

Applying Blended Learning To Enhance English Reading Comprehension For Students At A Secondary School

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Abstract:

This study investigates the effectiveness of blended learning in English reading comprehension for grade 7 students at a secondary school and the students' attitudes towards the blended learning (BL). More explicitly, the researcher attempted to carry out her intervention throughout two cyclical processes of action research and targeted at examining 1) the effectiveness of blended learning in enhance the students' learning reading comprehension and 2) the students' attitudes towards the application of online learning applications in improving English reading comprehension. The data were collected from pre-test and post- tests and a questionnaire delivered to the participants. It was concluded that the application of blended learning benefited the majority of students and their reading comprehension. Students' results on reading comprehension can improve during the process of applying BL.

Key words: English reading comprehension, blended learning, students' attitudes

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I. INTRODUCTION

The English Language Teaching (ELT) in Vietnam has been renewed many times to improve the quality of teaching and learning English, focusing on the four fundamental skills: listening, speaking, reading, and writing. Among these crucial skills, reading skills play a role in deciding whether learners understand the content of the language. Furthermore, as the majority of learning materials in libraries around the world are conducted in English, thus reading ability is crucial for learners when pursuing higher education (John, 2021). Moreover, when students can read effectively, other relevant factors will be improved such as grammar usage, vocabulary improvement, and writing fluency (John, 2021). Therefore, reading skill improvement is one of the essential goals in many ELT educational programs (Fahim and Saeepour, 2011).

At Tan Lap Secondary School, in grade 6, students are familiar with short texts in reading skills. The passages of reading lessons in grades 7, and 8 are usually longer with many new vocabularies, thus it is difficult for students to practice reading tasks. In English reading lessons, most students always avoid reading long texts with many new words. They have difficulties, such as lacking vocabulary and reading skills, therefore they are not being able to effectively comprehend the text. In addition, students only focus on translating the meaning of new word, and they cannot apply the reading skills in the reading practice. Furthermore, the short English lesson time at secondary is also one of the barriers for students in practicing reading. With the 03 lessons per week schedule and the massive new vocabulary in each lesson, students need more time to practice reading in class with suitable studying strategy and effective reading skills.

According to Thorne (2003), blended learning is one of the most effective solutions, logical and natural evolution of the learning agenda. Blended learning helps boost the self-study spirit, and learning engagement, thus improving the study efficiency of the students. Blended learning is considered as the method of combining face-to-face instruction with technology-mediated instruction or online learning that reached the most popular among the 21st-century skills in contemporary education (Bolandifar, 2017). Blended learning helps ELL students to improve their reading efficiency by enabling them to self-study and discovering the wider-reading, developing reading passion and improving English vocabulary (Rahimi and Behjat, 2011; Asadzadeh Maleki and Ahangari, 2010; Behjat, 2011). Based on the benefits of blended learning, the researcher will apply Blended learning to enhance English reading comprehension for students at a secondary school in Thai Nguyen City.

Aims of the study

The purpose of this study is to determine the effectiveness of blended learning in English reading comprehension for grade 7 students at Tan Lap secondary school and the students' attitudes towards the blended learning: preferences, their expectations.

This study will be conducted to answer the following questions:

1. To what extent is blended learning effective in enhancing students' reading comprehension?
2. What are the students' attitudes toward the application of online learning platforms in improving English reading comprehension?

II. LITERATURE REVIEW

“Literature review” conceptualizes the framework of the study through the discussion of issues and ideas on theories of teaching and learning English reading comprehension and the implementation of Blended learning and Google classroom application.

Definitions of Reading

Reading is one of the important skills of language learning and it has become the subject of interest of many researchers. It cannot be separated from other skills of English language learning including writing, speaking, and listening skills.

According to Duri (2019), reading is a key language skill which allows students to have access to ideas that are communicated by people in different locations and era, gives them the opportunity to broaden their horizons and increase their knowledge.

John, D. (2021) stated that reading in English is an essential part of language learning because it helps you develop other related skills such as grammar, vocabulary, and writing. Reading more and more widely also develops their ability to speak and write English (and is really a central part of learning any foreign language).

Anderson et al (1985) stated that reading is the process of decoding meaning from written texts. Reading refers to the interactive process between the readers and the writers that lead to reading fluency (Alyousef, 2005). Reading fluency is influenced by the reader’s self-knowledge and experience and their interpretation of text meanings.

Teixeira (2012) explains that reading has an important place in foreign language teaching and learning. This skill gives students access to diverse ideas conveyed by many people in different places and times, providing the opportunity to broaden their horizons and increase their knowledge.

Therefore, reading is the process of decoding information through the process of not only exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence.

Reading comprehension

Definition

Reading comprehension is the interpretation of the meaning of a written or spoken communication by exchanging ideas between the interpreter and the message in a specific communication context. In other words, in addition to mechanical reading skills and the use of readers' prior knowledge, they need to understand exactly what to do with the information provided. If the reader "understands all the words and sentences but does not understand the main idea of the text", he or she will only understand the perfunctory content of the written text. That's because the reader has no prior knowledge about the main topic of the passage and cannot memorize it to deeply understand the written passage (Mohseni & Ahmadi, 2017).

