The Development of Blended Learning Model for Reading Comprehension Learning of BIPA Students in Grade V Elementary School

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Abstract- One obstruction in learning the second language is related to understanding the contents of the reading text. In this background, the study aims to improve reading comprehension skills with blended learning. This activity is a form of research and development in elementary schools. Technically, the population consists of fifth-grade students in international schools. BIPA Learners (Indonesian for Foreign Speakers) derived from international students who live in Indonesia and learn Indonesian. In this line, BIPA students encountered difficulty in understanding reading texts and interpreting words. The recorded results of research and development represented the stages from preliminary studies to field experiments. This study concludes that blended learning improves post-test scores with an average score above the minimum passing grade and allows the students more opportunity to read the text repeatedly. In this frame, Students can initially learn the material before studying in the class so that they acquire the knowledge or reading skills according to their abilities.

Keywords: Blended Learning, Elementary School, Reading Comprehension, BIPA.

I. INTRODUCTION

In general, elementary school students perceive it as the challenge to understand the contents of reading well. Journal of Language, Literature and Learning signified the evidence of research results related to problems that frequently appear in learning the reading comprehension, namely: 1) lack of interest, motivation and solemnity of students towards learning to read; 2) the reading material utilized by the teacher is less attractive so that it fosters low student interest in learning to read; 3) the learning model adopted by the teacher is less effective so that it reduces students' interest and demotivates students (Fuzidri, 2014). This research was performed on students with Indonesian as their first language.

Problems in understanding reading are also experienced by students who learn a second language. Foreign learners who study Indonesian, renowned as BIPA (Indonesian for Foreign Speakers), experience the prevalent challenge in understanding the reading because of a complex second language learning process. The second language will be complicated to learn if adequate factors do not support students. Abdul Chaer stated five determinants in second language learning, namely a) motivational factors b) age factor c) formal presentation factors d) first language factor e) environmental factors (Chaer, 2009).

On the other hand, lack of word recognition and the meaning also becomes a problem in reading comprehension. Journal of Basic Education in Turkey obtained that reading comprehension is closely related to word recognition, word meanings, phonetic analysis and structure. In this stage, problems emerged in reading comprehension when word recognition skills are not developed (Kodan, 2017). This problem is also identified in the learning of reading comprehension of BIPA students' in international schools in Jakarta and Bekasi. With this condition, lack of word recognition and word meanings in reading texts complicate the learners to understand the reading texts.

Based on observations result of Indonesian comprehension reading learning at the ILA (Indonesian Language Acquisition) class at ABC Schools in Jakarta area, it was found that students had difficulty understanding the passage due to lack of vocabulary and arduous understanding to the meaning encountered in reading. In this point, the teacher runs out of time to solely explain the meaning of words because 98% of students come forward and or raise their hands to ask questions about the meaning of words identified in reading. Kholid A. Harras defines the second language as the language acquired by children following they receive the first language (Chaer, 2009). Arguably, the second language is acquired and learned consciously, while the acquisition of the first language is obtained by the child

unconsciously from daily life in the family. In this respect, it accentuated more on the process of understanding language learning consciously.

The process of acquiring the first language (B1) and second language (B2) does not have a substantial difference, and both must have three competencies, namely Semantic Competence, Syntactic Competence, and Phonology Competence. In this spectrum, there are three competencies as the substance of linguistic competencies (Endorat, 2014). On that basis, children who learn a second language at the age of 6 years benefit in phonological aspects, namely that children can speak the words of the second language almost the same as native speakers. However, grammatical errors still occur when they frame sentences that are more complex in structure. Meanwhile, adults tend to benefit in morphological and syntactic aspects (Suyitno, 2007).

The results of the interview with PYP Indonesian Language Coordinator and BIPA in ABC Schools in the Jakarta area explained that international students experienced challenges in learning Indonesian. In this vein, BIPA students consist of foreigners from countries of origin Korea, China, Japan, India, Pakistan, Australia, Serbia, America and France. Foreigners of India and Korea dominate the number of students more than any other country. In this direction, the international student studies two or three languages because of the environment. In this context, Indonesian is the second language they learn. The teacher explains that international students converse in Indonesian more often only to workers at homes such as household assistants, security guards and personal drivers. Cultural and environmental differences significantly affect children's motivation to learn Indonesian.

