

## Teacher Perception on Reading Material in Blended Learning at Senior High School

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### Abstract

*The aim of this research is to observe teacher perceptions on reading material using blended learning at SMAN 4 South Solok. This research was conducted using descriptive through a qualitative approach. The participant of this study is one of the English teachers at SMAN. The sample was selected purposively because the teacher has implemented reading material in blended learning at her class. The data collect through interview with an audio recorder. The results of this research showed that, the perceptions of English teachers at SMAN 4 South Solok 1) Reading materials developed in blended learning to make students master their learning because the material presented is grouped in detail. 2) Reading materials developed in blended learning were very interesting for students. 3) Reading materials developed in blended learning were according to students' ability levels because students learned more about reading. 4) Reading material developed was easy for students to understand because the material presented was not floating and was more specific. 5) Reading material in blended learning makes it easier for teachers and students to interact because there are questions and answers when learning takes place. 6) In offline learning, there was not enough time for teachers and students to carry out the learning process,*

**Keywords:** Teachers' Perception, Reading Material, Blended Learning

### Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi guru terhadap bahan bacaan dengan menggunakan blended learning di SMAN 4 Solok Selatan. Penelitian ini dilakukan dengan menggunakan metode deskriptif melalui pendekatan kualitatif. Partisipan dari penelitian ini adalah salah satu guru Bahasa Inggris di SMAN. Sampel dipilih secara purposive karena guru telah mengimplementasikan materi membaca dalam blended learning di kelasnya. Pengumpulan data dilakukan melalui wawancara dengan alat perekam audio. Hasil penelitian ini menunjukkan bahwa persepsi guru bahasa Inggris di SMAN 4 Solok Selatan 1) Bahan bacaan yang dikembangkan dalam blended learning dapat membuat siswa menguasai pembelajaran karena materi yang disajikan dikelompokkan secara rinci. 2) Bahan bacaan yang dikembangkan dalam blended learning sangat menarik bagi siswa. 3) Bahan bacaan yang dikembangkan dalam blended learning sesuai dengan tingkatan kemampuan siswa karena siswa lebih banyak belajar membaca. 4) Bahan bacaan yang dikembangkan mudah dipahami siswa karena materi yang disajikan tidak mengambang dan lebih khusus. 5) Bahan bacaan dalam blended learning memudahkan guru dan siswa berinteraksi karena ada tanya-jawab saat pembelajaran berlangsung. 6) Pada pembelajaran luring, tidak cukup waktu bagi guru dan siswa untuk melakukan proses pembelajaran, namun dengan adanya daring siswa dapat belajar di rumah dan mengerjakan latihannya sehingga tercapai proses pembelajaran yang baik.

**Kata Kunci:** Persepsi Guru, Bahan Bacaan, Pembelajaran Campuran.

## INTRODUCTION

With the advancement of technology and growing digitalization, the blended learning paradigm has been accepted worldwide in educational programs (Ossiannilsson, 2018). In addition, to carry out a learning process, of course, there is reading material that will be given to students to get results from achieving indicators. Reading material is a very important component in the teaching and learning process because it is a tool used in the teaching and learning process. According to (Sastrawati et al., 2021), reading material is very important, this will result in the right selection. So instruction provides students with

level-appropriate material. In addition, the material offers methods and activities that are used for the teaching and learning process, especially in blended learning.

Based on the researcher's pre-observation at SMAN 4 South Solok. The teacher has implemented reading material using blended learning. The teacher delivers and explains the material face-to-face. The teacher gives and explains the material using the discovery learning method with a scientific approach which guides students to identify the structure of the text and linguistic features in the material "Analytical Exposition and Narrative Text". In addition, students can

exchange ideas with the teacher and other students during the learning process, after all students understand the material explained by the teacher, students are required to work on questions on Google Form, where school regulations allow all students to carry cellphones by the school principal. In the Google form, there are 2 links.

1. (<https://docs.google.com/forms/d/1ugyAihRBGwbYYUyDCKH8CaBEbQIzb7FGqqxNrYoZmJI/edit>) is the analytical exposition exercise there are 7 questions.
2. (<https://docs.google.com/forms/d/1BsuLf8I7fAdk7VpN0eNjVJZ8MPoebR0KIVRa4jn88s/edit>) is the narrative text exercise there are 10 questions.

The importance of blended learning can be seen from several reviews related to the results of the research. (Alebaikan & Troudi, 2010) in Saudi Arabia that studies on blended learning were still very scarce due to the recent emergence of blended learning. (Fenech, 2021) in china that students can learn from their peers and teachers through blended learning as well as learn independently through activities, problem-solving exercises and research. Students could study course content as well as the use of technology used in online learning. In addition, students become innovative learners. (Majeed & Rehan Dar, 2022) that easy access to computers has a positive significant relationship with English language learning. It explains that marginalized students if provided with easy access to online learning material are expected to achieve improvement in language. Again, it can be viewed in relation to the purpose of implementing blended learning programs in the context. Based on several reviews of the results of the research, blended learning is important to study. In addition, reading material in blended learning is less studied so the researcher is interested in raising the research topic "Teacher Perception on Reading Material in Blended Learning at Senior High School.

