THE STUDENTS' READING COMPREHENSION ACHIEVEMENT AND PERCEPTION TOWARDS THE ONLINE READING MATERIAL

Lia Agustina[1], Nike Angraini[2], Jaya Nur Iman[3]
University of Indo Global Mandiri Palembang
liaagustina1009@gmail.com[1], nike@uigm.ac.id[2], jaya@uigm.ac.id[3]

Abstract
The use of online reading materials to improve students' reading comprehension achievement is highly recommended. Online reading is separate from reading printed texts since it involved reading digital content such as e-books, e-dictionaries, web pages, and online education. As a result, the study's objectives were to look into the use of online reading resources to help pupils enhance their reading comprehension and to determine whether there is a substantial mean difference between pupils who had been instructed utilizing online materials for reading compared to those who were not. The quasi-experimental design was employed to evaluate the pretest and posttest results in the experimental and control groups. The 70 students were selected and put into two groups on purpose. There were 35 pupils in the experimental group and 35 students in the control group. In addition, pretest, posttest and students' perception were used to collect the data. The data were analyzed using the SPSS v.25 program and the t-test (paired sample t-test and independent sample t-test). The paired sample t-test result in the experimental group is 9,420> t-table (df=34) is 1.690 at 0.05 The significance threshold was 0.000 0.05, and the sig. (2-tailed) was 0.000 0.05. It was reasonable to establish that students' reading comprehension achievement improved significantly after being taught utilizing online reading materials at SMP Tri Dharma Palembang. Furthermore, the independent sample t-test result The resulting t-value is 20.075> t-table (df=68) is 1.667 at the significant threshold of 0.05 and sig. (2-tailed) is 0.000 0.05. It signifies that there was a statistically significant difference in mean comparing the experimental and control groups. The findings demonstrated that Online reading materials were useful in boosting students' reading comprehension achievement at SMP Tri Dharma Palembang in the academic year 2022/2023.

Keywords : Reading, Reading Comprehension, Online Reading Material

1. INTRODUCTION

Reading is one of the talents required in today's environment. By reading students can gain new knowledge and also reading is one of the important keys to determining the success or failure of learning English (Silvia, Iman and Angraini, 2022). Reading enthusiasts may be drawn to a particular source of information (Springer, SE et al., 2017). Reading is a crucial English skill for students to develop. Reading is a wise choice when attempting to understand particular levels or components of English (Graesser, 2007). Because reading has such a big impact on students' abilities and other language components, it is an advantageous and essential for learning English. Since reading influences students' ability to write and speak, it is also a crucial part of the educational system (Barrot, 2016).

Furthermore, in our evolved environment, interest in reading should be increasing because technology allows for reading anywhere and at any time. Reading activities in Indonesia are very pathetic because many students do not like reading books (Amelia & Iman, 2022). The reading text should be provided interactive features that enhanced and broaden the concept of literacy as well as a nonlinear approach to reading. Science (2018) asserts that reading was no exception to how technology has changed how we live our lives. Technology, particularly online sources, makes it easier for consumers to find and access information. Individuals who have access to the internet have several extra ways to obtain information, such as WhatsApp groups, online news, magazines, and so on. Users could interact with new formats in look, typeface, and color via the online text. Finally, an online reading material text gave readers with a one-of-a-kind reading experienced.

Reading can help them compensate for the lack of input from their regular encounters. Second, various studied

had been showed the value of reading for personal and intellectual development. To an individual's mental and psychological growth, further education, professional accomplishment, and career advancement. Regrettably, reading enthusiasm remained low in Indonesia. Only one Indonesian in a thousand was a voracious reader (UNESCO, 2016). Furthermore, a more crucial outcome related to the reading ability of Indonesian pupils was a PISA assessment conducted in 2018 that found Indonesia ranked 72 out of 78 countries for reading skills (OECD, 2018). As a result, it demonstrated how Indonesians' reading skills, particularly those of students, remain significantly below expectations. Additionally, online is one of the requirements to be connected to a computer network or another device. The term meant any individual who was constantly online. According to Guo (2012), authentic internet materials are valuable because they pique the interest of teachers and students more than traditionally structured materials. And students as opposed to normally structured materials. Another advantaged to used Internet resources is it allowed readers to access easily a big volume of reading content.

