

USING REWARD STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION
AT SMPN 1 DRINGU PROBOLINGGO

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Abstract

REWARD strategy stands for "Read, Watch, Review, and Do". This strategy is made by the teacher-researcher as the result of the investigation during the home learning as the effects of Covid19 pandemic era at the academic year 2020/2021. This research used class action research with one cycle. The objective of the research was to find out whether the REWARD strategy is effective in improving students' achievement in reading comprehension through blended learning. The participants of the research were 32 students of the ninth grade students of IX G of SMPN 1 Dringu Probolinggo.

In collecting the data, teacher-researcher has collaborated with her colleague to complete the instruments of research, as follows: students' reading comprehension test, field note, observation checklist, and questionnaire. As the learning process of reading comprehension, the activity is divided into three phases; pre-reading, whilst reading, and post-reading that held in Blended Learning Classroom. Those phases are dealt with the REWARD strategy for achieving the best result. Firstly, pre-reading is conducted through reading material by online (Google Classroom), then whilst reading collaborated by watching video and reviewing the lesson by offline (Classical Classroom), and postreading phase was done by doing assignments through online (Google Form).

The finding result showed that the use of REWARD strategy was effective. there were 32 students who reached the KKM point (100%), but 8 students shows the lower score than the preliminary test, 12 students achieves the same score with the preliminary quiz, 12 students get the higher score than the preliminary quiz. It is added by the participation of students through online and offline classroom. 84 % of students used the activities in meeting one of the process, 86% in meeting two, 88% in meeting three, and 92% in the final meeting. As a result, 87,5% of students used the activities while reading.

Based on the research, it is claimed that REWARD strategy is effective in improving students' achievement in reading comprehension especially and more often it can be used by nonenglish teacher in handling blended learning classroom as the need of this digital era.

Keywords: Learning strategy, reading comprehension, blended learning, students' achievement

Introduction

The rapid growth of technology recently has pursued teachers in manifesting their classroom to be more effective and relevant with nowadays topics. A strategy is a tool for the teacher to control the class and the learning process. It is therefore important for educational institutions not only to provide students with quality education, but also to improve the factors of their dedication to learning, as they are the end product of the entire educational learning process. This is especially significant because it means that classroom strategy can be used to improve incentive for students to learn (Sadik, 2016; Wijetungke, 2016).

Class action research is a research that comes out by the problems in the classroom. The problem of this research was try to found the best strategy in dealing with the condition during home learning Covid-19 at the academic year of 2020-2021. So, the teacher-researcher created REWARD strategy as the result of the investigation. The major is given to the self-understanding and judgment of teachers. It focuses on 'practical', that is, on teachers and students' interpretations. Then, getting act on the situation, classroom action research is not only idealistic, but practical. (Goodnough 2008; 2010).

The participants of the research were 32 students of IX G which classified as the qualified class. Due to the ability of those students in process learning were above than other classes at the same grade. So, the teacher-researcher did not need to take extra treatments during the process learning. Further, the setting place were located in sub-urban, whereas it helped the students for many reasons; the supply of internet, electricity, and also the background economics. Those mean that were some points plus for held the blended learning during the pandemic era and forward.

This research had objectives in finding out whether the REWARD strategy was effective in Improving students' achievement and also investigated the teacher-researcher effort in using REWARD strategy for teaching reading comprehension. Lastly, it aimed for evaluate the students' ability in learning reading comprehension by using this current strategy.

Literature Reviews

The concepts of learning strategies can be separated from the learning process itself. Related to the REWARD strategy, a teacher's made, was needed to be explain furtherer in this sections. Due to it was an invention that never be found in other previous studies. The items of REWARD are; Reading material, Watching the video, Review the lesson, and Doing the assignments.

a. Reading the material

Reading is an action which requires more attention. It could be defined as an attempt to understand processes. The Collins English Learner's Dictionary definition is that reading is an act of looking at and understanding. This is very real since reading requires using vision in a sentence to perceive many words and make them meaningful.