Motivation factors are also highly essential in influencing second language learning. Ellis confirmed this in his scientific writing that learning Indonesian for foreign speakers has different characteristics from learning Indonesian for native speakers. One of the things that influence the aspects of BIPA learning is the motivation of students in learning Indonesian. Learning motivation appears in a favorable learning atmosphere so that teachers are required to be creative in designing learning activities that can foster student motivation to be fully involved so that learning objectives can be achieved utmost (Artyana, 2014). Besides, the learning process should represent daily tasks and the environment of students to achieve optimal results. Consequently, students are eager to follow the lesson.

The results of observations in the preliminary study revealed the low learning motivation of BIPA students in fifth grade. Students often feel arduous because they listen excessively to the teacher talking, read texts considerably so that they get bored doing the exercises. At that saturation point, students lose their motivation to learn more efficiently. In this condition, students decide to do their preference activities, such as doodling notebooks, chatting with friends or leaving the classroom on the grounds to go to the toilet or just refilling drinking water. The adversity in understanding Indonesian teachers' explanations and lack of vocabulary cause communication difficulties for students and teachers.

Based on the explanation above, creating fun learning and fostering motivation to learn a second language, especially in reading comprehension learning, requires a learning approach with blended learning for BIPA students in grade V. Based on previous research data, integrated motivation with communication in children in a pleasant learning environment will facilitate the process of obtaining a second language in children. In this sense, Pivec and Dziabenko in Talak-Kiryk added that a language learning process must be engaging, easy and fun to learn. (Klimova & Kacet, 2017).

Research results exhibit that the use of technology in learning in elementary schools can improve students' ability to receive information, interpret and communicate ideas in creative ways and be able to increase learning motivation to find answers. Through the use of technology, this can foster the desire of teachers to learn the technology and eagerness to increase their capacity both in preparing learning resources and operating technology (Danče, 2010). The use of blended learning in learning represents the access and transfer of information through interaction methods that combine regular face-to-face sessions with online learning [9].

Research on language learning using blended learning depicts that by combining face-to-face learning with technology, it creates an effective teaching and learning environment for students and teachers. In this phase, students who learn by using blended learning have a higher effort and better test results on language grades compared to students who use textbooks. Students also have more responsibility and increase participation in second language learning (Danče, 2010).

Based on various sources, blended learning / b-learning or mixed / hybrid refers to mixing, merging or hybrids. (Driscoll, 2002; Jones, 2006; Laster, 2004; Oliver dan Trigwell, 2005; Osguthorpe dan Graham, 2003) (Driscoll, n.d.). The use of blended learning in learning points out the access and transfer of information through interaction methods that combine regular face-to-face sessions with online learning (Yigit, Koyun, Yuksel, & Cankaya, 2014).

Blended learning is a concept, including a teaching and learning process that combines face-to-face teaching and teaching supported by ICT. Blended learning combines direct instruction, indirect instruction, collaborative education, learning with the help of individual computers/gadgets. (Lalima &

Lata Dangwal, 2017). Because of its combining nature, students do not lose the opportunity to interact in discussions with the teacher and other students in a fun way because it represents the characteristics of the digital generation.

Plug and Michelle B. Horn suggest that blended learning for education up to K-12 has been widely used with the Rotation Model (Graham, Borup, Pulham, & Larsen, 2017). In this case, rotation model is a learning model wherein a subject (for example Mathematics), students rotate on a fixed schedule or at the discretion of the teacher, at least one of them is online learning. Other activities in this model include small group or full class instruction activities, group projects, personal guidance, and written assignments. One type of rotation that is frequently used is the flipped classroom.

According to Graham Brent (2013), the flipped classroom is a strategy that can be carried out by educators by minimizing the amount of direct instruction in teaching practice. This strategy utilizes technology that provides new media to support learning materials for students that can be accessed online (Sockman, Beth Rajan; Sutton, Rhonda; Herrmann, 2016). In line with the idea, Tucker mentioned in Amy Roehl that the application of the flipped classroom model could assist students allocating time in class to solve problems, develop concepts and engage in collaborative learning (Roehl, Amy; Reddy, Shweta Linga; Shannon, 2013).

