BLEND LEARNING IN TEACHING READING: A PEDAGOGICAL PRACTICE TO TEACHING ENGLISH AS A FOREIGN LANGUAGE IN AN INDONESIAN UNIVERSITY CONTEXT

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Abstract: The advance of the technology has made the teaching and learning process happens interestingly. It has also carried a great way to teaching reading at the English as a Foreign Language Class in Indonesian University Context. Accordingly, it becomes feasible to design blended pedagogical practices. This study argues that blended learning may give impact of fluency training and strategy instruction on reading. It is intended to engage students’ attitude, interests and motivation on reading development (Grabe & Stoller, 2002). Thus, this qualitative study reports a series of classroom activities in teaching reading by implementing blended learning (Fraenkel & Wallen, 2007). Through this pedagogical practice, students get the advancement of their learning experience. As in conventional teaching and learning English, teaching reading through blended learning covers learning process in the form of face-to-face teachings, guidance on participant blended learning – be there as classroom instructions and online learning, training and assessment (Marsh, 2012). The model is in the form of an interactive teaching method. Conveniences that can be fashioned are the interactive learning through tutorials, drills, online learning, tools and open-ended learning environments. It not only facilitates English language learning but also allows the implementation of the advancement of information technology.

Keywords: blended learning, teaching reading, TEFL in an Indonesian University Context

Introduction
Fluency training and strategy instruction on teaching of reading are currently having a priority for many EFL classes in Indonesian University context. How preeminent to approach the teaching of reading skills has been the focus of methodological discussion. Teachers make use of approaches, ranging from direct approaches focusing in face-to-face or oral interaction to indirect approaches which create conditions for oral reading through group work, task work and other strategies (e.g. conducting online learning through e-learning). It, then, is called blended learning.

In designing reading activities or instructional materials for EFL teaching, it is necessary to recognize the very different purposes for which our students need reading skills. Thus, three issues have been addressed in planning reading activities for a blended learning. The first is to determine what kinds of reading skills the course will focus on, the second is identifying teaching strategies to teach each kind of reading skills, and the third is determining the expected outcome of students on reading task and the criteria that will be used to assessing students achievement (Brown, 2001).

With regard to the reading strategies discussed above, it has been discussed by scholars that blended learning can enrich the experience of learning (Weigel, 2002). Thus this study attempts to figure a series of blended learning in teaching reading that helps the students to be more active and have an interest in reading.

Methodology
A one short time case study is applied in conducting this study. The participants of this study are EFL learners of second year students in Faculty of Teachers Training and Educational Sciences in Bogor. They are students who are in charge of the Interpretative and affective reading subject. To collect the data, three instrumentations help the researchers. A series of classroom observation is one of the instruments. This kind of instrument reports the teaching and learning process in the classroom. The second instrument is documentation. Students’ work and e-learning web are the documentation gained. Thus, an open-ended interview is conducted to the students. In analysing the data, the data gained, then, are tabulated, coded, presented, and analyzed based on the theories explained.
Findings and Discussion

Having conducted a series of teaching and learning process at IAR classes, this section turns to the data presentation and discussion about the findings of this study. Throughout a series of processes, there was a sequence activities applied.

In designing teaching activities to provide opportunities for learners to improve their reading skills, blended reading is focused on providing sources for practicing how to use face-to-face interaction and e-learning for sharing and obtaining information as well as for carrying out critical reading. Then, it tends to develop fluency and accuracy of students, a series of activities with task-work using those above activities in a lesson as suggested by Weigel (2002). The series of activities are as follows:

**Tutorials: Introduction to topic and task**
For this pre-activity, teaching staffs helped students to understand the theme and objectives of the task in this case brainstorming about *Scanning ads*. Then, students do pre-task by practicing scanning for detailed information in several texts. In addition, lecturers inform the students to visit e-learning to get additional materials for IAR tasks.

**Drills and online learning**
Task
The tasks are done by the students individually, in pair work, and in group work. They scan the detailed information of ads by reading fast. Then they practice scanning for details by performing a part of scanning by using speed reading. Throughout this stage, teacher as a facilitator walks round and monitors, in order to encourage students to read well. On the other hand, the tasks are provided in e-learning. Students visit e-learning; in this path they should download the material, then students do it individually.

**Tools and open-ended learning environments**
Planning
Planning prepares for the next stage where students are asked to report their work briefly to the whole class how they did the task and what the outcome of the learning was. In this stage, students are often asked questions about the difficulties while they are reading. The advance of the technology has made the teaching and learning process happens interestingly. In this phase, planning provides students an instructional activity where students have a chance to experience reading activity through technology.

Report
Teacher asks students to report their task briefly to the whole class so everyone can compare findings. They report their results in groups. Moreover, they submit their work through email and e-learning.

Analysis: The language focus
Lecturer sets some language-focused tasks, based on the texts students read. Finding detailed information in the texts given, underline and classify the answers in the texts. Students can ask individual questions.

Practice
Teachers conduct practice activities based on the language analysis work, using example from some of the tasks of, for example: they can identify scanning questions and find out the answers easily by using the key words. The students discuss and classify the information. After getting the information, they report the findings. After all students have done it, other students give comment, correction, and give suggestion. Teachers review and give suggestion not only about the results, and the way students practice but also about the culture since the students sometimes ignore cultural differences between west and our cultures. In teaching English, understanding the culture also need a considerable attention, as culture is that complex whole which includes knowledge, belief, art, morals, law, customs, and other capabilities or habits acquired by members of a society (Yule, 1996).

**Conclusion**
There were three core issues are addressed in planning blended learning in teaching of reading for the students at FKIP. The first was to determine reading skills the course focus on, namely to improve the students’ ability about scanning for details based on the texts, the second was identifying teaching strategies to teach reading, namely by providing a face-to-face learning and online learning to the students, and the third was determining the expected level of achievement on reading task and the criteria which was used to assess student’s performance, which the students could apply scanning technique in their daily life in English.

**Suggestion**
In order to enhancing the students to study and mastery English, blended learning in teaching reading can be a fruitful method to be chosen. This method is an interactive instruction or interaction that provides some parts of
reading skills usually taken as the core of the performing skills. Discussing each theme of the texts in two different kinds of activities makes the students interested in building their vocabularies, and they could practice the skill in English. In addition to scanning technique, there’re some figures that can be chosen in teaching Reading for the EFL students that can make them more interested in studying and mastering English.

References