It is possible to divide reading into three major groups through its model.: The traditional view of having read is the first definition (Dole et al, 1991). According to this theory, it is important for inexperienced readers to learn a series of hierarchically ordered sites that successively build on the ability to understand. The students, included in this theory, have the ability to interpret the texts by making sense of the terms in the context of the sentence.

The three main types of schemas are the second principle. The linguistic schemata, formal schemata and content schemata associated with reading comprehension are the types of schema described by Carrell (1984). The linguistic diagrams refer to the current knowledge of vocabulary and grammar that readers have.

The third schema is called the schema of content. In other words, this scheme illustrates the reader's knowledge or context knowledge of the subject that is discussed in the texts they read. Not only is a language a blend of vocabulary or grammar, it also contains the language culture, and this is where the knowledge came from.

Related to the main point of this research, reading the material has a strong, deep meaning as the first steps of learning strategies that are held by the teacher / instructor for improving the students' achievement. The material should be prepared in the online classroom (Google Classroom) by the teacher.

Students are more than likely to read the content presented in slides or presentations. It encourages the instructor to produce materials that are as appealing as possible. In an online classroom where the teacher is not present, the content should reflect the teacher's explanation so that the learning process' goal can be met.

b. Watching the video

A video is made for a visual mode of learning. Perhaps, the students need an extra internet quota, but it is more effective in transferring the knowledge. According to Collins' Dictionary, watching is defined "as the activity of looking at a group of animals or people and studying them because they interest you".

In creating a video of learning, the teacher can take it directly from another source, for example: You Tube. Or, they can make it personally, therefore a lot of applications for making it for example : Loom, Kinemaster, etc.

Further, the concepts of watching video as the one of learning strategy are also related to VARK (Visual, Audio, Reading/ Writing, Kinesthetic) learning style model. It would be possible for visual learners to recall things they see better than the things they say. Similarly, through audio sources, auditory learners consume data best, readers and writers prefer to do each of them, and through hearing it, so that a learner acquire information. By watching the video, students are able to construct their agreement of learning with other sources. An early expression of this perspective came from the American psychologist Jerome Bruner (1960, 1966, 1996), who became convinced that as long as they were given sufficient guidance and support, students could typically learn more than generally thought.

The more appealing the teacher's video is, the more students would want to watch it. So that a video can be used to promote a product or set of lessons. The length of the video is often considered by the teacher before it is offered to the students. It should only take 5-7 minutes to complete the game. Otherwise, the students will become dissatisfied with the video.

c. Review the lesson

Afterward the main process of transferring the knowledge through the appliance of material and video plays, students will take the third strategy which is called “Reviewing”. In Collins Dictionary, the definition of reviewing is “an action in which you consider it carefully to see what is wrong with it or how it could be improved”. At this phase of the learning process, the distinction of character will appear. As stated before, the competencies of the 21th century implies into 4 categories; creative, critical thinking, collaborative and communicative. The teacher can take this phase to observe the character building of each student.

Characteristics are described as distinct from abilities, which represent the ability to use what one can effectively. Higher-order abilities which are often referred to as "21st Century Skills"(such as Creativity's 4 C's, Critical thinking, Communication, Collaboration)-) are required both for the acquisition and application of information and for the acquisition and application of knowledge for quality of work. (The Conference Board “Are they really ready to work?”; AMA “Critical skills survey”; PIAAC program (OECD). 2004.

Students use this opportunity to communicate and collaborate with one another as well as with the instructor. Many that are skilled at designing interactions would have no trouble completing the assignments. It can also happen in the opposite direction.