## METHOD

This study used descriptive research with a qualitative approach to examine and understand the interpretation that individuals or

groups. The participant of this research was an English teacher who selected purposively implemented reading material in blended learning at her class. The researcher used semi-structured interviews to collect data. This study used the sampling technique that the researcher used is purposive sampling. The idea behind purposive sampling is to focus on people with certain traits, knowledge, and experiences that are more useful for relevant research (Etika, 2016).

## RESULTS AND DISCUSSION

Based on the results of interviews conducted by researchers with 16 questions found responses from teacher perceptions on reading material in blended learning as follow:

It is the first time teacher used blended learning in reading material, where this teacher has never used before blended learning in reading material through the learning process. Previously, the teachers only searched the material on Google. The teacher perception that searched the material on Google is not as interesting as what blended learning presents in this reading material. The teacher searching for the material on Google means that, the material presented is ordinary and not as interesting as the material developed in this blended learning.

On the teacher's opinion, the reading material developed in blended learning students can master their learning. Students can explain again what has been explained by the teacher. Students can conclude the material that has been delivered by the teacher. In addition, the material presented has been grouped in detail. Such as, an explanation of what is narrative and exposition, what are the social functions, what is the generic structure and what is the linguistics used in this reading material.

The teacher viewed that the features seen by students were very interesting and made students more focused. The meaning of the focused is that students have a concentration in learning and can absorb the material in more depth. Thus, the students focus their eyes on the teacher and the material that has been shared by the teacher. Therefore, the students

also understand the material carefully. The students are calm and not noisy in the learning process. In addition, the students are also able to answer questions from the teacher

The teacher's opinion how changes in the way students learn. It can be seen from the learning styles of students, from those who are not active to be active, from those who are lazy to be diligent, from those who are noisy to be calm, from those who rarely do assignments to be diligent in doing assignments.

The teacher views that the reading material in blended learning makes students serious and focused on learning. The teacher eliminates all things that might interfere with students' concentration in learning. The teacher makes the class atmosphere pleasant, and the teacher always pays attention to students while studying. In addition, the teacher to make sure students are focused or no. If the students answer, students are certainly focused and serious, whereas if students are silent when asked the students are not focused

The teacher answered that students understand more about their learning as can see through the teachers' questions to the students. The students can answer the teachers' questions with their understanding. The students can develop the answers conveyed to the teacher. Therefore, the students can conclude the material that has been conveyed by the teacher with their understanding. In addition, students can provide feedback to the teacher to help both parties understand whether the material taught by the teacher was successful or not.

The teacher perceives that the students work individually so that there is less interaction between students while learning. The students are more focused on what they are doing and the students are more focused on the material being delivered. The students certainly understand the material provided by the teacher using their respective cellphones through the WhatsApp group. It can cause a lack of interaction between the students, where each student brings a cell phone to school to study.

The teacher perceives that students are indifferent to their friends. In the sense, the students focus on the material in front of them so that the students concentrate on reading material, and can make the students more quickly understand what the teacher explained. In addition, the students can ask questions to the teacher about what was explained so that feedback occurs between the teacher and the students.

The teacher viewed that the reading material developed according to the level of the student ability as well as the material presented is centered on the student learning readiness, the reading material not only at grade level but also on grouping material that has been adapted to predetermined indicators. In addition, in eleventh grade the students are more focused on reading. Therefore, the material used here is reading material as well as it has made students recognize new vocabulary that has never been encountered and it can be added to the vocabulary of students from reading material texts.

The teacher perceives that the material is more detailed. In this case, the reading material there were grouped in one sub-material developed in blended learning, or the material presented structure, and the students also gain insight into what is narrative or exposition, as well as explanations of its social functions. Therefore, the material presented is not floating. The meaning of not floating here is that the material is more specific and focused on words that are easy for the students to understand. So, the students are not confused or not doubtful in understanding the material. The students more quickly grasp the material described and students are more happy in learning don't be lazy

The teacher saw that the material developed could make it easier for the students and the teachers to interact. When the teacher offline learning material is distributed in the WhatsApp group, the teacher explains the material to students directly. The material explained by the teacher is carried out during the learning process in class. If there are students who don't understand, they can ask the teacher. In this case, there is still the students'

who is element of the material that has been explained. So, the teacher is willing to answer questions from the students and the students have no doubt what they are learning. In addition, if students understand the material, it will be easier for students to work on problems without cheating friends. If online, the teacher directs students in the WhatsApp group to do exercises.