If readers know that their recall of words and sentences will be examined, they devote a lot of time to comprehend the written text deeply; therefore, they are able to remember old information (Mohseni & Ahmadi, 2017).

Somadayo (2011) defines reading comprehension as a thinking processes include two main abilities such as the ability to master word meanings and the ability to think about concepts in sentences. This opinion sees that reading comprehension occurs in both directions in the reader's mind.

Mikulacky (2007) states that reading comprehension is more than just recognizing and understanding words. To really understand what you're reading, the readers need to be able to make sense of it and connect the ideas to their existing knowledge. It also means remembering what they have read and constantly thinking and using what they read to complete reading tasks.

According to Snow (2002), reading comprehension is the process of continuously extracting and constructing meaning through interaction and involvement with written language. Ahmadi and Hairul (2012) proposed that reading comprehension is not an easy process because students need to be able to read the written text, decode the words, and identify the meanings of the words.

In summary, reading comprehension is the act of understanding what readers are being read. It is an intentional, active, interactive process that occurs prior, during and after a learner reads a particular piece of English writing, which requires self-learning from the student in order to be able to comprehend the information.

Attitude in language learning

Definitions of attitude

According to Maio, Haddock and Verplanken (2018), attitude can be defined as the large assessment of a problem that is based on cognitive, affective, and behavioral information". The cognitive component includes the conventions, thoughts or opinions about the object of the state of mind. The affective one refers to the individual's feelings and emotions towards an object, whether he/she likes or dislikes. The behavioral one involves the tendency to adopt particular learning behaviors.

Eagly and Chaiken (1993) characterized a state of mind is that "A mental propensity that is communicated by assessing a specific substance with a few degree of favor or disfavor".

Student's attitude toward using Blended learning in language learning

A student's attitude toward learning the language is one of the leading predictors of success in learning English. So, teachers and educators should take motivation and attitude factors into consideration when designing English language training and instruction (Hall, 2009). Attitude is accepted as an important concept to understand human behavior and is defined as a mental state that includes beliefs and feelings (Latchanna & Dagneu, 2009). Beliefs are among the essential points that have a relation with learning (Ajzen, 1988). Students' beliefs can be an obstacle if they believe that they cannot learn the new language successfully (Lennartsson, 2008). Negative attitude can impede learning a language. Having positive attitude towards learning a language is a good start to learn a language. As Kramsch (2006) points out "language learners are not only communicators and problem-solvers, but whole persons with hearts, bodies, and minds, with memories, fantasies, loyalties, identities".

Blended learning in English reading comprehension

Definition of blended learning: There are several definitions of Blended Learning (BL).

According to Rovai and Jordan (2004), BL is a flexible approach in course design. This flexibility is found in "the blending of different times and places for learning, offering some of the conveniences of fully online courses without the complete loss of face-to-face contact", explain Rovai and Jordan (ibid, p.3).

Friesen (2012) stated that blended learning is the combination of the Internet and digital media with face-to-face classroom forms between teachers and students. A blended learning model, including instructor-provided content, e-learning, webinar, call, online session with an instructor..., for example: Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards.

Despite the fact that there is no single accepted definition of BL among researchers; however, it can be understood that this approach to course design tends to combine computer-mediated delivery and face-to-face interaction. Blended learning model is a combination of e-learning method (e-Learning) with current teaching and learning methods-in order to improve training effectiveness and quality of education. In which E-Learning is a form of learning in which learners can self-study anytime, anywhere through multimedia electronic documents (lectures, voiceovers, audio, video, smartphones...). Blended learning is considered an effective solution and an inevitable development trend of society.

Essential keys in Blended Learning

According to Carman (2005), there are 5 keys in Blended Learning that can be listed as below:

1) Live Events: Live events are face-to-face live learning events led by instructors and all students participate face-to-face in the same time. Live events can occur in offline classroom as well as virtual classroom. Live events are used to create an engaging and practical learning experience that can achieve learning goals.

2) Self-learn with Virtual Content : The self-learning experience can be occur without any limit of time and location with online content. The learning process can be performed using text-based or multi-time based (video, animation, simulation, images, audio, or a combination of such media), which can be accessed online (via the web or mobile device in the application: audio streaming, video streaming, e-book, which can be accessed by students anytime and anywhere, to be accessed offline in CD form, and print.

3) Collaboration: Designing blended learning of an educator or instructor should be able to build collaboration between students and students through communication tools made in the form of chatrooms, discussion forums, such as email, discussion, online chat, website and social media, for deepening of material, problem-solving or project tasks. With this collaboration, it is expected that students' scientific insights will be broader because it involves various parties with diverse learning resources.

4) Assessment: An educator in improving Blended learning can combine several types of assessments, i.e. tests or non-tests, or authentic tests can be poured in the form of projects or products that can be done both online and offline until the assessment is followed by students to be more flexible. The review is critical to measure the knowledge of students. Pre-assessment can be done before face-to-face and independent learning to determine initial experience, and postassessment can be done by following scheduled online learning, to measure learning transfer.

5) **Performance support materials:** Reference materials are indispensable to improve student learning retention and learning outcomes in blended learning models. Teaching materials must be prepared in digital form and accessible to study participants both offline and online to support the competence of students in mastering material.

