

**ENHANCING PRIMARY SCHOOL EFL
STUDENTS' READING ACTIVITY THROUGH
BLENDED LEARNING PRACTICES**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of
Sarjana Pendidikan in English Education**



By :

DEWI MEILASARI

SN. 2517053

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

**ENHANCING PRIMARY SCHOOL EFL
STUDENTS' READING ACTIVITY THROUGH
BLENDED LEARNING PRACTICES**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the
Degree of
Sarjana Pendidikan in English Education**



By :

DEWI MEILASARI

SN. 2517053

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
2024**

LEMBAR PERNYATAAN KEASLIAN SKRIPSI

Yang bertanda tangan di bawah ini :

Nama : Dewi Meilasari

NIM : 2517053

Dengan ini menyatakan bahwa skripsi yang berjudul “ENHANCING PRIMARY SCHOOL EFL STUDENTS' READING ACTIVITY THROUGH BLENDED LEARNING PRACTICES” adalah benar-benar karya penulis, kecuali kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 20 Juni 2024



Dewi Meilasari
NIM: 2517053

Fachri Ali, M.Pd.
Bligo RT 03/RW 01, Kecamatan Buaran, Kabupaten Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdr. Dewi Meilasari

Kepada

Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan

c.q. Ketua Program Studi TBIG

di

PEKALONGAN

Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Dewi Meilasari
NIM : 2517053
Prodi : FTIK/Tadris Bahasa Inggris
Judul : ENHANCING PRIMARY SCHOOL EFL STUDENTS' READING
SKILLS THROUGH BLENDED LEARNING: PRACTICES AND CHALLENGES

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 14 Juni 2024
Pembimbing



Fachri Ali, M.Pd
NIP. 198901012020121013



APPROVAL SHEET

The Dean of the Faculty of Education and Teacher Training, Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, confirm that the undergraduate thesis by:

Nama : **DEWI MEILASARI**

NIM : **2517053**

Judul Skripsi : **ENHACING PRIMARY SCHOOL EFL STUDENTS' READING ACTIVITY THROUGH BLENDED LEARNING PRACTICES**

Has been examined and approved by the panel of scaminers on Friday 21st June 2024 as a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Ahmad Burhanudin, M.A.
NIP. 198541215 201503 1 004

Examiner II

Eros Meilina Sofa, M.Pd.
NIP. 19860509 202321 2 043

Pekalongan, 25th June 2024

Assigned by

The Dean of FTIK Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan



Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag
NIP. 19730112 200003 1 001

MOTTO AND DEDICATION

MOTTO

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

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 Faculty of Education and Teacher Training Universtitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan.

ABSTRACT

This research aimed to explain primary school EFL teachers practice blended learning to enhance their students' reading skills. Qualitative and descriptive research designs were used in this study. A checklist for observations, interviews, questionnaires, and documentation were all employed in the data gathering process. One EFL teacher received the observation checklist and interview, while 24 sixth-grade A students at SD Islam Al Azhar 60 Pekalongan received a questionnaire via Google Form. The researcher employed data reduction, data display, and conclusion or interpretation in order to assess the data. The study's conclusions demonstrated that the EFL teacher at SD Islam Al Azhar 60 Pekalongan employed two blended learning methodologies to teach reading: reciprocal teaching for offline learning and Quipper School for online learning. The students' reactions to the EFL teacher's blended learning strategies for teaching reading are clearer; they can express and modify opinions, acquire new ideas, inspire group thought, and help the students get used to practicing reading by asking and answering questions. Based on the results, it is hoped that this study would be helpful to future researchers who wish to investigate English teaching methods, particularly with regard to reading comprehension.