The flipped classroom is not just learning to use video or digital teaching materials as learning, but it emphasizes understanding, utilizes time and class discussion. The aim is to create more meaningful learning and increase student knowledge. Flipped classroom learning "flips over" the traditional model that material is usually delivered in class and students work on assignments at home into a new pattern. The transformation is by providing assignments or homework to students at home to actively learn in advance the material to be delivered via digital media in the form of instructional videos or e-books with some assignment instructions and practice questions as discussion material when students engage in classroom activities (face to face). Flipped classroom learning with digital blended learning is appropriate with the characteristics of the digital generation.

Based on the characteristics of elementary school students at fifth grade, with an age range of 9-10 years, the digital generation is renowned as an alpha generation. Alpha generation is a generation that is very familiar with technology because they were born in the digital age so that it will be easy for them to be able to use technology in learning (Adam, 2017). Appropriate use of technology will benefit both teachers and students.

Besides, the rapid development of technology allows teachers to harmonize the use of technology in digital literacy and student literacy practices. One way to start is to incorporate digital media into composition and literacy instructions, which will help develop digital literacy.

Research to develop Indonesian language learning models for foreign speakers in understanding reading content needs to be carried out because existing learning models do not meet the effective, efficient and engaging elements of students. Therefore, it should be researched with the blended learning approach for fifth-grade students of elementary BIPA with the expectation that students can have more time to understand the content of reading either face to face or online.

II. METHODS

This study uses a research and development approach because it is under the objectives achieved. While the development research model was chosen is the research and education development model developed by Borg and Gall (2007: 772). According to Borg and Gall, "educational research and development (R & D) is a process used to develop and validate educational production" (Gall, Gall, & Borg, 2007). According to this understanding, a series of research and development steps are carried out cyclical, and at every step that will be passed/carried out always refers to the results of the previous actions until finally a new educational product is obtained.

Another reason for using research and development approaches is because it is considered appropriate to develop learning models which purpose is not merely to find a profile of implementation or learning practices, but more than that, namely to create practical and comfortable learning models in its application, according to the conditions and real needs in the elementary school. Research and development also offer advantages, especially when considered from work procedures that focus on attention to the demands and situations in schools systematically.

Educational research and development approaches in this study are used to produce effective, efficient and engaging of the students' reading comprehension learning models so that learning Indonesian is a fun and increasing skill in reading comprehension in BIPA learning in primary school.

Borg & Gall explain the essential steps in this discussion, such as (1) *Research and information collecting; (2) planning; (3) develop preliminary form of product; (4) initial field testing; (5) primary product revision; (6) main field testing; (7) operational product revision; (8) functional field testing; (9) final product revision; dan (10) dissemination and implementation.* Figure 1 describes a design model of developing a blended

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learning model for reading comprehension learning for BIPA students in the fifth grade of Primary Schools:

Figure 1. The Design of Learning Model for Reading Comprehension of Students of BIPA fifth Grade Elementary School
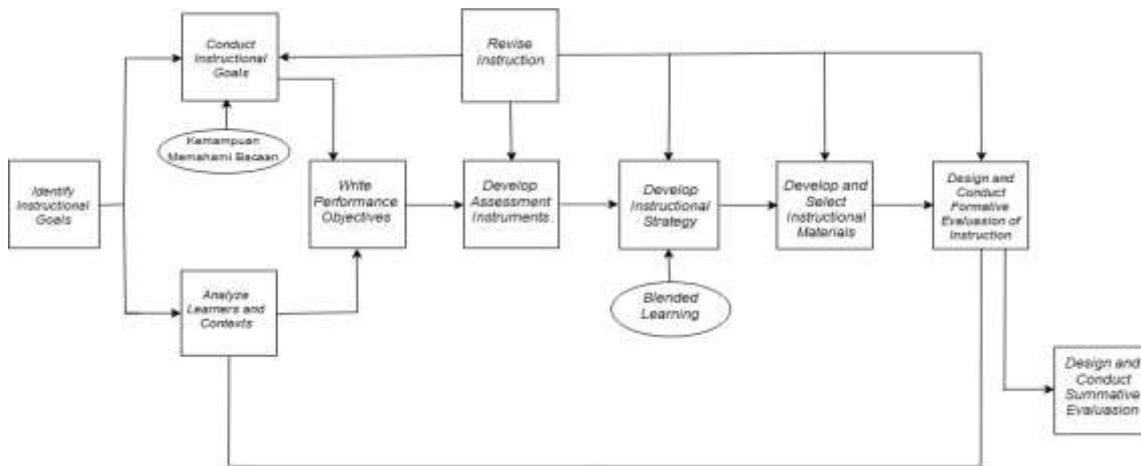
The research was conducted at SD INTERNATIONAL SCHOOL (School of Collaborative Education) or what used to be called the International School in the Jakarta and Bekasi areas. The number of respondents in this study was 25 students consisting of 13 female students and 12 male students aged 9 or 10 years, respectively. They originated from South Korea, Japan, India, America, China, Germany, China, Yemen, Maldives, Malaysia and Indonesia. The research was conducted six times with details: three face-to-face meetings and three online sessions.