Models of blended learning

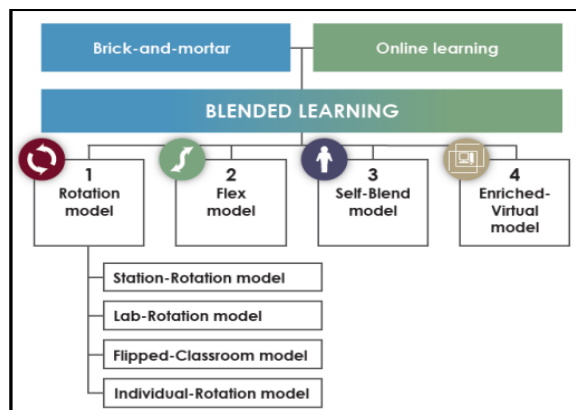


Figure 2. 1. Different models of Blended learning (Stake and Horn, 2011)

Staker and Horn (2011) proposed four major models in the blended learning classroom, including the Rotation model, the Flex model, the Self-blend model, and the enriched-virtual model.

- ❖ **Rotation** – Students rotate between different learning methods. They rotate between online learning in offline traditional F2F classroom and online environments. Rotation includes different methods such as station-rotation model, lab rotation, flipped classroom model and individual rotation model.
- ❖ **Flex model** – Contents delivered mostly via an online platform. Students are flexible to move on their own among the delivery modalities. The teacher will be on the side of the students. Individual tutoring and small group sessions will be carried out if needed.
- ❖ **Self-blend model** – The students learn one or more topics using the online platform with an online teacher. It will assist the offline traditional face-to-face learning. Students blend themselves by learning online individually and learning at schools with face-to-face teacher.
- ❖ **Enriched-virtual model** – Students take offline traditional face-to-face learning and learn the content and instructions alone using online learning. They divide the self-study time on their own.

The Enriched-virtual model

With the advantages of time flexibility, self-study consciousness improvement, and better control of learning contents for teachers (Ayob et al, 2020), the Enriched-model will be applied in this study. The table below will propose the key elements of Enriched-virtual model.

Table 2. 1. The Enriched-virtual model framework (Ayob et al, 2020)

Characteristics	Enriched-virtual Model
Setting	Whole school experience (Staker et al, 2012; Ayob et al, 2020)
Rotation	Students divide their time between offline traditional F2F learning and contentndelivery via remote online learning (Staker et al, 2012; Ayob et al, 2020)
Learning method	It usually starts with a fully online learning method, then becomes a blended learning method (Staker et al, 2012; Ayob et al, 2020)
Activities	Students seldom meet F2F with their teachers every school day. It only happens when needed (Powell et al, 2015; Ayob et al, 2020). Students study with teachers for 3 periods/week according to the school's schedule.
Station	Students will have F2F learning with their teacher and they are free to complete remaining works remotely (Powell et al, 2015; Ayob et al, 2020)

Benefits of blended learning in English reading comprehension

According to Rahimi and Behjat (2011), blended learning breaks down the barriers of offline teaching and learning. By learning in this way, students can learn with access to diverse technology resources and they have flexible time frames that are tailored to each individual, providing them with the ability to learn at their own pace. BL develops English reading skills, improve reading skills, learn vocabulary and reading strategy (Hamdan, Mohamad, & Shaharuddin, 2017). It brings many favorable conditions in reading skills of English classes. Al-Jarf (2007) studied the effects of blended learning on university students. The results showed that reading

performance in the test group improved as a result of the use of online instruction. Blended learning helps ELL students to improve their reading efficiency through enabling them to self-study and discovering the wider-reading, developing reading passion and improving English vocabulary (Rahimi and Behjat, 2011; Asadzadeh Maleki and Ahangari, 2010; Behjat, 2011).

III. METHODOLOGY

Action research

Anne Burn (2019) stated that an action research is the superordinate term for a set of approaches to research which systematically investigate a given social situation and promote democratic change and collaborative participation at the same time. Critical action research (CAR), Participatory action research (PAR), action learning, participant inquiry, practitioner inquiry and cooperative inquiry are all definitions broadly embodied in action research.

Action research model

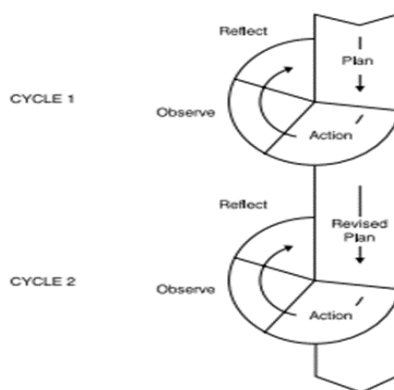


Figure 3. 1. The action research cycle, Burn, A (2010)

Sagor (2000) developed a seven-step model for action research. These are: choosing focus, clarifying theory, defining research questions, collecting data, analyzing data, reporting results, and taking informed action.

Research design: The study was designed according to the framework from Stake and Horn (Figure 2.2) and the Enriched-virtual model framework from Ayob et al (2020). The blended learning model in the study is the enriched-virtual model.

Participants: This research was conducted at a secondary school in class 7A1, Tan Lap Secondary School in Thai Nguyen city, Vietnam. English is the compulsory subject prescribed by the Ministry of Education and Training for all secondary schools in Vietnam. There are a total of 42 students, 15 students are female, and the rest are male, at the age of 12. All participants had studied English for 5 years. They face many difficulties such as lack of vocabulary, limited class time, and poor reading skills so they cannot understand text effectively. Most students spend less time to practice reading and are worried about getting bad scores on reading comprehension tests.