Key words : Reading Skills, Blended Learning, Teacher's Strategies

PREFACE

Bismillahirrahmanirrahim,

The author's ability to complete this thesis is due to Allah, the Most Gracious and Merciful. In addition, we extend Shalawat and Salam to our beloved Prophet Muhammad SAW, who has guided us along the path of truth and assisted us in passing from the dark ages into the modern era. By Allah's grace, this thesis, "ENHANCING PRIMARY SCHOOL EFL STUDENTS' READING ACTIVITY THROUGH BLENDED LEARNING PRACTICES", was finished in order to fulfill the requirements for the UIN K.H. Abdurrahman Wahid Pekalongan Bachelor of English Education degree. Additionally, this thesis aimed to provide resources for studying English education.

Sincerely speaking, the writer came to the realization that he could not finish this thesis to the best of his ability without the encouragement and support of those around him. As a result, he would want to thank and show thanks to:

1. The head of Universitas Islam Negeri Pekalongan's Teachers' Training Faculty and English Education Department.
2. My supervisor, Fachri Ali, M. Pd., provided me with suggestions, direction, and time to write this study proposal.
3. Every instructor at Universitas Islam Negeri KH. Abdurrahman Wahid Pekalongan's English Education Department
4. My cherished parents, who have provided me with unending encouragement, counsel, and support as I've written this study project.
5. My closest pals, who have supported each other during the entire experience.

Pekalongan, Juni 2024

The Writer

LIST OF CONTENT

COVER	i
LEMAR PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET.....	iv
MOTTO AND DEDICATION.....	v
ABSTRACT	vi
PREFACE.....	vii
LIST OF CONTENT	ix
CHAPTER I INTRODUCTION.....	1
1.1 Background.....	1
1.2 Identification of Problems	2
1.3 The Limitation of Problem	3
1.4 Formulation of Problem	4
1.5 Research Objective.....	4
1.6 Significance of the Study.....	4
CHAPTER II THEORETICAL BACKGROUND	6
2.1 Theoretical Description	6
2.1.1 English in Primary School	6
2.1.2 Reading Skills	7
2.1.3 Teaching Reading.....	9
2.1.4 Teacher’s Strategies in Teaching Reading	14
2.1.5 Blended Learning	17

2.1.6 Teacher Strategies Using Blended Learning	21
2.2 Relevant Research Review	24
2.3 Conceptual Framework.....	26
CHAPTER III RESEARCH METHOD	28
3.1 Research Design	28
3.2 Research Focus	29
3.3 Data and Source of Data.....	29
3.4 Data Collection.....	30
3.5 Trustworthiness of Data	32
3.6 Data Analysis.....	33
CHAPTER IV RESULT AND DISCUSSION	43
4.1 Result	43
4.2 Discussion.....	57
CHAPTER V CONCLUSION AND SUGGESTION.....	60
1.1 Conclusion.....	60
1.2 Suggestion	60
REFERENCES	62
APPENDICES	

CHAPTER I

INTRODUCTION

1.1 Background

Teaching English with a blended strategy in elementary school involves integrating traditional face-to-face instruction with online learning tools and resources. This approach can include interactive activities, multimedia materials, and digital platforms to engage students in language acquisition both inside and outside the classroom. It's crucial to balance technology with hands-on activities and personal interaction to cater to diverse learning styles and ensure effective language development.

The study aims to explore the impact of creative teaching methods on language learning in elementary school English. The study employed a descriptive research strategy and collected data from literature using the best references and a creative teaching approach for learning English in elementary school. The study found that creativity is a key factor in blended learning for elementary school students learning English. Additionally, system management is crucial for effective blended learning.

A learning model is an organizing concept or strategy to teaching and learning that tries to improve student learning outcomes. It can serve as a guide for educators designing and implementing education, as well as students understanding and navigating the learning process. A learning model aims to improve students' ability to learn efficiently and effectively (Cheon et al, 2020).

The learning model serves as a useful tool for educators as well as a manual for students to determine their preferred method of learning and use that knowledge to their own learning experience. Students can create efficient learning techniques that will make studying easier and more successful in the future by grasping the fundamentals of effective learning.

