

Implementation Online Reading Strategy on English Reading Comprehension Skills

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ABSTRACT

The purpose of this study was to find out the implementation online reading strategy on English reading comprehension learning. This strategy gave the different ways to student in understanding of the text. Because each student has been influenced by many factors in English reading comprehension learning. This study used exploratory qualitative case study. It investigated the students' English reading comprehension skills using online reading strategy that had used both of at school and home. The technique of collecting data used interview, observation, assignment of reading report, and test. The validity of data used credibility, transferability, dependability, and conformability. The result of study found that online reading strategy gave a positive impact on students' pattern in English reading comprehension learning both of school and home. They had a different context and collaboration in reading learning. Online reading strategy is be appropriate media to support English reading comprehension learning using internet facilitate, for example using World Wide Web. Online reading strategies improve students' understanding of the text because the reading process is done at any time through online texts that are accessed at any time.

Keywords: English Reading, Comprehension, Reading Online, Strategy

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INTRODUCTION

Reading comprehension is one of ability to comprehend the text. Besides that, this ability makes all people can interpret the meaning of text. They can use it in their daily life, like as to examination, or completion of the job. Some company has implemented the role that every worker must have the reading skills to understand some instruction in the office because the role of work has used English text. While in global era, all information used English. For many students, it can be used to understand the textbook that used to another subject. In Indonesia, English language learning, especially reading skills still face the problem. Such as in Universitas Islam Negeri Mataram, they have a problem in reading subject. The problems are 1) lack motivation in reading learning; 2) students have a negative attitude in reading subject; 3) English text is still difficult to comprehend; 4) the students have less vocabulary; 5) the students cannot interpret what they read and make the connection of meaning, so they cannot connect the meaning each text or sentences; while reading comprehension is the process of managing information, feel, and thinking that want to transfer because they do not have a cause of misunderstanding (Khabiri & Pakzad,

2012); and 6) reading strategy is still conventional. Teachers are still not optimally utilizing technology as part of implementing reading strategies.

Reading comprehension (understanding, gaining meaning and interpreting the text) depends on a variety of reader-related, text-related, and situational factors (Wooley, 2011). Learning to read is an important educational goal. For both children and adults, the ability to read opens up a new world and opportunities. It enables us to gain new knowledge, enjoys literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Another problem that is crucial is the pattern of reading strategy. They still feel lazy to read and always give the reason that they don't have the book to read. While today, to get the book is easy. Because the student can take it using the website. The technology is media for learning that can be used using the phone, or computer. So, it helps the student to get the online text include the textual resource. Online reading competence focuses on rapid, purposeful and comprehending. It helps everyone to fluent in reading and comprehend the meaning. When the core vocabulary of a language is mastered (Kang, 2014).

There are seven strategies in online reading strategy; a) using interactive multimedia, b) using applications in computers, c) dialoguing, d) set the reading goals and planning, e) preview and assign the reading, f) connect previous knowledge and experience with texts and assignments, and g) resume. Two strategies have unique concepts for online reading: five other strategies are applied to online reading and paper-based text reading. In this study shows that online hybrid reading emphasizes various reaction patterns and participants' preferences in their hypermedia learning environment (Park & Kim, 2011). The use of support strategies dominates the use of strategies and contributes most of the gains to understanding, but exclusive reliance on support strategies does not succeed in predicting improved scores on main ideas and details when students read more challenging texts. Overall, the use of global strategies contributes significantly to better comprehension (Huang, Chern, & Lin, 2009).

The other previous research has shown the effectiveness of the reading online strategy on reading skills. Many studies are done to explore and delivery the reading in online and electronic format. It is as a strategy in reading learning. Gheytsi, Azizifar, & Gowhary (2015) found that smartphones have turned into an everyday object for teenagers and many believe that these can be used to facilitate the language learning process. The results proved that the students who interacted with their application on mobile phones comprehended more reading texts. It can be concluded that synchronous discussion through mobile phones can be a variable to enhance reading comprehension. It means that the students from UIN Mataram can use the smartphone to read the text as online. Online reading strategy used to improve student's comprehension of the content of the text. Current mobile devices, even though suitable for reading, have not yet been applied to develop language learners' linguistic proficiency and affective abilities. Other results research described that the mobile group who not only outperformed the PC group in online activities and reading achievement but also showed greater appreciation of the online ERP than their PC counterparts. The study also proposed two directions for future studies on mobile-assisted reading. They included learners' studying textbooks and their

reading strategies on mobile devices (Lin, 2014). Piper, Zuilkowski, Kwayumba, & Strigel (2016) has analyzed about the effectiveness of ICT for early grade reading in Kenya. Education policymakers are investing in information and communications technology (ICT) without a research base on how ICT improves outcomes.