Data collection instruments

Data collection procedure

In order to collect data for the study, the following instruments were employed, including pre-test one, posttest one, posttest two and a questionnaire.

The data collection was conducted within 8 weeks. The process of the study is shown in Table 1. On the first week, students took the pre-test, and online learning platforms were introduced to students. After 4 weeks, students took the post-test one to check whether they improve their reading comprehension competence or not. The result of post- test one was analyzed and compared with the pre- test. Then the researcher adjusted materials to suit students' levels. To assess students' improvement, the researcher gave students the post- test two in 25 minutes. In week 8, students were asked to complete questionnaire. Finally, data were collected to analyze and discuss.

Table 3. 1. The procedures of the study

Lesson	Time	Activities
Unit1: Hobbies	Week 1	- Introduce Google Classroom and Quizlet to students. Train students on how to use the online learning platforms. -Organize learning activities for students and give pre- test to evaluate students' reading ability.

Unit 2: Healthy Living	Week 2	-The researcher designs learning content practice on the system Google Classroom. Through Google form, Google Meet, Google Drive Students complete the exercises on the system through the reading tasks. (Appendix 1) - Vocabulary sets and assigned vocabulary learning exercises on Quizlet to students. Vocabulary sets can be shared for students through a wide range of methods and forms, including printing, embedding, URL link, and QR code. (Appendix 2)
Unit3: Community service	Week 3	- Teach the content of the week in-class - Students read and do homework online on Google class
Unit 4: Music and arts	Week 4	- Teach the content of the week in-class - Students read and do homework online on Google class - Post-test 1
Unit 5: Food and drink	Week 5	- Teach the content of the week in-class - Students read and do homework online on Google class
Unit 6: A visit to a school	Week 6	-Teach the content of the week in-class -Students read and do homework online on Google class
Unit 7: Traffic	Week 7	- Teach the content of the week in-class - Students read and do homework online on Google class
Unit 8: Films	Week 8	- Teach the content of the week in-class - Students read and do homework online on Google class - Post-test 2 & Questionnaire.

Pre-test

A pre-test was designed with the purpose of checking students' reading comprehension skills before applying blended learning in English lessons. Most of questions in the pre-test was taken from the reading parts of the test A2 level of the Common European Framework for Reference (CEFR). The results were marked and students will then be marked according to the total achieved points. The performance will be ranked as low (from 0.5 to 3.4 points), below average (from 3.5 to 4.9 points), average (from 5.0 to 6.4 points), good (from 6.5 to 7.9 points), very good (from 8.0 to 8.9 points), and excellent (from 9.0 to 10 points). The result will be presented on table and chart

Post-tests

Post-test one was designed in order to measure the achievement in reading comprehension of students after they had applied to Google Classroom and Quizlet in English lessons at the end of week 4. Post- test was designed based on the test A2 level with 20 questions during 25 minutes. Post-test two was conducted in the 8th week with the same design as the pre-test.

Questionnaire

In the study, the questionnaire was composed of 9 questions which were constructed to assess learners' attitudes toward the use of online learning software. Likert scale with five points was used in students' questionnaire including "agree", "strongly agree", "neutral", "strongly disagree" and "disagree",

Data analysis: The data was collected from the tests and questionnaire during 8 weeks. Then, it was analyzed both quantitative and qualitative ways. To start with the results of pre-test and posttest was entered into Excel, SPSS statistics software to analyze the collected data to see the difference between posttest and pre-test.

IV. FINDINGS AND DISCUSSIONS

Pre-test

Pre- test was given to 42 students at the end of the first week with the purpose of checking students' reading comprehension skills to understand their current situation before applying the blended learning method in English lessons. Scores are classified into 6 levels: as low (from 0.5 to 3.4 points), below average (from 3.5 to 4.9 points), average (from 5.0 to 6.4 points), good (from 6.5 to 7.9 points), very good (from 8.0 to 8.9 points), and excellent (from 9.0 to 10 points).

The results of pre-test are presented in the following table 4.1.

Table 4. 1. Descriptive statistics of pre-test

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test	42	7.5	0.5	8.0	4.25	5.303
Valid N (listwise)	42					

It can be seen in table 4.1.1 that the variation range reaches 7.5; standard deviation reaches 5.303; Students' scores in the pre-test are still low and have not achieved satisfactory results.

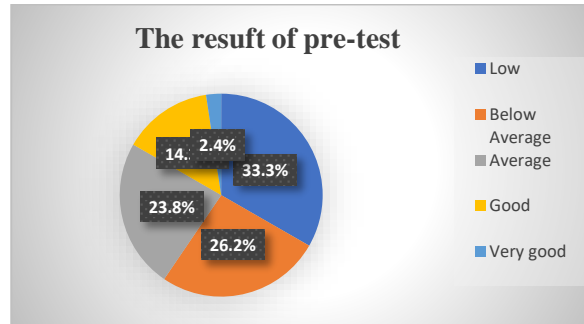


Figure 4. 1. Results of the pre-test scores

The information of Figure 4.1 and table 4.1 show that the scores of students on the reading comprehension test ranged from 0.5 points to 8.0 points. The majority of students got low and below average marks with the total percentage of 59.5% (consisting of 33.3% low and 26.2% below average). There were only 2.4% students got the very good results and no student achieved excellent results. In general, the data of the pre-test results reported that the students' reading comprehension was below the average level.