The teacher saw that the English hours were only 2 hours. So there is a lack of time in learning. However, the teacher can provide enough face-to-face time to explain the material to students and online. The teachers can direct students by reminding students in the WhatsApp group to do the exercises by doing exercises on the Google form, the teacher can see whether students understand when learning in class or not

The teacher answered that online can help the students work alone and study independently without having to depend on the teacher. The students can study anywhere, anytime without having to wait for the teacher. The existence of technology, the students can be used smartphones to study. In addition, students need teachers' when students do not understand the material provided. Then, the teacher can explain the material that students have not understood. After explaining the material, the teacher gives questions about the material to several students. So that the students understood more and had no doubts. In addition, the students were directed to do the existing exercises. So this is where feedback occurs between the teacher and students. The students and teachers can provide input and understanding of the material being studied.

The teacher viewed that if you study reading material in class. The teacher can control the use of students' cell phones. The students used mobile phones excessively. The students didn't pay attention to the teacher while learning. And also interfere with student learning concentration. In addition, the students' are guided by the teacher by asking questions about the reading material being studied. The students during online learning at home, the teacher cannot monitor students' use of mobile phones. However, the teacher directs

students. The teacher directed the students by giving instructions for what students do in the WhatsApp group.

The teacher feels that students are more online to ask questions and it is easier to express the students. The students ask questions to get a deeper explanation for students to gain as much knowledge as possible from the teacher. In addition, by asking the teacher students channel their curiosity in a positive direction, and make the students thirsty for knowledge. Because the students want to know things we don't understand. Meanwhile, online it is difficult for students to express themselves because there are several problems such as the internet network. Some of the students have a poor internet connection, which hinders students from asking questions.

The teacher viewed that the students were very comfortable because the students were guided. The guidance of the teacher, the students can increase the level of confidence of students in participating in learning and can encourage students to achieve good performance. In addition, the students can have good academic abilities. So that students have no doubt what they are doing because of their high level of self-confidence

As a result of this research, the researchers found that the teacher considered reading materials developed in blended learning that can make students master their learning. Reading material in blended learning is very interesting for students. Reading material in blended learning is according to students' ability levels because students learn more about reading. In addition, the reading material developed is easy for students to understand. Reading material in blended learning makes it easier for teachers and students to interact because there are questions and answers when learning takes place. In learning reading material offline, there is not enough time for teachers and students to carry out the learning process, but with online students can study at home and do their exercises so as to achieve a good learning process.

After conducting research, it turns out that reading material in blended learning is very

influential on the teacher's knowledge because it can add insight to the teacher in the teaching and learning process. And also influence the teacher learning style by combining offline and online learning. From the data analysis it is known that the teacher's perception on the reading material in blended learning is good. The reading material in the use of blended learning has a good impact on the knowledge of teachers and students. This research can be supported by Meyer, (2021) and Susanti, S., Inderawati, R. & Sitinjak, (2017) that the integrated skill is used to fulfill the student's need, with reading material can make students know a lot of vocabulary and also know difficult vocabulary in reading material. Therefore, the reading materials can fulfill students' needs. In addition, students and teachers imagine that the reading material developed is quite interesting and not too difficult. This can help the teaching and learning process run smoothly. But sometimes students have difficulty in understanding.

Several original answered from teacher

No	Question	Answer
1	What is your experience in imparting reading material skills in blended learning from one context to another?	As for using blended learning, I just found out now, we usually look for material on Google that is less attractive than what blended learning presents. So this is the first time teaching reading material with blended learning
2	Does reading material in blended learning enable students to master learning? What is the reason	I think it is possible that students can master the lesson by using blended learning, because the material presented in the explanation of the material has been grouped in detail and in detail, such as an explanation of what narrative and

		exposition are, what the social function is, what the generic structure is and what linguistics are used to convey a message. material
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### CONCLUSION

Based on the study and data analysis that has been carried out, it can be concluded that reading material in blended learning that has been implemented, on analytical exposition text and narrative text material with KI, KD, learning objectives, content, and exercises, reading material in blended learning is easy to use and encourages active and independent learning in students. The results of this study indicate that teachers' have a good impression on reading material in blended learning. The teacher has a positive response to reading material. Based on the results of interviews, teachers' can add to their knowledge of reading material developed in the learning process related to the purpose of this research.

### SUGGESTION

Based on the results of the study, the researcher would like to provide the following suggestions:

1. Teachers  
The teacher must prepare interesting and suitable media in the process of learning to read. And teachers need to consider what topics are suitable for the level of students. The provided brief information about the text they were about to read.
2. Students  
For students, the researcher recommended using text in reading material to add their vocabulary from the text they read.
3. Further Researchers  
With the findings of this study, the researchers suggested other researchers observe students' behavior toward teachers when learning reading materials on blended learning.

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