Furthermore, good learning models can help students develop the ability to apply their knowledge to new contexts,

which is essential for lifelong learning. Overall, the learning model serves as a tool for students and teachers to improve the learning process by giving a structure and rules for efficient and effective information and skill acquisition (Garcia et al, 2019).

Term “blended learning” describes the integration of digital and online resources with traditional classroom training. In blended learning environments, technology-based resources such as online course materials, virtual classrooms, and digital assessments are combined with traditional classroom instruction. Providing a more customized and flexible learning environment that caters to each student's unique needs is the aim of blended learning (Kaur, 2013). There are several ways that blended learning can be implemented. For example, a “flipped classroom” approach involves having students watch online lectures at home while doing homework in class, or a "rotation model" involves having students switch between online and in-person instruction. To encourage student participation and active learning, blended learning technology might also include interactive whiteboards, tablets, and mobile devices.

Because it gives students access to a wider range of educational resources, promotes student participation and interaction, and offers more flexible and customized learning experiences, blended learning is becoming more and more popular. Moreover, technology in blended learning enables teachers to monitor students' progress and give more insightful comments (Xiao-Dong & Hong-Hui, 2020).

The researcher thinks that teachers and students can benefit from this research for the reasons listed above. Thus, the author carried out the following study: “Enhancing Primary School EFL Students' Reading Activity Through Blended Learning Practices”.

1.2 Identification of Problems

Reading activity are unique and act as the main communication tool in human life. These activity also play an important role in the development of science. On the other hand,

reading activity are unique because they are not everyone can use these skills to promote themselves or internalize them as culture. No wonder, Reading activity function as the main communication tool and are an effective and efficient tool communication media. Likewise, reading plays an important role in development science, because the largest percentage of knowledge transfer comes from reading. Over the past few decades, research results have shown that someone who has the ability to read skills will be able to think logically, because reading has elements of logic and language.

Based on the description above, the following problems can be identified because there are still some elementary school students who experience difficulties in understanding reading activity. Most students lack vocabulary, so they have difficulty finding the meaning of words and perceiving words. They also face difficulties in understanding the content of the text. Students are also unable to understand reading, because they do not know how to apply this technique in reading skills such as skimming and scanning. In the teaching process, teachers can facilitate students' learning processes through appropriate methods and media, apart from that, teachers also master the material. Teachers must be creative and make students interested in the material and motivate students to learn.

1.3 The Limitation of Problem

The limitation of the problem in this research is to improve reading comprehension skills in English language learning, researchers used a blended learning approach. Blended learning is a combination of learning, or hybrid learning. Blended learning integrates face-to-face teaching and Quipper quiz, it is expected to increase the effectiveness and efficiency of learning and can be a supporting media for learning that is fun for teachers and students. Blended learning combines direct teaching, indirect teaching, collaborative teaching, learning with individual computer/gadget support. Blended learning is a combination of two histories of teaching and learning models include traditional learning systems

and learning dissemination systems, which emphasizes the central role of computer-based technology in blended learning. Because of that mixed in nature, students have the opportunity to interact in discussions with other teachers and students. It also offers a fun learning environment that suits the characteristics digital generation. In this regard, learning through the blended learning model can develop student discipline, responsibility, and motivation to learn through proper planning.

1.4 Formulation of Problem

This research provides a question, the researcher voicing about: How do primary school EFL teachers practice blended learning to enhance their students' reading activity?

Formulating these question can guide research efforts towards addressing the challenges and opportunities associated with teaching English through blended strategies in elementary education.

1.5 Research Objective

The objective of this research are to explain primary school EFL teachers practice blended learning to enhance their students' reading activity.

1.6 Significance of the Study

1. Theoretical Use

This research will give some evidence about research on management of teaching English through blended learning strategies for elementary school students.

2. EmpiricalUse

This study'll give empirical insight about enchancing teaching English through blended learning strategies in elementary school.

3. PracticalUse

This study presents the information to the readers about enhancing teaching English through blended learning strategies in elementary school.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 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: 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 Quipper School 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.