Post-test 1

Post-test one was used to collect the data for analysis after had applying blended learning with Google Classroom and Quizlet in reading lessons for the first four weeks. The results are presented in Table 4.2 as following:

Table 4. 2. Descriptive statistics of post- test one
Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-test 1	42	7.5	2.0	9.5	5.75	5.303
Valid N (listwise)	42					

After post-test 1, the scores and mean values changed. However, in table 4.1.2, the mean value and standard deviation didn't change, at values of 7.5 and 5.303 respectively. This shows that progress in students' reading comprehension has occurred, but not significantly.

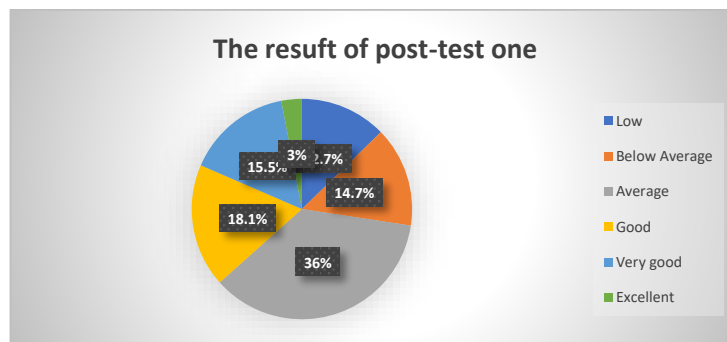


Figure 4. 2. The results of post- test one

Figure 4.2 presents the results of post –test 1 after 4 weeks applying blended learning with Google Classroom and Quizlet in reading comprehension. The researcher discovered that the number of students got average results is 36 % and that of good and very good results accounted for respectively 18.1% and 15.5%. There were two students gaining excellent scores (3%). From the information of the figure, it can be found that the rate of students in average scores was the highest. The second group was of good scores and the smallest one was excellent scores and low scores. The percentages of students got low and below average scores were 12.7% and 14.7%. There were changes among students as presented in figure 4.3.

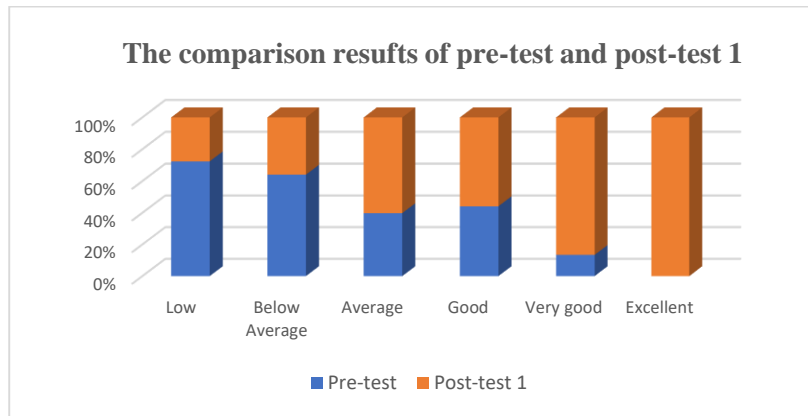


Figure 4. 3. The comparison results of pre-test and post-test one

The results of the post-tests proved that before the intervention, the students' reading comprehension in English was at low levels with 59.5% of the scores belonged to the low and below average marks. However, this number significantly dropped 27.4% after the treatment. According to Figure 4.3, the majority of students in the post-test 1 got the average to good scores with the total percentage of 18.1%. Compared to the pre-test, in the post-test 1, the students in average increased from 23.8% to 36%, and the good scores rose 3.8% from 14.3% to 18.1%. Furthermore, the very good scored increased 13.1%. In addition, whereas in the pre-test, there was 1 student got excellent scores in the post-test 1. It was a positive improvement considering no student got excellent score in the pre-test. Therefore, it can be seen clearly that applying blended learning in teaching is effective to students, especially students had poor scores in low and below average. From the comparison of the results of pre-test and post-test one above, it helped the author adjust the contents and techniques in the coming weeks to suit the students' level and motivate students' ability in reading comprehension lessons.

Table 4. 3. Descriptive statistics of post- test two

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Post-test 2	42	5.0	5.0	10.0	7.929	4.455
Valid N (listwise)	42					

The descriptive statistics results after post-test 2 are shown in table 4.4.1, the variation reached 7.5; standard deviation is 4.455; This shows that students' scores have had positive changes in the reading process.