As a result, the learning strategy fulfills its purpose of keeping things on track.

d. Doing the assignment

To gain all the knowledge that is given by the teacher, at the end of the learning process students should do the assignment. In this phase, the teacher can get the database of the student's achievement. This evaluation should be added by making a daily journal both for the teachers and students. Teachers may use student journals as a basic evaluation method to evaluate student learning in the affective and cognitive domains (James; 2005)

The definition of evaluation is commonly stated as follows: The process of determining to what extent the educational objectives are actually being realized “. (Tyler, 1950, p.69). Then the other definition is “Evaluation is the process of determining merit, worth, or significance; an evaluation is a product of that process”. (Scriven, 1991, p.53)

Students are handled to maintain an action learning model by presenting a task at the end of the learning process. Because of the activities, the teacher gives them directly in the Google classroom through Google Form or upload file. To eliminate any unwanted factors in submitting the assignment, the teacher will give duration, so students can manage their time.

Being timed is declared as one of Action Learning Principles. Each stage session is given an agreed time so that each set member knows when it will begin and end. The benefit of this is that it avoids undue time being spent on one problem holder and helps to concentrate on using the time more efficiently for the set members.

Research Method

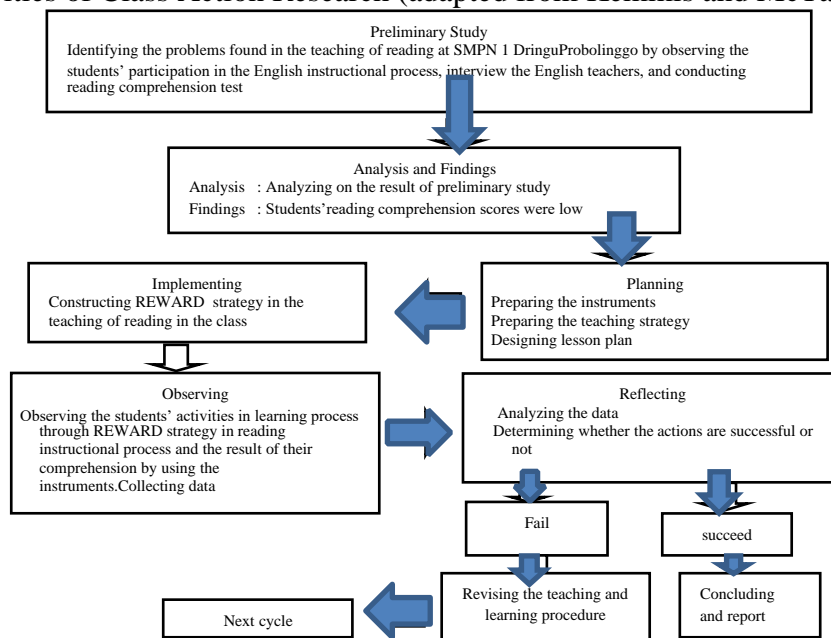
As mentioned above, the reasearch was setted in Class Action Research. According to Borg, Gall and Gall (1993: 392-394) demonstrate, in line with Strickland, that action research includes seven phases. First, identify a classroom related question that you would like to research. Some good questions to ask “Are my students more engaged when they work individually or

when they work in groups?" or "Does a current strategy help students to understand the material better?"

Second, examine any relevant research to your question. You may, for example, look into studies on the effects of technology on education. Third, pick a teaching strategy that will help you answer your research question the most effectively. Fourth, gather the data you will need to answer your research question, such as student grades, survey results, or your own classroom record. Make a list of everything you see or hear that pertains to your question. Fifth, evaluate the information you have gathered and draw a conclusion. During the analysis process, you can create a graph or table of test results, or a journal. Sixth, develop a strategy based on your findings. It may come up with a number of different ways to put that teaching approach into effect. Seventh, inform colleagues and others who might be interested in your findings.

In this research, the data were collected through reading comprehension test, observation sheet, field note, questionnaire. Teacher-researcher used the result for measure the students' achievement of reading comprehension. The material to use was report text, as scheduled as the material of "Kurikulum Darurat" for ninth grade at academic year 2020/2021.