The items of Reciprocal Teaching and Quipper School are separately classified into four groups, which strongly agree and agree and strongly disagree and disagree. 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 skills by giving question and answer it.

5.2 Suggestion

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

1. For the Teacher

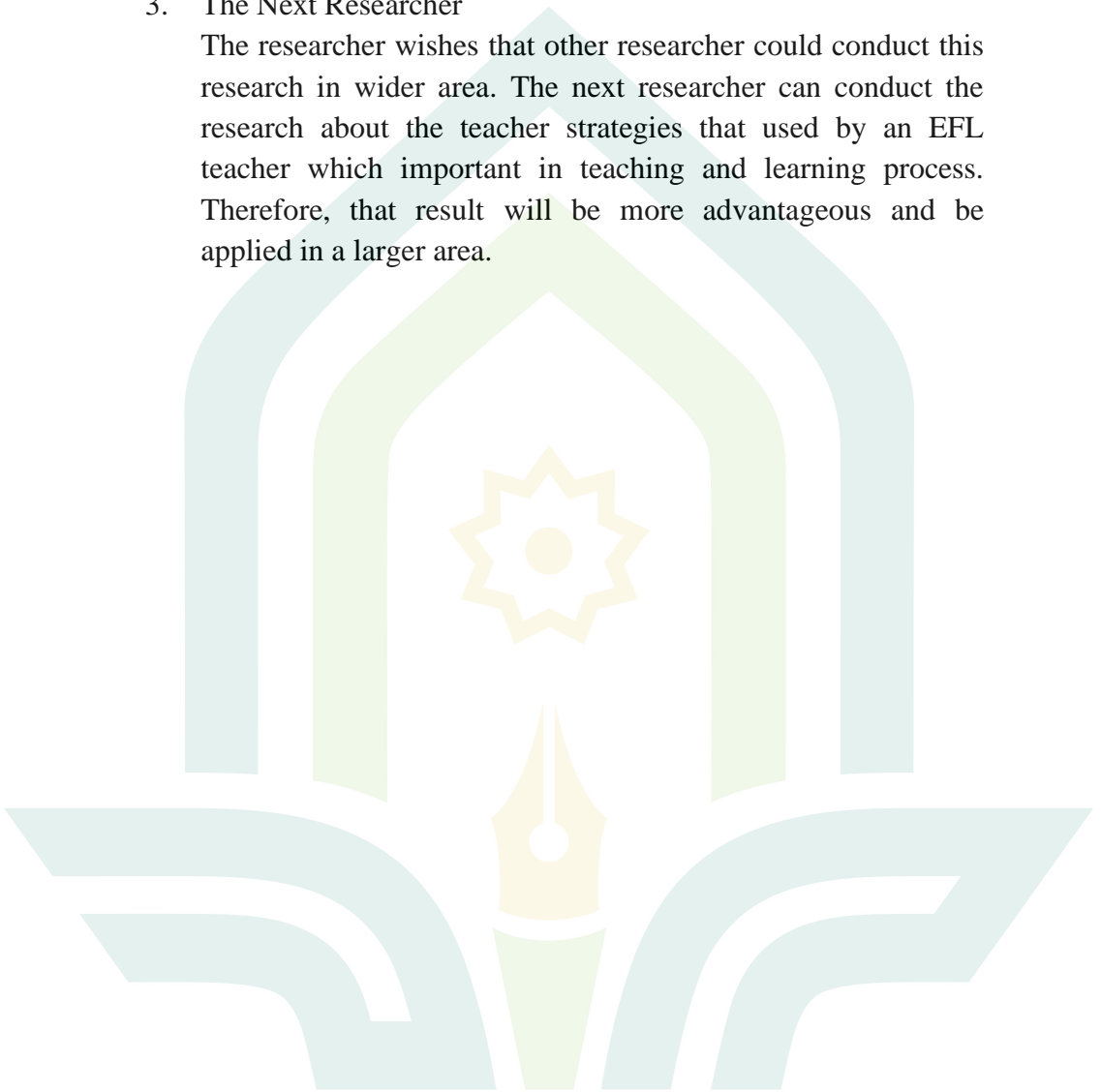
This research can improve the quality of the EFL teacher in teaching English, especially in reading skills. Teacher's strategies must be applied because this is the teacher's way to determine learning goals during teaching learning process.