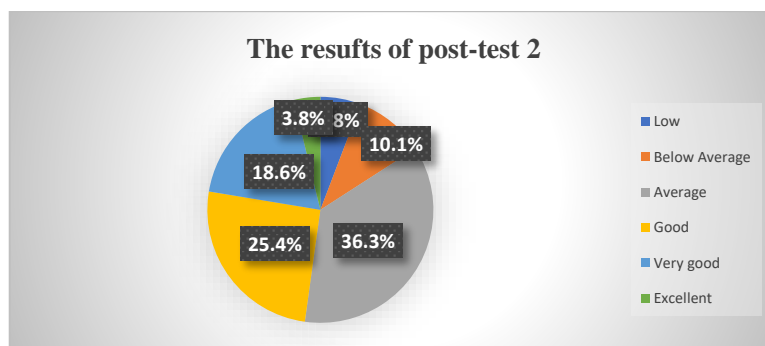


Figure 4. 4. The results of post- test two

According to Figure 4.5, it is shown in the chart that the number of students who got low and below average declined to 15,9%. Especially, the majority of students in the post-test 2 belong to the good and very good scores with total percentage of 44%, with respectively 25.4% good and 18.6% very good. Furthermore, the excellent scores increased 0.8% compared to the post-test 1.

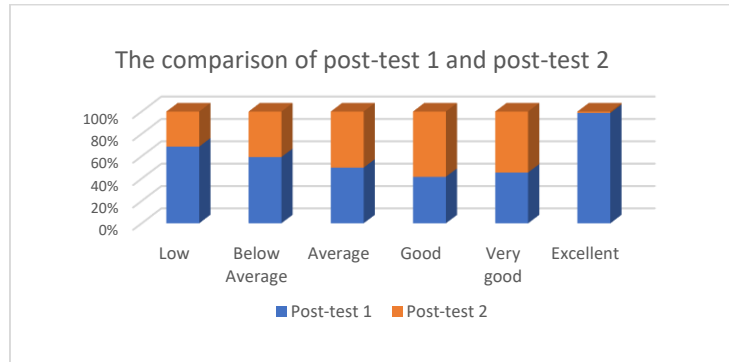


Figure 4. 5. The comparison of the post-test one and post-test two

The data in the table and the chart above illustrated the improvement in students’ reading ability. This result demonstrated that applying blended learning in teaching reading comprehension skills was effective.

To access the improvement of students with applying BL, the researcher compared the results of pre-test one and posttest two. The information is described in Figure 4.6 below.

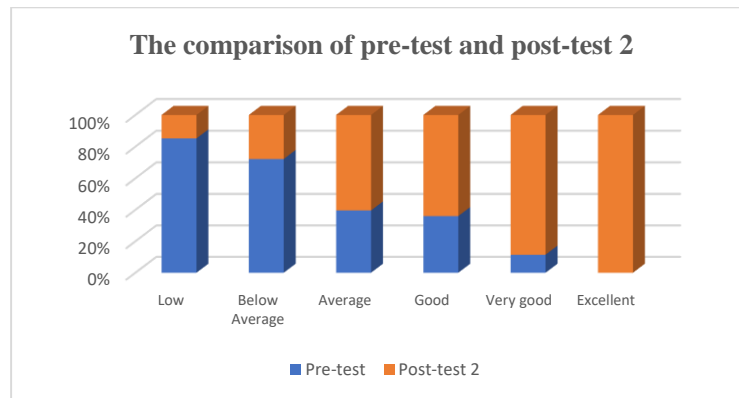


Figure 4. 6. The comparison of pre-test and post-test 2

As can be seen from figure 4.6, it is clear that the majority of students have good results compared with that before treatment. The percentage from average and more increased from 40.5% to 84.1% and the percentage of below and low average decreased 43.6% (from 59.5% to 15.9%) in comparison with the beginning. Especially, at the first test, no student gained an excellent result but there were 02 students who gaining excellent results at the last test. The data in the table and the chart above illustrated the improvement in students’ reading comprehension ability. This result demonstrated that applying BL in teaching reading comprehension skills was effective.

Questionnaire

A 5-point likert scale of “strongly agree, agree, neutral, disagree and strongly disagree” questionnaire was used in this study. All the items adapted from Alqahtani, M. S. M., Bhaskar, C. V., Elumalai,K.V . , & Abumelha, M. (2018). The items in this section emphasize the improvement of students’ reading comprehension skills, motivation and attitude towards learning English language.