III. RESULTS AND DISCUSSION

Development of BIPA Elementary School Blended Learning Model

Based on the steps of development research, the design of the model in this study aims to identify the learning problems of BIPA. The preliminary investigation was carried out through research and information collection activities in three international schools in Jakarta and Bekasi. Initial research is carried out by field studies, literature studies and analysis of the learning needs of BIPA elementary blended learning. The researcher also collected information through observation, interviews, and discussions with school leaders, teachers and BIPA experts.

Based on overall results of the information, the authors conclude that there is a gap between learning and the target expected, namely: (1) BIPA learning in International schools must be carried out by government regulations but students still have difficulty learning Indonesian because there is no guidance on BIPA SD materials; (2) The existing syllabus is not in accordance with BIPA learning and the characteristics of international students studying Indonesian as their second language; (3) Students require more time to understand the reading text and interpret new vocabulary and sentences. The teacher runs out of time to explain one by one the meaning of words or sentences asked by students and the delivery in two languages, English & Indonesian; (4) The teacher also needs more time to be able to improve other language skills such as speaking and listening; (5) The available learning media are not varied so that students' interest in learning Indonesian is still very low. In reading learning, teacher's understanding has used PPT but not yet used interesting reading texts such as digital comics and other interactive learning media; and (6) Indonesian Language Learning as a second language for BIPA students so that it requires an adequate learning environment and also the support of students' parents.

Based on the data above, researchers initiated designing syllabi, learning materials, digital learning media in the form of digital comics and learning videos. The BIPA syllabus that was developed refers to the 2013 Curriculum by making some Basic Competencies (KD) and Core Competencies (KI) relevant to BIPA learners at the elementary level. Learning materials are arranged thematically and are divided into three themes. Besides, researchers also compiled a research instrument sheet in the form of an online activity instrument and face to face. The goal is to measure learning outcomes based on pretest and posttest.

The design of blended learning development is arranged based on the research model of the Model Steps of System Approach that adapts The Systematic Design of Instruction (Dick, W., Carey, L., & Carey, J. O., 2015) so that each stage needs to be done correctly. In the formative evaluation stage, Dirk and Carey said there were several stages of formative evaluation, namely: (1) One-to-One Evaluation by Experts & One-

to-One Evaluation by utilizing two students; (2) Small-Group Evaluation uses five students; (3) and field trials (experimental trials) that empower 18 BIPA students.

BIPA students classified as foreign speakers are 1) students whose parents are not from Indonesia or foreigners (foreign citizens) but live in Indonesia; 2) Students whose parents (father or mother) are foreigners; and 3) native Indonesian students who have lived abroad for a long time and cannot speak Indonesian.

One-to-One Evaluation

At the evaluation stage by experts (One - to - One Evaluation by Expert), their role is as a validator because they have expertise in their fields, namely learning design experts, BIPA material experts, linguists, and experts in Basic Education. The experts conducted validation of syllabus, lesson plans, test and non-test instrument sheets, teacher's manuals, validation of digital comic design and learning web that were designed as instructional materials.