Therefore, reading comprehension is not the only activity to get linguistic achievement, but also as the complex activity requiring the knowledge and skills. So, it can be used for everyone to understand life. In the learning process, reading can learn in everywhere. The students can get the success of reading achievement, they must have a good reading pattern both off at home or class. In the digital era, technology has provided convenience in the teaching and learning process of reading in the classroom. At present technology has become a complement to the strategy of reading, such as online reading strategies. Teachers can build patterns of reading comprehension through online reading strategies, especially reading patterns at school and home. This is because the habit of reading can bring good reading habits in class. The online reading strategy used the multimedia that combined technology in the class. Thus, the strategy gave the effectiveness to the reader in the building of critical thinking to understand the meaning of the text. According to Griffith and Brophy, effective reading in the digital era further requires critical readers who are able to search, evaluate, and form interpretations of the material they read online or encounter digitally. These processes assume the development and use of inquisitive skills as well as the ability to read critically, which are important skills given that information can be accessed on the Internet at an unprecedented rate and the verification of authenticity requires careful scrutiny. Even though online searches using Google and other search engines can result in millions of returns, users tend to focus on a limited range of popular sources (Ng & Bartlett, 2017).

Based on that describing, it can be known that the previous studies have a lack of process to solve the problem of reading learning in the class. Because it focused on the implementation of technology, strategy, or media of learning in reading learning process. While, this study addressed to know the implementation of online reading strategy on reading comprehension that has done by a student at school and home. It means that the habit of students reading process at school and home will give the impact to the pattern of reading in the class. Thus, this study focuses on the implementation of online reading strategy using World Wide Web facilities in English reading comprehension learning.

RESEARCH METHOD

The method of research is an exploratory qualitative case study. It investigated the students of the third semester at UIN Mataram. How online reading strategy is done by students. The technique of collecting data used interview, observation, assignment, reading report, and test. Observations used to know the students' achievement in the reading process as learning in the class. The assignment used to assess the students' learning progress. The interview used by the teacher to get more information about students' reading learning. Reading report used to know the level of reading online at school and home. The test used to know the impact of online reading strategy pattern to know the result of reading learning at the class. The sample of the study is the third students on

2018/2019 years. There are 25 participants. The process of data analysis are 1) prepared and organized the data, 2) read the data carefully, and 3) make the category of data. There are two categories as a factor that influenced students' online reading strategy. These are students' knowledge and experience in using the electronic facility, and the language of online reading text. After that, the data is be analysis and interpretation. To enhance trustworthiness and transferability, the study collected and analyzed multiple data sets and clarified the perception and making framework by looking across the different types of data. The validity of data used credibility, transferability, dependability, and conformability.

FINDING AND DISCUSSION

a. Students' Knowledge and Experience in Using Electronic Facility

In this part, the teacher can know the students' knowledge and experience in using the internet to read at school and home. It refers to facility of World Wide Web that have many applications to share online information using internet networking. It is as media for the students in search of online text. Therefore, there is an interaction between text, internet and students. Like as said by Snow (2002), reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. We use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entails three elements.

The first is the reader who is doing the comprehending. The reader is as the main player to read the text. They have the capacity, ability, knowledge, and experience that refers to the reader's act in the reading process. It is very important to build the interpretation and meaning of the text. The second is the text that is to be comprehended. It delivers the goal, process, and impact of the reader's act. When reading the connected text, knowledge of word meanings is only helpful when it is successfully integrated into a representation of the meaning of the passage being read. The third is the activity in which comprehension is a part. the activities in which readers are engaged with those texts are all influenced by, and in some cases determined by, the sociocultural context. The sociocultural context mediates students' experiences, just as students' experiences influence the context. We elaborate on each element in subsequent sections. This activity can use using the internet. After they read, they can be connected with social contexts.

Here are the electronic facilities that have used when the students read the text as online. Based on the result of data analysis, here is the recapitulation of electronic media used by students to comprehend the English text using online reading strategy.

Table 1. Frequency (%) of Electronic Facilities in Online Reading Strategy

	Electronic Facilities in Reading Online Strategy	The frequency at Home (%)
1	Google Search	72%
2	Online News	40%

3	Facebook, Twitter, Instagram and Snapchat	88%
4	Links of Online Content Blogs	24%
5	Audio Recordings	48%
6	Picture Animation and Interactive	32%
7	Games	68%

Table 1 shows the result of data analysis in the percentage of electronic facilities that are used by every student. These completed the reading online strategy when they read the text. The student almost used the google search, social media like facebook, twitter, Instagram and snapchat, and picture animation and interactive games. The google search is an easy way to get more information, like as e-book, learning resource, or to finish the assignment from the teacher. Social media is used because most of the student have the smartphone to access and make social media. Picture animation and interactive games also are on the smartphone and computer. These electronic facilities almost accessed at school and home. The result of the interview, they used these electronic facilities from the smartphone.

Marzban investigated the effect of computer-assisted language learning on improving reading comprehension of Iranian EFL learners. To this end, 60 EFL learners participated in the study. Based on the nature of the study, an experimental design was used. The experimental group used CALL to enhance their reading comprehension and the control group used traditional methods of teaching reading. The results showed that the use of computer-assisted educational techniques can improve reading comprehension of foreign language learners (Marzban, 2011). The results of Mohammadian, Saed, and Shahi study revealed that video technology had a significant impact on reading comprehension ability of Iranian intermediate EFL learners. Taking into account the fact that using videos can be considered as one of the effective instructional materials in teaching reading to EFL learners, it can firmly be argued that proper use of this technology would significantly assist teachers and instructors to promote high school students' reading comprehension. The results of the current study assist the high school students to select useful reading strategies and materials in the classroom to improve their reading comprehension (Mohammadian, 2018).