Cognitive component

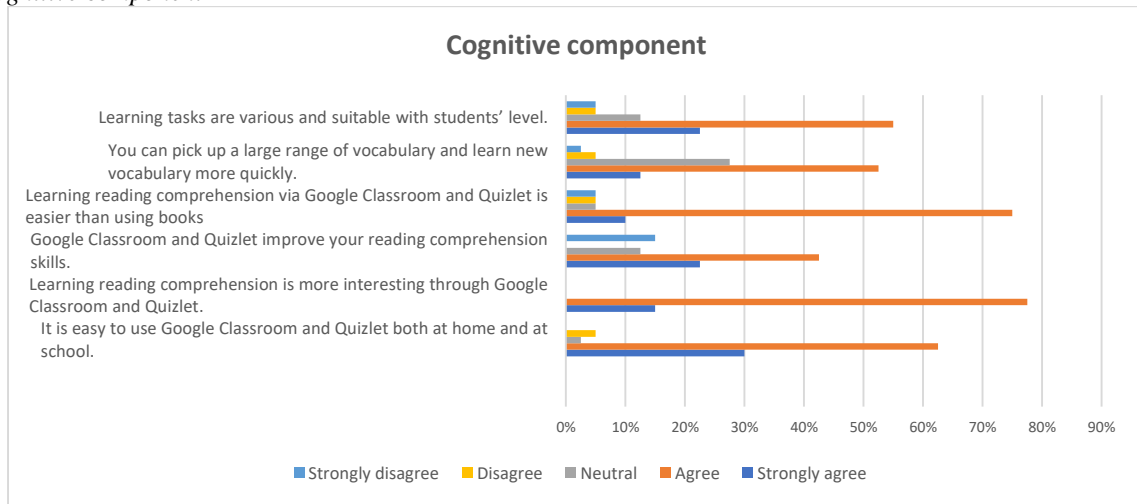


Figure 4.7. Cognitive component

The first aspect of students' attitude is the cognitive component which is shown from their responses to 6 statements in Figure 4.7. According to Figure 4.7, it can clearly be seen that the BL had positive impacts on the cognitive components of the student. There was 92.5% of students agreed and strongly agreed that "It is easy to use Google Classroom and Quizlet both at home and at school". Respectively, the percentage for "Learning reading comprehension is more interesting through Google Classroom and Quizlet", "Google Classroom and Quizlet improve your reading comprehension skills", "Learning reading comprehension via Google Classroom and Quizlet is easier than using books", "You can pick up a large range of vocabulary and learn new vocabulary more quickly", and "Learning tasks are various and suitable with students' level" are 92.5%, 65%, 85%, 65%, and 78%. In summary, students' overall perception component of using Google Classroom and Quizlet to improve their reading comprehension was positive. They also show interest in these new learning methods because they found that applying appropriate learning methods can help them improve their ability to learn new knowledge and increase motivation. receptive ability as well as scores in reading comprehension lessons in class.

Affective component

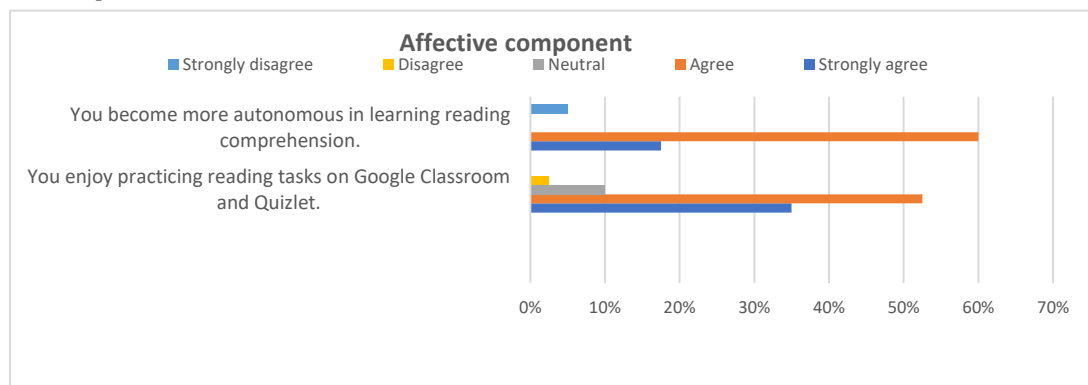


Figure 4.8. Affective component

The second aspect of students's attitude is the affective component, which is shown from their responses to 2 statements in Figure 4.8. According to Figure 4.8, it can clearly be seen that the BL had positive impacts on the affective components of the student. There was 88% of students agreed and strongly agreed that they like to practice reading on Google Classroom and vocabulary on Quizlet. Respectively, the percentage agreeing with the current situation: Learners become more independent in learning to read is 77.5%. In summary, the overall emotional component of students towards using Google Classroom and Quizlet was positive. According to the results of this report, students's attitudes towards using blended learning in reading lesson have a positive impact on improving their language skills as well as their ability to learn independently. Their learning motivation is promoted through proactively performing tasks in reading comprehension.

Behavioral component

The final aspect of student attitudes, the behavioral component was investigated from their feedback to students on the usage of Google Classroom and Quizlet. According to Figure 4.9, there was 68% students strongly agreed and agreed that Google Classroom and Quizlet assisted them develop a more positive attitude toward learning English. The neutral percentage was 20%. The disagree percentage was 12.5%. Therefore, it can be concluded that the overall behavioral component of students on the usage of Google Classroom and Quizlet to improve their reading comprehension was positive. Students could practice reading tasks using integrated ways of learning given by teacher in order to enhance reading comprehension results.

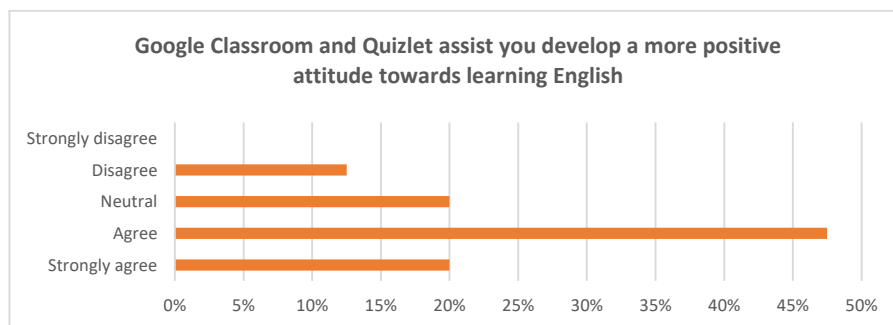


Figure 4. 8. Behavioral component

Discussion

Based on the research results and survey data obtained, two research questions were able to be answered.