Table 1 : Activities of Class Action Research (adapted from Kemmis and McTaggart, 1988:11)



Research Designs

As the series sequences of Class Action Research in blended learning, the observation were held into two types of classrooms. Firstly, the learning process was conducted through online classroom (Google Classroom and WhatsApp), the material was written on some applications; canva, slides of

power point, slide-go. It aimed for increase students' attention and also their involvement in learning process. Further, it related to the first strategy of REWARD , it was reading the material and belonged into first phase of reading comprehension, which was pre-reading.

Afterwards, the second action was situated in offline classroom or classical classroom. In this action, student did the whilst reading activity as the second phase of reading comprehension. The strategy to used were ; watching video and reviewing the lessons. Students' were able to watched the video related to the topic and tried to reviewing the lesson by doing some exercises. This activities were guided by teacher-researcher and her collaborator.

Then, the last activity was held into online classroom, whereas the strategy to used was "doing the assignment". This was included as the third phases of reading comprehension; postreading. Students should be comprehend the whole text and answer the WH questions based on the text. This test was posted in Google Form, so that teacher-researcher will be helpful in analysing the result.

Table 2 : Schedule of REWARD Strategy Implementation

| No | Meeting | Day/Date | Topic |
|----|---------|------------------------------|------------------------------------|
| 1. | I | Monday/February 22th, 2021 | Read : Report Text: Elephant |
| 2. | II | Friday/February 26th, 2021 | Watch the video , Review |
| 3. | III | Monday/March, 1st, 2021 | Read : Report Text : Sugar Glider |
| 4. | IV | Friday/March, 5th, 2021 | Watch the video, Review the lesson |
| 5. | V | Test Monday/March, 8th, 2021 | Do the assignments |

Students' achivement was recorded from several sources as follows ; reading comprehension test, questionnaire, field notes, observation sheet.

Table 3 : **Criteria of Success, Data Sources, and the Research Instruments**

| The Criteria of Success | Data Source | Research Instrument |
|--|---|---|
| The Process students are involved during the learning process. | Note of students involved | Observation checklist into the offline classroom. |
| 75% of students' activity in online during the learning process. | The students' perception and idea toward the teaching and learning process. | Questionnaire |

Information on the implemented strategy (REWARD), and to search solution to empower students improve their involvement in the teaching and learning process.

Teacher-researcher recorded students' participation in offline classroom with her collaborator

Field Notes

100% of the students can reach at least 7 points higher than the result of preliminary study.

The result of students' reading comprehension test will be compared to the result of preliminary study (the students' score).

Reading Comprehension test

The scoring rubric was used to examine the students' answers in order to statistically evaluate the data from the reading comprehension exam results. Students' answers were scored using the scoring rubric as a guide. Because Wh-questions are subjective, scoring will be done by two raters (inter-rater). Students' answers were rated by the researcher and her partner by testing each other. The following scoring methodology was developed from Djiwandono (2008:60) to determine the students' final results:

Table 4: Scoring Rubric of the Students' work

| FORM | CATEGORY | SCORE |
|-------|---|-------|
| Essay | The answer reflects the ideas of the text | 3 |
| | The answer reflects some ideas of the text | 2 |
| | The answer does not reflect the content of the text | 1 |

(Djiwandono, 2008:60)

The scoring rubric was used to compute each student's answers for each item. The score of rater 1 was added to rater 2's score. Using the compound score, the average score was calculated as the final score for the single item. The scoring procedure for each item is described in the following sections.

$$\text{Final Score} = \frac{\text{Number of higher/lower score}}{\text{Number of students}} \times 100\%$$

Research Findings

The teacher administered the reading comprehension test at the conclusion of the cycle after presenting the REWARD strategy in four meetings. It took place on March 5th, 2021. There were ten items in the examination, and they covered both literal and inferential comprehension. The test's results were largely concerned with the students' individual scores, which demonstrated each student's ability in reading comprehension, as shown in Table 5.

