1. Result of data analysis

No	Aspek Penilaian	Validator		Hasil Penelitian	Kategori
		1	2		
1	Materi	0,761	0,857	0,809	Valid
2	Tampilan/Penyajian Materi	0,888	0,888	0,888	Valid
3	Kemanfaatan	1	0,833	0,916	Valid
Rata-rata				0,817	Valid

Keterangan :

1. *Validator 1 sebagai ahli materi*
2. *Validator 2 sebagai ahli reading*

As can be seen in table 4, the very validation category has a validation value of >0,667 for the content feasibility element. The result of the validation show the suitability of the content with the desired competence with the reading material being developed. The result of the validation show that the developed reading material has been systematically arranged. The result of the validation show reading material analytical exposition text and narrative text which can be easily used in the learning process and also in the blended learning method.

The feasibility of the material, the appearance/presentation of the material, and its usefulness are considered when evaluating the feasibility of reading material. From the results of the percentage validation level of reading material assessed by the material expert validator and reading expert getting an average value of 0,871 with the "Valid" category declared worthy as a learning medium.

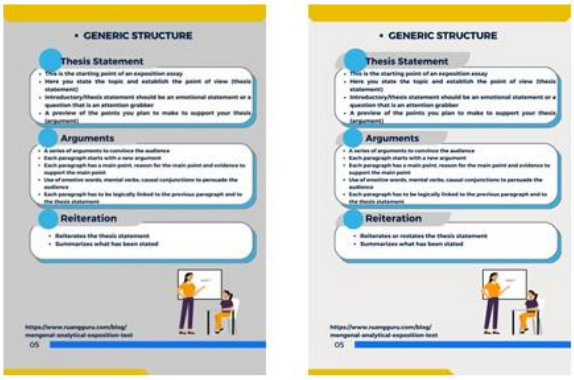
b. Discussion

1. Self-Evaluation

The researcher has conducted a self-evaluation of the specification checklist during the prototype period, then the self-evaluation was analyzed and revised by the researcher to find the suitability of the reading material with the characteristics of the material. Supporting students' reading skills, clear language and grammar writing, material that is easily accessible in the blended learning model are factors in the self-evaluation.

By using reading materials in this blended learning model, some self-evaluation has been done on the making of reading materials. Based on the findings of the self-evaluation, the reading materials that have been suitable for the students' ability level as the first indicator have been in accordance with the characteristics of reading materials. The developed reading materials are easy to understand and successfully increase students' knowledge to learn independently without being accompanied by the teacher. In addition, the reading material also has clear learning objectives and the material presented has been arranged systematically. Furthermore, in the indicator of supporting reading skills, the reading material has presented examples of text reading in accordance with the material

that can improve reading skills. The reading material developed in the blended learning model can adapt to the development of science and technology, and is flexible to be used at any time. And finally, where the reading material that has been developed has some improvements, including writing that is still not neat and typing errors. The author corrects these errors by editing his writing and correcting typos.



Before after

Figure 4.18 material page view before revision and after revision

The view of the material page both before and after the change is shown in figure 4.18. on the page before the change, it is clear that the writing is still sloppy and deficient. Additionally, improvements included cleaning up the text and spelling to make it easier to understand.

2. Expert Reviews

English education lecturer YL from University of PGRI Sumatera Barat and English teacher ER from SMA N 12 Padang conducted a review of material in the fields of English and reading. Validation sheets were used to collect data from expert reviews, oral and written suggestions were also welcome. Information about expert reviews comes in two forms, including expert recommendations to improve material reading based on expert evaluations. During the expert review, the validator makes recommendations to enhance the designed reading material. The following are general improvements to reading material in blended learning that validators recommend:

a. The validator recommends simplifying the title of the material according to the syllabus on the cover because the previous title follows the 2013 curriculum printed book. Figure 4.19 shows the appearance of the cover before and after the changes.

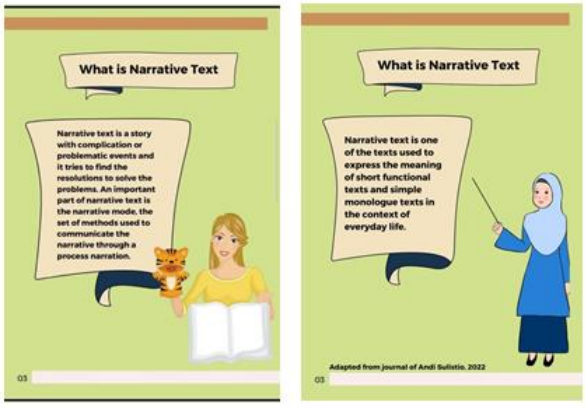


Before After

Figure 4.19 before after versions of the cover

In accordance with the validator's recommendation, the material title is simplified according to the syllabus as shown in Figure 4.19

b. The validator suggested adding references to each material or text example adopted from books and the internet so that the source is clearer and can be accessed again easily. Figure 4.21 shows the addition of references on each material page.

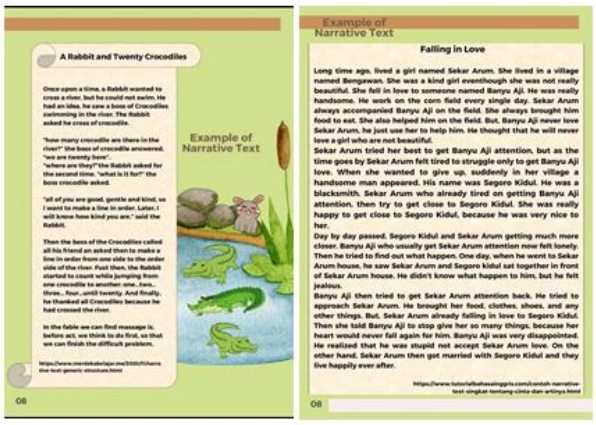


Before After

Figure 4.20 before after addition of references

In accordance with the validator's recommendation, the addition of references on each page is included as shown in Figure 4.20

c. The validator proposes to replace the examples of story text in narrative text material to make it more appropriate to the level of learning, because the story previously used had a fable theme which is often found in narrative text material for junior high school. Figure 4.21 shows changes to examples of narrative text.



Before After

Figure 4.21 before and after change example of narrative text

In accordance with the validator's recommendation, the example of narrative text is changed to the theme of love story as shown in Figure 4.21.

CONCLUSION AND SUGGESTION

Based on the study and data analysis that has been carried out, it can be concluded that the reading material in blended learning that was developed, on analytical exposition text and narrative text material, is very valid with an average validation of 0,871. This proves that the developing reading material has been well designed in terms of analytical exposition text and narrative text. Because there are KI, KD, learning objectives, content, and exercise, reading material in blended learning is easy to use and encourages active and independent learning in students

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