The result of the interview with the students concluded that almost students never limit the time in using the smartphone. It is different when the students used the computer or laptop. The teacher always appreciated the student to use the technology in education or to read the text, then they can improve the reading comprehension ability. Here is the time frequency (%) of computer or smartphone usage as online reading strategy to comprehend the text.

Table 2. Time Frequency (%) of Computer or Smartphone Usage in Online Reading Strategy

	Time to use computer or smartphone	The frequency (%)
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1	An hour	44%
2	Two hours	60%
3	Three hours	80%
4	Four hours	36%
5	Five hours	40%
6	No limit time	52%

From table 2, it is known that parents provide limits on the use of computers for learning process of reading, on average as much as 3 hours per day. The second percentage is 2 hours per day and finally, it can be known that their parents do not limit the use of hours using computers. Therefore, it can be concluded that the students have gotten the impact from their parents in online reading learning. It is very important for the student. Because the success of learning in the class is not only from the teacher, but also the domination of learning achievement is from the students. The external factor is from their parents. It means that the students need parents' support to finish their assignment or learning. It has been proved that in various family environments, children do acquire a variety of experiences, through performing various activities and is constantly exposed to a range of influence and expectations from the people he/she cohabits. On the other hand, the family as an institution has to create conditions for the development of positive relationship towards work, which as such is a predisposition towards a better establishment of a realistic approach for better development of the children's personality (Ceka & Murati, 2016). Therefore, parents should get involved in supporting their children in doing their homework, as in this way they offer their parental support as one of the key strategies leading towards a successful education of their children at school.

b. The language of online reading text

In this part discussed the process of language online text. As it knows that English as a foreign language in Indonesia is difficult to understand. At home and school, they always used the website with the dictionary to know the meaning when they search the information. The result of reading comprehension test has supported the interpretation of data analysis. It can be concluded that the student improved their reading comprehension skills. It can be seen from the below graph.

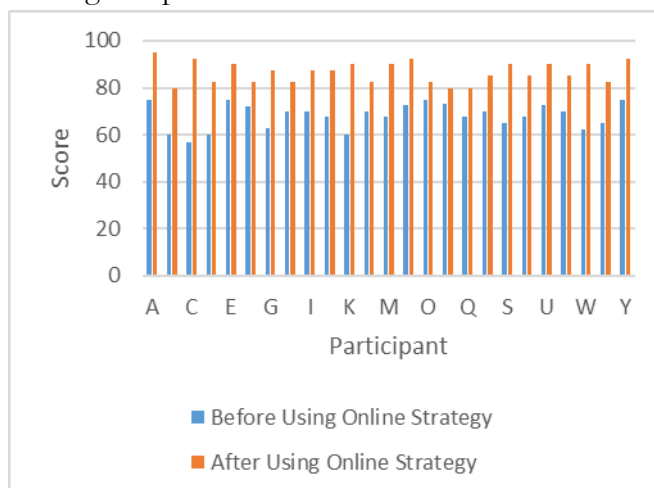


Figure 1. Comparing of Students' Reading Comprehension Before and After Using Online Reading Strategy

Figure 1 shows the improvement of reading comprehension ability. Almost the students have increased their score. So, it can be concluded that students' habit in using reading online text gave a positive impact on students' achievement of reading comprehension ability at UIN Mataram. Based on the results of the analysis of students' reading reports, it shows that students also always completed reading assignments online on time. Every week students submit a report on their reading progress. If the report data document is analyzed, it is known that every week students always increase the number of pages of text that has been read. In addition, students also provide fairly good conclusions or summaries of the texts they have read. Besides that, the result of the average score is 86.8. It is different from the average score before the teacher studied and gave the assignment to the students in using online reading strategy. In another hand that the online reading strategy pattern influenced the students' achievement in reading comprehension learning at class.

The students have used their ability, knowledge, and learning experience as reading the written text at home increased students' understanding of the text. Like as Buyut shows that every reading comprehension process highly demands the integration of readers' ability, schemata, other self-characteristics, and strategized action to achieve the goal. The implemented strategies and deep cognitive activities embedded in the process are thus able to increase the students' reading comprehension performance. Through students' self-exploration and teacher's guiding role as the main elements in constructivism learning, this study has proven that the graphics strategy, cognitive strategies and activities has resulted in enhancing the Reading Comprehension performance among the students studied (Bulut, 2017).

CONCLUSION

The finding shows that the pattern of reading online strategy at home is a good habit for students. Because it gave a positive impact to increase reading comprehension ability in the classroom. While most of the students have electronic facilities and the parents always support the students in using the computer. This impact can be seen from the improving of the result reading comprehension test. The teacher believed that if the parents always support their children in learning, they can create the learning habit at home and classroom.

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