Table 5: The Result of Students' Reading Comprehension Test

| NO INITIAL NAMES | SCORE |
|------------------|-------|
| 1. AJ | 90 |
| 2. ANK | 85 |
| 3. ATR | 80 |
| 4. APA | 95 |
| 5. AF | 95 |
| 6. AJ | 80 |
| 7. AMSJ | 80 |
| 8. AMK | 80 |
| 9. ARNF | 90 |
| 10. AFP | 90 |
| 11. AMP | 95 |
| 12. AAH | 95 |
| 13. AFS | 80 |
| 14. AM | 85 |
| 15. AMSP | 85 |
| 16. ADTV | 90 |
| 17. BRPA | 90 |
| 18. FL | 80 |
| 19. FDW | 80 |
| 20. FDF | 85 |
| 21. F | 90 |
| 22. HS | 90 |
| 23. HH | 80 |
| 24. IDA | 80 |
| 25. IMP | 80 |
| 26. MAFH | 80 |
| 27. MAP | 80 |
| 28. NMD | 80 |

| | |
|----------|----|
| 29. NVEH | 85 |
| 30. STA | 90 |
| 31. SL | 90 |
| 32. VSTR | 90 |

The teacher-researcher compared the results of the Preliminary Study's outcome test with the results of the students' comprehension test to determine the improvement. The improvement was measured by the students gaining gain ≥ 5 points or KKM ≥ 77 . Table 6 compares the students' achievement and growth in the reading comprehension test:

Table 6: The Students' Gain in Reading Comprehension Test Compared with the Result of the Preliminary study

| No | Initial Name | Score | | Gain Improvement |
|-----|--------------|-------------|--|------------------------|
| | | Preliminary | Cycle ≥ 5 points or KKM ≥ 77 | |
| 1. | AJ | 85 | 90 | achieve (higher score) |
| 2. | ANK | 90 | 85 | achieve (lower-score) |
| 3. | ATR | 80 | 80 | achieve (same score) |
| 4. | APA | 90 | 95 | achieve (lower score) |
| 5. | AF | 90 | 95 | achieve (lower score) |
| 6. | AJ | 65 | 80 | achieve (higher score) |
| 7. | AMSJ | 90 | 80 | achieve (lower score) |
| 8. | AMK | 80 | 80 | achieve (same score) |
| 9. | ARNF | 90 | 90 | achieve (same score) |
| 10. | AFP | 90 | 90 | achieve (same score) |
| 11. | AMP | 80 | 95 | achieve (higher score) |
| 12. | AAH | 80 | 95 | achieve (higher score) |
| 13. | AFS | 80 | 80 | achieve (same score) |
| 14. | AM | 60 | 85 | achieve (higher score) |
| 15. | AMSP | 70 | 85 | achieve (higher score) |
| 16. | ADTV | 90 | 90 | achieve (same score) |
| 17. | BRPA | 90 | 90 | achieve (same score) |
| 18. | FL | 75 | 80 | achieve (higher score) |
| 19. | FDW | 80 | 80 | achieve (same score) |
| 20. | FDF | 90 | 85 | achieve (lower score) |
| 21. | F | 80 | 90 | achieve (higher score) |
| 22. | HS | 80 | 90 | achieve (higher score) |
| 23. | HH | 90 | 80 | achieve (lower score) |
| 24. | IDA | 75 | 80 | achieve (higher score) |
| 25. | IMP | 80 | 80 | achieve (same score) |
| 26. | MAFH | 90 | 80 | achieve (lower score) |
| 27. | MAP | 80 | 80 | achieve (same score) |
| 28. | NMD | 65 | 80 | achieve (higher score) |
| 29. | NVEH | 90 | 85 | achieve (lower score) |
| 30. | STA | 90 | 90 | achieve (same score) |
| 31. | SL | 85 | 90 | achieve (higher score) |

According to Table 6, 32 students reached the KKM point (100 percent) after taking the reading comprehension test at the end of Cycle, but 8 students had a lower score than the preliminary test, 12 students had the same score as the preliminary quiz, and 12 students had a higher score than the preliminary quiz.