 The evaluation results by experts in the form of input and improvement according to directions such as: (1) prepared syllabus needs to use references that apply in Indonesia so that the 2013 Curriculum is selected as a reference for making material and lowering KD KI Indonesian Language Learning which then needs to be adjusted to the characteristics of BIPA fifth grade Elementary Class (2) the non-test instrument sheet must be measurable and not burden the teacher who teaches while observing the activities and character; (3) The contents of digital comics are interestingly designed so that students like to read them while videos should use children's voices so that they are more attractive to students; (4) the web designed on the www.membacaituasyik.com page is already interesting according to the characteristics of elementary school students.

Furthermore, the stages of evaluation by two selected students produce formative assessments, including: (1) Students have difficulty logging in on the web page www.membacaituasyik.com. Students enter the wrong password. Logging in to the web takes more than 15 minutes. Students also have trouble choosing digital comics that must be read and upload assignments. Based on this analysis, the researchers replaced the www.membituituik.com webpage with the application www.padlet.com. This application is effortless to use for elementary students and teachers can design images as desired. Through this padlet application, students can download and upload learning materials in the same place; (2) Students love digital comics and videos and can complete the pretest and posttest as expected.

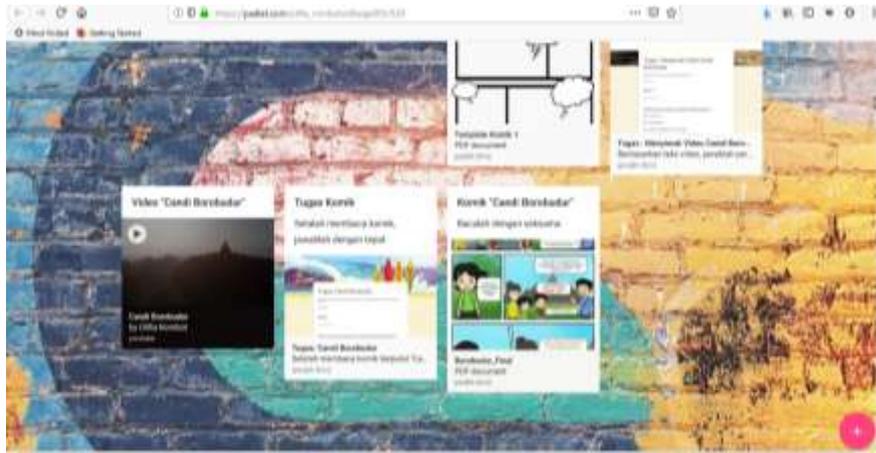Figure 2. Website Interface of www.membacaituasyik.com

Figure 3. The application interface of www.padlet.com/olifia_rombot

Small-Group Evaluation

BIPA students included in the evaluation of this small group have diverse language skills, namely two high-achiever students, two medium achiever students, and one low achiever student. They represent Korea, Japan, Germany, China and Indonesia, respectively.

The results of formative evaluations in the small group evaluation are as follows: (1) Students can access material easily on the material pages provided and complete each assignment according to the teacher's direction; (2) Learning in the classroom is more fun and students want to be actively involved in the learning process; (3) not all non-test instrument sheets can be filled because they are not observed in the learning process in the classroom or online so the researcher decides to revise the non-test instrument sheets; and (4) the results of the pretest and posttest have increased for each material.

Field Trial Evaluation

Field tests on a larger scale were carried out on 18 BIPA student students, consisting of 10 female students and eight male students from several countries and or in accordance with the qualifications of BIPA students mentioned above.

The results of the field trials obtained are (1) Posttest results showed an increase in learning outcomes when compared with the average pretest results. This also indicates the level of students' understanding of the contents of the reading text has increased, (2) Students do the fun and enthusiasm of online learning by accessing learning material that has been provided on the padlet page; (3) Involvement of students in classroom learning increases and motivation to learn Indonesian also increases; (4) The results of the improvement of character such as responsibility, discipline, confidence and enjoy reading are also successfully observed in the learning process both face to face and online.

Blended Learning Implementation

Blended learning is an instructional system that combines online meetings with face-to-face meetings. As a system, learning requires essential components and supporting components support. The fundamental instructional part consists of students, instructors, instructional processes and instructional materials. Supporting segments include equipment in the form of internet networks and devices/laptops, digital comics, and learning videos.

