

ABSTRACT

Ananda, Putri (2026). The Effect of Blended Learning on Reading Comprehension of Narrative Texts Among Junior High School Students

This study aims to determine the effect of blended learning on the reading comprehension of eighth-grade students at SMP Negeri 34 Bandung. A quantitative approach with a quasi-experimental design, specifically a non-equivalent control group design, was employed, involving 64 students divided into an experimental class (32 students) taught through blended learning and a control class (32 students) taught through conventional face-to-face instruction. Data were collected through a reading comprehension test administered as a pretest and posttest, and were analyzed using the Wilcoxon Signed Ranks Test and the Mann-Whitney U Test. The results showed that the experimental class's reading comprehension improved significantly, with the mean score rising from 66.38 to 92.00 and an average N-Gain of 0.81 (high category), as confirmed by the Wilcoxon test ($Z = -4.865$, $\text{Sig.} < 0.001$). In contrast, the control class showed minimal improvement, from 73.13 to 76.13, with an average N-Gain of only 0.07 (low category) and a non-significant Wilcoxon result ($Z = -1.343$, $\text{Sig.} = 0.179$). The Mann-Whitney U Test on both the posttest and N-Gain scores indicated a significant difference between the two classes ($\text{Sig.} < 0.001$), leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_a). These findings confirm that blended learning has a significant effect on improving eighth-grade students' reading comprehension of narrative texts compared to conventional face-to-face instruction alone. These findings suggest that blended learning can serve as a practical instructional strategy for English teachers to design more engaging and interactive reading lessons, while also offering a useful reference for future researchers exploring technology-based approaches in EFL reading instruction.

Keywords: blended learning, reading comprehension, narrative text, quasi-experimental design, junior high school