However, the research evaluated the effects of online reading texted on reading comprehension produced inconclusive results. The point was that students are expected to be able to understand reading texts comprehensively after learning the forms of descriptive texts. In comparison, the others showed that reading online versus printed texts has considerable difference between two formats on understanding. In contrast, the others showed there is no noticeable distinction between reading comprehension between the two forms. In contrast, the others show that reading printed text is superior (Pardede, 2017). Despite these contradictions, Pardede (2017) contends that technology is present in all aspects of life. As a result, it was used as a supplement or replacement for the resources that teachers already had.

One of the most significant factors in assessed the success of any instructional activity was how the students perceive it. The more enthusiastic the students' perceptions, the more excited activities and the better the outcomes would be. Students of the SMP Tri Dharma has varied perspectives on reading printed reading material texts vs. online reading material texts, according to the researcher's informal observations and experienced both physical and digital textbooks. A few schools have been made available a variety of digital books and modules. Students have been required to use online files in several classes that have also used blended learning. While some students solely used online files, others printed them out as notes, outlines, or other documents. Therefore, the researcher sought out the considerable enhancement on pupils' reading comprehension proficiency after using online reading materials to teach them, The substantial mean difference between students who were taught using online reading materials and those who were not and those who were not taught by using online reading materials and the students' perception toward the use of online reading materials.

2. METHOD
A. Research design

The researcher used quantitative method. The researcher made the decision to apply a quasi-experimental study since the number of participants was small and the school's enrollment was suitable in respect to the quantity of participants expected by the researcher. Furthermore, the researcher selected a quasi-experimental method because randomization was not viable in this case due to the participants' excellent class organization. Creswell (2012) claimed that quasi-experiments included grouping individuals, but not necessarily at random. Two groups of classes were all together in this research design. It would treat the two groups differently. A no-treatment control group online reading material was used; the experimental group was split into two groups: the experimental group and the control group.

B. Subject of Research

The subjects of this study belong to SMP Tri Dharma seventh grade students. The seven-grade students are chosen because according to the SMP Tri Dharma curriculum, they have learned about descriptive text. The sample for this study would consist of VII A and VII B because they were chosen by the school and based on data from an English teacher. There are a total of 70 pupils. There were 35 students from VII A in the experimental group, while there were 35 students from VII B in the control group.

C. Instrument of the Research

Researcher used tools to evaluate accomplishments, assess individual abilities, monitor behavior, construct individual psychological profiles, or interview individuals. In this study the researcher took the research used test methods and questionnaires as instruments. The use of tests as a research instrument is the most effective way to determine whether the method use has an impact on students by looking at the results of the test, while the questionnaire is use to find out how students perceive the learning methods that researchers provide. The researcher gave a test with 50 multiple choice questions twice (pre-test & post-test) and then the researcher gave 10 questions regarding students' perceptions.

D. Technique of Collecting the Data

A test utilized by the researcher to collect data for this study. A test, according to Brown (2004), is a tool that used to evaluate someone's skill, knowledge, or performance in a specific area. Pre-testing and post-testing were two different test kinds use in this investigation. The researcher followed many steps in the test. The first step was preparing the test. Next, the researcher asked the validators about suitability then putting the test to the test after that the researcher analyzed the result, whether or not it is valid and reliable. After analyzing, the researcher produced the final test and the last step was conducting the test.

The researcher used a questionnaire to provide a solution to the third issue under consideration, the students' perception toward the use of online reading materials. The researcher used Google form to gather information. Following the collection of data, the researcher classified the data through Interval score. To examine the findings, the researcher did manual calculations using Microsoft Excel because the researcher a percentage formula system.