2. For the Students

With the strategies that used by the EFL teacher, the students hope the students more understand about reading skills 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

- Ariyanti, A. (2020). EFL Students' Challenges towards Home Learning Policy During Covid-19 Outbreak. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5 (1), 167. <https://doi.org/10.21093/ijeltal.v5i1.649>
- Bawawa, M., Leba, S. M. R., & Uspayanti, R. (2021). Teaching Method Used by English Teachers during Covid-19 Pandemic and New Normal Era. *Ethical Lingua: Journal of Language Teaching and Literature*, 8(2), 384-389. <https://doi.org/10.30605/25409190.302>
- Brown, E., & Lee, J. (2020). *Remote Teaching and Learning: Lessons Learned from the COVID-19 Pandemic*. *Journal of Online Learning*, 32(4), 245-259.
- Brown, H. D. (2018). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. White Plains, NY: Pearson Education
- Castro, M., & Lankshear, C. (2022). *Addressing Equity and Access in English Language Teaching*. *TESOL Quarterly*, 58(2), 189-204.
- Chen, L., et al. (2021). Digital Technologies in English Language Teaching: *Opportunities and Challenges*. *Educational Technology Research and Development*, 48(2), 173-187
- Clark, K., & Hollingsworth, S. (2020). *Professional Development for Language Educators*. *TESOL Quarterly*, 55(1), 78-92.
- Clayton. (2017). *Blended Learning Definitions, Blended Learning Model Definitions*. Clayton Christensen Institute.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of experience and narrative inquiry. *Educational researcher*, 19(5), 2-14.
- Daar, G. F. (2021). Indonesian Higher Education of Innovation in Learning English in The Pandemic and New Normal Period. *Journal of English Education*, 6 (2), 115-121. DOI: <http://doi.org/10.31327/jee.v6i2.1577>

- Donald, Ary. 2010. *Introduction to Research in Education*. Canada: Thomson Wordswort.
- Garcia, M., & King, R. (2019). Digital Resources for Language Learning. *Educational Technology Research and Development*, 48(3), 211-225
- Gay, L. R., Mills, G. E., & Airasian, P. (2006). *Educational Research*. Ohio: Pearson Education.
- Harmer, Jeremy. 2003. *The Practice of English Language Teaching*, 3rd Ed. London: Longman.
- Hodges, C., et al. (2020). The Difference between Emergency Remote Teaching and Online Learning. *Educause Review*, 55(2), 12-14.
- Holliday, A. (2020). Diversity and Inclusion in Language Education. *Language Teaching Research*, 52(3), 189-204.
- Johnson, Andrew P. 2008. *Teaching Reading and Writing: A Guide Book for Tutoring and Remediating Students*. USA: Rowman & Littlefield Education.
- Jones, L. (2021). Integrating Technology in the Language Classroom. *Journal of Educational Technology*, 30(4), 287-301.
- Khulel, B., & Wibowo, H. (2021). Teaching English for Young Learners in Rustic Area: Teachers' Challenges. *Lingua*, 17(2), 115–130. <https://doi.org/10.34005/lingua.v>
- La Ode Onde, M. K., Aswat, H., Sari, E. R., & Meliza, N. (2021). Analisis Pelaksanaan Pembelajaran Tatap Muka Terbatas (TMT) di Masa New Normal terhadap Hasil Belajar Matematika di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 3(6), 4400–4406. <https://doi.org/10.31004/edukatif.v3i6.1449>
- Lee, S., & Kim, J. (2021). Safety Measures in the New Normal English Classroom. *International Journal of Educational Psychology*, 55(4), 287-301.
- Lingga Pitaloka, Nova, Hesti Wahyuni Angraini, 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>.