Learning reading comprehension for fifth-grade elementary school with blended learning requires digital material in online education and activities that are interesting, creative and involve students to participate. Digital materials compiled in the form of digital comics and learning videos are packaged in thematic material. Digital content can be downloaded at padlet.com page, which can be accessed directly by scanning the QR Code that has been provided. The content can be downloaded and studied online or offline.

Face to face learning activities are activities that focus more on speaking and listening skills, while the students in online learning are expected to actively prepare their digital learning materials before face to face learning. Learning in the classroom becomes more exciting and enjoyable because the students already have the content to be discovered.

The following are the steps of learning in implementing the blended learning model with the flipped classroom:

1) The teacher signs up on the padlet.com page by selecting the Education version
2) The teacher uploads material per sub-theme that students must learn (flipped)
3) The teacher shares the padlet link via email to students' parents

4) Students download content in the form of digital comics and learning videos and can learn the material online

5) Students work on the exercises that are available after reading and listening to the content provided

6) The teacher prepares discussion questions or the meaning of words/sentences from reading texts and videos for face-to-face learning

7) In classroom learning, the teacher focuses on learning to improve speaking skills. Storytelling activities and mentioning the meaning of words/sentences become the teacher's priority. The teacher carries out teaching activities under the lesson plans prepared

8) At the end of class, students can work on problems to evaluate the ability to understand the reading content of material that has been read.

9) The teacher carries out evaluation and reflection activities

The following pictures depicted the reading comprehension learning activities for BIPA fifth grade elementary school students.

Figure 4. Learning to read and role play

The Effectiveness of the Blended Learning Model on BIPA Class V Elementary School Learning

According to Rothwell, effectiveness is a conformity between the results achieved and the desired results (J Rothwell, Benscoter, King, & King, 2016). Technically, Susanto added that the effectiveness of instructional media is a measure related to the level of success of a learning process. In this part, effectiveness can be measured by looking at students' interest in learning activities (Susanto AB, 2007). The criteria for effectiveness in this study refer to three aspects, namely (1) completeness of learning is said to be complete if at least 75% of the total students get a value of higher than 70 in improving results study; (2) learning media is effective if it improves learning outcomes that demonstrate a significant difference between the initial understanding (pretest) and the understanding after learning (post-test); and (3) learning media is effective if it can increase interest, motivation and cognitive learning outcomes. The following are the results of the pretest and post-test of the three themes studied with blended learning in BIPA learning at fifth-grade elementary school:
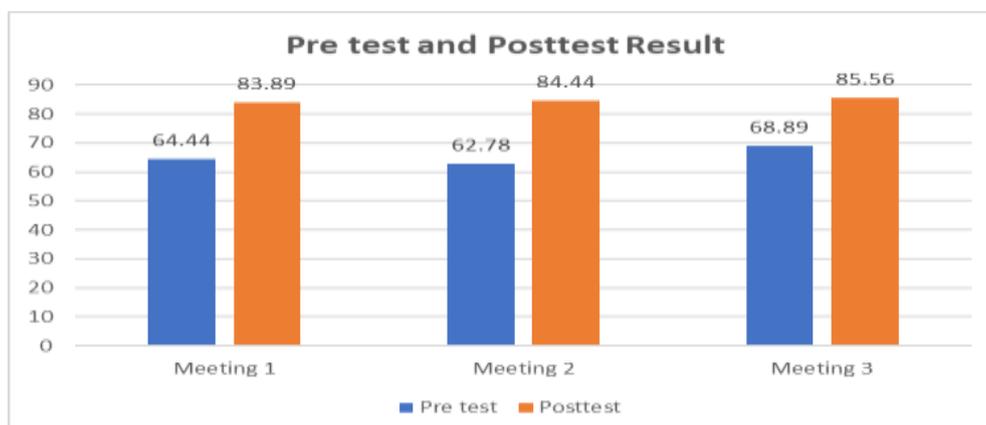
Graph 1. Pretest & Post-test Results of BIPA Learning with Blended Learning

Based on graph 1, the data shows an increase in the average pretest results on each learning theme. The average results of a rise of 30% with 94.5% mastery learning. This informed that the blended learning

with digital comics and learning videos is effective because it increases learning interest and the average learning completeness is above 70%, and the post-test scores are above minimum passing grade.