Besides the students' score, the teacher-researcher also observed the students participation in employing REWARD strategy in the teaching learning activity. The REWARD strategy covered three phases of activity, namely pre-reading, whilst-reading, and post-reading. She observed the students' involvement in the learning activity by using observation checklist and field notes.

In the pre-reading phase, 70 % students employed three activities, such as attending the online classroom, signing the attendance list, responding to schemata building, communicating with teachers, and joining whatsapp groups. The second meeting saw an increase in student participation to 78 %. In the third meeting, the students' engagement in activities increased to 86 %, and in the final meeting of the cycle, it reached 90 %. As a result, 81 % of students pre-read using the tasks.

During the reading phase, 82 % of student participated in the activities. The activities were completed by 84 % of pupils in meeting two. 86 % of students used the activities while reading, and 90 % of students used the activities in the last meeting. So, in this phase, the average number of pupils who used the activities was 85,5 %.

In meeting one of the post-reading process, 84 % of students used the activities, followed by 86 % in meeting two, 88 % in meeting three, and 92 % in meeting four. As a result, 87,5 % of kids engaged in reading activities.

Based on the finding of REWARD strategy, the average number of students who were employing the activities in four meetings was 84,6 %. The finding of each meeting can be seen in the Table 7 as follows:

Table 7 : The Result of Students' Participation in the Four Meetings of Cycle

| Phases | Students employed the activities in Cycle 1 (in%) | | | | Average (in %) |
|--|---|-----------|-----------|-----------|----------------|
| | Meeting 1 | Meeting 2 | Meeting 3 | Meeting 4 | |
| 1. Pre-reading | 70 | 78 | 86 | 90 | 81 |
| 2. Whilst-reading | 82 | 84 | 86 | 90 | 85.5 |
| 3. Post-reading | 84 | 86 | 88 | 92 | 87,5 |
| The average number of students who employed the activities | | | | | 84,6 |

The improvement of the students indicated that they were able to observe the tasks throughout the learning process. On the one hand, during the post-reading process, the percentage of students engaged in activities grew at each meeting. However, it dropped when compared to earlier instances. It was brought on by students who refused to speak up about problems that emerged throughout the course of their studies.

Table 8 : Result of Students' Responses to the Construction of REWARD strategy

| No | Pernyataan | Jawaban | | Prosentase Siswa Menjawab A dan B |
|----|---|--------------|-------------|-----------------------------------|
| | | A | B | |
| | | Ya | Tidak | |
| 1 | Apakah anda menyukai Bahasa Inggris? | 4% (6) | 96% (19) | 78% (25) |
| 2 | Apakah anda memahami pentingnya Bahasa Inggris? | 100% (25) | 0% (0) | 78% (25) |
| 3 | Apakah anda sering menemui penggunaan Bahasa Inggris dalam kehidupan sehari-hari? | 60% (15) | 40% (10) | 78% (25) |
| 4 | Apakah anda sering menggunakan istilah dalam Bahasa Inggris? | 44% (11) | 56% (14) | 78% (25) |
| 5 | Apakah anda senang dengan pembelajaran online? | 40% (10) | 60% (15) | 78% (25) |
| 6 | Apakah anda lebih memahami pembelajaran melalui online? | 72% (18) | 28% (7) | 78% (25) |
| 7 | Apakah anda lebih memahami pembelajaran | 92% (23) | 8% (2) | 78% (25) |

melalui offline?

| | | | | |
|----|--|--------------|-------------|----------|
| 8 | Apakah penggunaan media video membantu dalam pelajaran online? | 100% (25) | 0% (0) | 78% (25) |
| 9 | Apakah review (rangkuman materi) dalam pembelajaran online cukup membantu? | 100% (25) | 0% (0) | 78% (25) |
| 10 | Apakah anda mengalami kesulitan dalam mengerjakan latihan soal yang diberikan? | 36% (9) | 64% (16) | 78% (25) |

The REWARD strategy was found to be successful in general. The focus started to increase during the first meeting. Whatsapp groups and the Google Classroom forum serve as platforms for communication. Even the student's participation was less than ideal. The students demonstrated good attention to the content and media presented by the teacher during and after the next round of reading.