Maru, M.G. et al. (2021) "The integration of ICT in ELT practices: The study on teachers' perspective in new normal era," *International Journal of Interactive Mobile Technologies (iJIM)*, 15(22), pp. 44–67. <https://doi.org/10.3991/ijim.v15i22.25533>.

Mendikbud.(2020a). Surat Edaran Mendikbud: *Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Corona Virus Disease (COVID-19)*. <http://kemdikbud.go.id/main/files/download/51e9b72ef92c6d8>

Miles, B. M., Huberman, A. M., & Saldana. J. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE Publications, Inc

Mishra, P., & Koehler, M. (2021). Adaptability in Teaching During the New Normal Era. *Educational Research*, 48(3), 211-225.

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.

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*.

Parker, L., et al. (2021). Supporting Student Well-being in Remote Learning Environments. *International Journal of Educational Psychology*, 52(1), 78-92.

Patton. M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). *Thousand Oaks*, CA: Sage Publications.

Pransiska, R. (2016). Requirements of Teaching English for Young Learners: An overview in Padang, West Sumatera. *Igniting a*

Brighter Future of EFL Teaching and Learning in Multilingual Societies, 250–255.

- Rahmania, R., & Tyas, P. A. (2022). Teaching English to Young Learners in pandemic era at SD Muslim Cendekia. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English*, 7(2) 190- 203, doi: <https://doi.org/10.26905/enjourme.v7i2.8669>
- Rahmawati, N. (2022). Teacher problems during the implementation of learning in the new normal era in elementary schools. *Jurnal Ilmiah Sekolah Dasar*, 6(1), 176–185. <https://doi.org/10.23887/jisd.v6i1.44485>
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. New York, NY: Cambridge University Press
- Rosbaniar, I. (2012). *Pengembangan Bahan Ajar Bahasa Inggris Kelas Satu Berbasis Lingkungan untuk Meningkatkan Penguasaan Kosakata Siswa*. S2 thesis, Universitas Pendidikan Indonesia.
- 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>.
- Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2), 4–14. <https://doi.org/10.3102/0013189X015002004>
- Smith, A. (2019). *Early Language Acquisition: Foundations for Lifelong Learning*. New York, NY: Routledge.
- Song, H., & Fox, A. (2021). Technology Integration in English Language Classrooms. *Language Teaching Research*, 52(2), 123-136
- Sukarno. (2012). Teaching English to Young Learners and factors to consider in designing the materials. *Jurnal Ekonomi Dan Pendidikan*, 5(1), 57–73. <https://doi.org/10.21831/jep.v5i1.603>

- S., Arikunto. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Vacca, R. T & Vacca, J. A. L. 2008. *Content Area Reading, 9th Ed: Literacy and Learning Across the Curriculum*. New York: Pearson Education, Inc.
- Wang, L., & Akbari, R. (2020). Professional Development for Language Educators in Remote Settings. *TESOL Quarterly*, 55(3), 287-301.
- Wirawati et.al. *EduLine: Journal of Education and Learning Innovation*, 2022, 2(3): 226–233



Curriculum Vitae

A. Personal Details

Name : Dewi Meilasari
Place, Date Of Birth : Pekalongan, 29 Mei 1999
Birth : Indonesia
Sex : Female
Marital Status : Single
Religion : Muslim
Phone Number : 081326112438
E-mail : dewimeilasari4@gmail.com
Address : Kuripan Yosorejo, Pekalongan Selatan

B. Educational Background

2005 – 2011 Keputran 06 Elementary School, Pekalongan
2011 – 2014 Junior High School 6 Pekalongan
2014 – 2017 Senior High School 4 Pekalongan

As a result, I am providing this information honestly, and if it turns out that it has been falsified, I stand to be held accountable in accordance with the relevant rules and legislation.