Improvement of Student's Character

According to Megawangi, character values are the nature of someone who has developed and obtained through the inference of messages with what they hear, see, learn, and then manifest in right actions (Megawangi, 2010). The development of character values in schools can be realized when the teacher links the subject matter to the daily environment of students and active involvement in learning.

The calculation refers to the qualification criteria table below:

Table 1. Criteria for Qualification of Character

| Percentage (%)	Qualification	Notes
75 < Score ≤ 100	Very decent	To entrench
50 < Score ≤ 75	Worth it	Start to develop
25 < Score ≤ 50	Enough	Start to Look
0 < Score ≤ 25	Less	Not seen yet

The following graph presents the calculation results of observations of learning activities in class, online learning and student character:
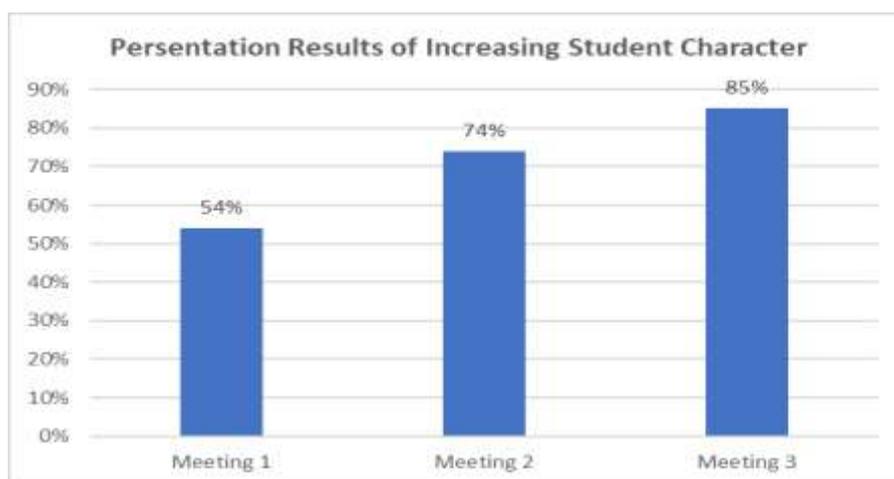
Graph 2. Increasing of Student Character

The graph above shows an increase in student character with an average increase in face to face third meeting of 85%. It can be concluded that the character of students begins to develop as expected. Based on the four characters observed (responsibility, self-confidence, discipline and fond of reading), the percentage of increase in sequence from the highest is the character of discipline, confidence, responsibility and fond of reading.

The results of observations on successfully observed learning activities are presented in the graph below:
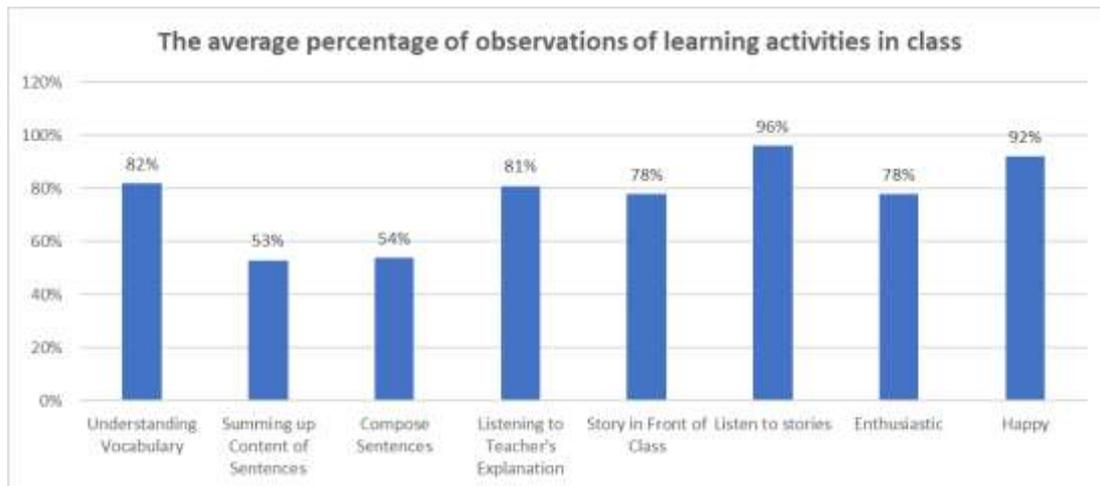
Graph 3. Observation Results of Learning Activities in Classroom