Research question 1: To what extent is blended learning effective in enhancing students' reading comprehension?

To answer the research question 1, data was the results of tests and analysis the results of 8 weeks. Based the results of the overall data, the researcher concluded that blended learning had significantly improved the students' reading comprehension.

According to the results of the pre-test, post-test 1, and post-test 2; it can clearly be seen that the reading comprehension scores of students in class 7A1, Tan Lap School has rapidly improved. In the pre-test, the majority of the students' performance belong to the low and below average scores (59.5%). After 4 weeks of applying blended learning, the low and below average declined to 11.9%. After the post-test 1, the majority of the students got average and good scores (64.3%). After the post-test 2, which is after the 8-weeks of BL, the percentages of average and good scores dropped to 38.1%. At the end of the research, the students mostly achieved good and very good scores (64.3%). Furthermore, according to the results from the questionnaires, 65% of the student agreed and strongly agreed that learning with Google Classroom and Quizlet improves their reading comprehension skills.

Therefore, from the score improvement and the agreement of students, it can conclude that blended learning is effective in enhancing students' reading comprehension.

Research question 2: What are the students' attitudes toward the application of online learning platforms in improving English reading comprehension?

The students' attitude toward the application of online learning platforms in English reading comprehension was investigated using the questionnaires of the cognitive components, affective components, and behavioral components.

According to the results, there was 92.5% of students agreed and strongly agreed that "It is easy to use Google Classroom and Quizlet both at home and at school". Respectively, the percentage for "Learning reading comprehension is more interesting through Google Classroom and Quizlet", "Google Classroom and Quizlet improve your reading comprehension skills", "Learning reading comprehension via Google Classroom and Quizlet is easier than using book", "You can pick up a large range of vocabulary and learn new vocabulary more quickly", and "Learning tasks are various and suitable with students' level" are 92.5%, 65%, 85%, 65%, and 78%. In conclusion, the overall cognitive component of students on the usage of Google Classroom and Quizlet to improve their reading comprehension was positive.

There was 88% of students agreed and strongly agreed that they enjoy practiced reading tasks through Google Classroom and Quizlet. Respectively, the percentage for "You become more autonomous in learning reading comprehension" is 77.5%. In conclusion, the overall affective component of students on the usage of Google Classroom and Quizlet to improve their reading comprehension was positive.

Furthermore, there was 68% students strongly agreed and agreed that Google Classroom and Quizlet assisted them develop a more positive attitude toward learning English. Thus, the behavioral component of students was positive.

Therefore, it can be concluded that students in general had positive attitudes toward the application of BL in improving their English reading comprehension.

V. CONCLUSION

The study investigated the efficacy of the blended learning using BL in the English class of grade 7A1 at Tan Lap Secondary School, Thai Nguyen City. In the BL, the students were given take home tasks after the offline classroom instruction. The teacher acted as a moderator. Online discussions and diversity of opinions were encouraged in the class. The online learning application that was used in the research is Google Classroom and Quizlet. After 8 weeks, the test performance and student feedback revealed that the new approach was very effective in enhancing their reading comprehension.

In general, the students demonstrated that Blended learning help them to have more time to practice English reading skills, improve their vocabulary, improve the ability to connect ideas in reading passage, and generally improve their English reading comprehension. Furthermore, according to the survey, students generally had positive attitude toward online learning platforms as they found it “interesting”, “easier than using books”, “convenient”, and “improving self-study and self-inquiry spirit”. There was 88% of students agreed and strongly agreed that they enjoy practiced reading tasks through Google Classroom and Quizlet. 68% of students strongly agreed and agreed that Google Classroom and Quizlet assisted them develop a more positive attitude toward learning English. A positive attitude can foster better self-belief, thus improve student’s studying results (Latchanna & Dagneu, 2009; Lennartsson, 2008; Kramsch, 2006). Therefore, we can conclude that the model of Blended learning, in this case is the enriched virtual model using Google Classroom and Quizlet in grade 7A1 at Tan Lap Secondary School, Thai Nguyen City, is an effective method to enhance English reading comprehension for secondary students in Thai Nguyen city.

VI. Suggestion

Teachers: Teachers use Google Classroom and Quizlet as accessibility applications to provide learning materials to students, which students can access to study flexibly in their time. Research shows that teachers can completely trust in applying Google Classroom and Quizlet to the teaching-learning process, because those two applications can motivate students to learn reading comprehension and increase the efficiency of completing assigned tasks. deliver. Teachers can combine with other applications such as Moodle, Edmodo, etc. to increase diversity in learning and motivate students to practice reading, creating passion and autonomy in the process of learning to read, as well as teachers can inspire students to love reading throughout their learning process.

Students: Students use Google Classroom and Quizlet properly so that reading comprehension is supported in a convenient way. That makes reading comprehension more effective and more vivid, helping students focus and be more proactive in learning. The researcher wants students to be able to make detailed plans, communicate well with teachers and classmates, participate in enthusiastic discussions on the application, and discuss enjoyable experiences reading books with friends. Students need to complete the course completely and on time, find effective methods for learning to read, and refer to other self-study reading applications such as Moodle, Edmodo, etc.

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