E. Technique of Analyzing Data

The researcher conducted statistical analysis utilizing SPSS (Statistic Product and Statistic Solution) and the t-test formula in manual computing. In manual computing, SPSS (Statistic Product and Statistic Solution) and the t-test formula are used. In manual computing, SPSS (Statistic Product and Statistic Solution) and the t-test formula are used. According to Ary (2010), "the t-test for independent samples was a simple ratio that divides the observed difference between means by the difference expected solely by chance. SPSS 25 (Statistical Package for the Social Sciences) software was used to interpret the data in this study.

3. FINDINGS AND DISCUSSIONS

To acquire data, the researcher utilized the outcomes of the pre- and post-tests in an arrangement of questions drawn from each category (experimental and control groups). The researcher employed the paired sample t test and the independent sample t test. A paired sample test was utilized to compare an average result of students' understanding accomplishment as measured by questions asked prior to and subsequent to treatment. Meanwhile, the independent sample t-test was performed to evaluate the significant average variance between the experimental and control groups of students..

The preceding table summarizes the findings between descriptive analysis of pre-test and post-test in the experimental group:

Table 1: Pre and Pos-Test Scores Analysis in Experimental Group

Score Range	Categories	(Pre-Test) Frequency / Prcentage	Mean	SDV	(Post-Test) Frequency / Prcentage	Mean	SDV
90 – 100	A (Very Good)	0 (0%)			18 (52%)		3.638933
78 – 89	B (Good)	7 (20%))	59.37	1.9518	12 (34%)	87.65	2.757909
66 – 77	D (Poor)	4 (12%)			5 (14%)		-
<66	C (Very Poor)	24 (68%)		9.594685	0 (0%)		-
Total		35 (100%)		14.83058	35 (100%)		9.06818

From the data above it can be concluded that before being given treatment most of the students were in the poor and very poor categories, and after being given the treatment there were only 5 students who scored from poor category and there are no pupils that scored in a very poor category. So the results of this analysis there is a considerable gain in pupils' reading comprehension skills after using online reading materials to teach them.

The preceding table summarizes the findings of descriptive analysis between pre-test and post-test in the control group:

Table 2: Pre and Pos-Test Scores Analysis in Control Group

Score Range	Categories	(Pre-Test) Frequency / Prcentage	Mean	SDV	(Post-Test) Frequency / Prcentage	Mean	SDV
90 – 100	A (Very Good)	0 (0%)	51.48	-	0 (0%)	48	-

78 – 89	B (Good)	1 (3%))	0	0 (0%)	
66 – 77	D (Poor)	2 (6%)	0	0 (%)	
<66	C (Very Poor)	32 (91%)	10.470966	35 (100%)	7.37244
	Total	35 (100%)	12.99179	35 (100%)	

Based on these findings, it is possible to draw the conclusion that the majority of students performed poorly in the pre-test and very poor category and in the post-test every single pupil in the very poor category. So it can be concluded, that the control group improved, but not in the same way significantly as the experimental group.

The paired sample t-test was performed by the researcher to evaluate the mean result of students' reading comprehension achievement prior to and following treatment. Paired sample t-test was employed in the study to determine the effect of online reading resources upon students' reading comprehension achievement. The statistical analysis of the experimental and control groups is presented below.

Table 3: Paired Sample T-Test in Experimental and Control Group

Variable	Pre-Test		Post-Test		Mean Difference Pre and Post Exp Within	Mean Difference Pre and Post Ctrl Within	T-Value and Sig.between Pre and Post Exp Within	T-Value and Sig.between Pre and Post Ctrl Within
	Mean Exp	Mean Ctrl	Mean Exp	Mean Ctrl				
Reading comprehension achievement	59.371	51.486	87.657	48.000	28.2857	3.485	9.420	1.579

Table 3 revealed that the t-value gotten was 9,420> t-table (df=34) was 1.690 at the critical threshold of 0.05 and the sig. (2-tailed) was 0.000 0.05. On students' SMP Tri Dharma Palembang, it was It is feasible to figure out as it represented reading comprehension has improved significantly success following instruction utilizes online reading materials. The null hypothesis (Ho) was shown to be false, whereas the alternative hypothesis (Ha) was approved. It denotes a significant development on students' reading comprehension.