Graph 3 exhibits an increase in the ability to listen to a teacher or friend's story by 96%. Students feel happy when learning BIPA, and this is profoundly different than before in the data from the preliminary study. Several students by 82% and 81% find it easier to interpret the words that are located so that they are easier to understand the contents of the story and more focused in listening to the teacher's explanation respectively. As much as 53% and 54% indicate the ability of students to conclude the contents and arrange sentences cannot be done spontaneously.

This study also perused at online learning activities undertaken by students outside the classroom. The results are presented in the graph below:
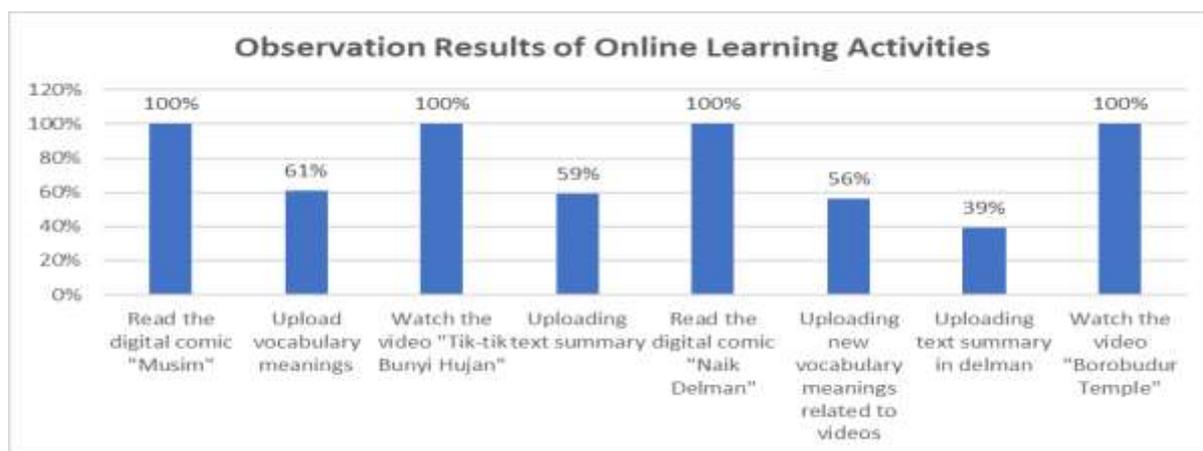
Graph 4. Observation Results of Online Learning Activities

Graph 4 presents that all students read digital comics and watched learning videos more than once. This correlates with the analysis of the feeling of pleasure and enthusiasm that is increasing in learning in the classroom. The activity of interpreting vocabulary with an average percentage of 59% answers the problem of lack of vocabulary understood by students. This signifies that this activity bolsters students to prepare to learn to read in class and correlate with increased confidence.

IV. CONCLUSION

Second language learning has its challenges for teachers and students. Blended learning becomes one of the solutions so that students can learn a second language, especially for reading comprehension. The results showed that students experienced increased learning outcomes and Indonesian language learning became more exciting and enjoyable with blended learning. The flipped classroom model as a rotational model of blended learning provides more space and opportunities for students to learn the material at home, interpret vocabulary and be able to read over and over, both online and offline. Students who have prepared themselves to learn digital content online have increased confidence to learn Indonesian in the

classroom. The result is reflected from the results of non-test observations that there is an increase in the character of responsibility, confidence, discipline and fond of reading. Another thing that was successfully observed from learning with blended learning involved increased enthusiasm and pleasure when learning in class. This is also influenced by digital comic media and effective learning videos to improve interest, motivation and learning outcomes above the minimum passing grade.

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