The students' achievement test scores indicated a significant improvement from the preliminary analysis to the reading comprehension test. However, the outcome failed to meet the study's performance criteria. KKM 77 was attained by 32 pupils (100%) according to the study.

The teacher opted not to continue with the next cycle as a result of the following factors: 1) There is a time limit; 2) The KKM is completed by all students. The teacher did not ignore the student; rather, she provided remedial education to assist the student in meeting the performance standard.

Discussion

Indeed with the research findings, the discussion of the research tried to analyze the result of the implementing REWARD strategy. At the end of the reading comprehension's test, it was found that 100% of participants were achieved the KKM or criteria of success. Therefore, it was special when numbers of students indentified achieved lower score in the final test than the preliminary one.

Teacher-researcher tried to find out the reasons why this condition happened. Then, the answer was found. The last strategy of REWARD was doing the assignment and it was taken in online classroom. Whereas the in online classroom, we found many of technology problems that may appear as the consequences. For the examples; the lack of internet quota, or less of electricity, the dis-ability in operating the smartphone, and also the quality of the technology devices.

Conclusion

Based on the previous chapter of study findings and discussion, the teacher produce some conclusions that the using of REWARD strategy is proven effective in improving student's achivement in reading comprehension of nineth grade students through blended learning in SMPN 1 Dringu Probolinggo.

The indicators of improvement were shown by the increasingly number of students' participation during the learning process for each phase of reading comprehension. This phases was started by the pre- reading which held by inserting the report text through online classroom. The growth of students who join the class are seems the attention is build up. In this phase, the strategy to use is reading the material, in which teacher provides some slides containing the report text of some subjects. Then, the students were easily to read in through Google Classroom (online). Later, the second phase of reading comprehension is whilst reading. Teacher used the strategy: watching the video and reviewing the lesssons. Further, these strategies are handled for adding the intention of students through offline classroom. By guiding the students in watching the video had some advantages; shows the progress of learning of each students, explaining the meaning of the video for the students who hard to understand, directly for giving some instructions for students. Reviewing the lesson becomes the next strategy in which teacher leads her class to be optimal in translating the meaning of the text into the correct knowledge. In this phase, the lesson was conducted through offline. Teachers are able in controllong and giving direct instrustions for the students for doing some exercises related to the topic.

Suggestion

As the basic of findings of the research and also the discussions in the previous chapters, suggestions are presented for English teachers, principals, and other researchers.

For the English teacher, nowadays, it is important for having some abilities in operating some latest applications in smartphone. Because of, the digital era has brought so much

evolution to the way of teaching. It may said that we are helped by technology, but in another way it growth much massive than we thought. The , we have to combine it perfectly.

In every meeting of learning process, we ought to have strategy for handling the students and deliver the knowledge. REWARD strategy in this case is provenly effective for handling the reading comprehension through blended learning classroom as the combination of online and offline. Due to it takes some phases that relevant with the condition at this era. The students who are familiar with the connection of internet and able in operating some applications in the mobile phone has pursued the different treatments during the lesson than several years before. Therefore, teacher should be aware and increase their ability in technology.

For principals, the concrete result of the findings in this research should be lead to be a good basis for other teachers in improving their strategy to handle for blended learning classroom as the need of recent digital era. It can be taken by other English teacher or non-English teachers who are invented to combine the lesson through blended learning/ hybrid lesson.

For other researcher, the use of REWARD strategy in improving the students' achievement in reading comprehension through blended learning is available to be adapted and modified with other strategies which are more effective. Perhaps, in the following, the invension can be added and be more useful in dealing with students' achievements.

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