The independent sample t-test was used with the SPSS v.25 application to address the second research question in this study. The independent sample t-test was used to examine the posttest results of pupils who were taught using online reading materials against those who were not. As the result that there were 87,657 as the post-test results in the experimental class, while the post-test results of the control class was 48,000. T-obtained was 20.075> t-table (df=68) was 1.667 at the significant level of 0.05 and sig. (2-tailed) was 0.000 < 0.05. It could be concluded assuming the null hypothesis (Ho1) was turned down, and a different option hypothesis (Ha1) was approved. It suggests that there was a substantial mean difference between students who had educated using online reading materials and those who did not educate using internet reading materials.

As may be observed from the pre-test and post-test scores in the experimental group, that the mean value of the pre-test 59,37 increased to 87,65 for post-test scores. This improvement happened because the researcher provided various online reading materials. It was proven by Juniardi (2019) which states that internet reading resources are effective in increasing students' reading comprehension because students' reading comprehension increases after receiving treatment. The next reason was that the researcher used illustrated text to attract students' interest in reading. According to Fahyuni (2015) Learning media with illustrated stories have the characteristics of conveying simple messages, students understand clearly and easily. Besides that, this increase occurred because the researcher gave questions that were in accordance with the material given to the experimental class. According to Royani (2014) questions that are effective and in accordance with the material being taught can improve student learning outcomes, because students are already familiar with the vocabulary they see at that time. Furthermore, to ascertain whether students understand the material provided, researchers and students conducted a question and answer session about the material that students get from reading. Sitohang (2017) stated that the question and answer method can help the teacher find out whether students have understood the material provided.

The researcher used a questionnaire to respond concerning the third study issue, namely the students' perception toward the use of online reading materials. The outcomes of the pupils' perceptions in the experimental group, the grand mean, total average divided by a number of statements is 45,64, it means that the students perception in favor

of using online reading materials was categorized strong agree based on the range of the scale. It is possible to assume that learning through online reading material certainly increased the students' interest in learning.

4. CONCLUSIONS

Considering the findings of this study's data analysis, it is possible to conclude that indicated the reading comprehension achievement increased significantly. among SMP Tri Dharma Palembang students after being taught utilizing online reading materials. And there was a substantial difference between pupils who were taught utilizing online reading materials and those who were not. The research revealed that although not as effective as the experimental group, the control group did improve. Furthermore, the post-test mean in the experimental group was greater than the post-test mean in the control group. In light of the above explanation, it is possible to conclude that online reading materials have an impact on the reading comprehension achievement of SMP Tri Dharma Palembang seventh-graders.

REFERENCES

Amelia, E., & Iman, J. N. (2022). Improving Secondary Students'reading Comprehension Through Question-Answer-Relationships (Qar) Strategy. Didascein: Journal of English Education, 3(2), 66-73.

Fahyuni, E. F., & Bandono, A. (2015). Pengembangan media cerita bergambar sebagai upaya meningkatkan kemampuan membaca siswa sekolah dasar. *Halaqa*, *14*(1), 75-89.

Guo, S 2012. Using Authentic Materials for Extensive Reading to Promote Englishprociency. In English Language Teaching.

Juniardi, Y. (2019). Online Reading Sources Material (ORSM): Enhancing Students' Reading Comprehension.Banten: Sultan AgengTirtayasa

Silvia, S., Iman, J. N., & Angraini, N.(2022). The Application of Mind Mapping Technique to Increase Student's Reading Comprehension Achievement at the Eight Grade SMPN 38 Palembang. Global Expert: JurnalBahasa dan Sastra,10(2), 18-27.

Pardede, P. (2017). Factors attributed to contradictory research findings in print reading vs. digital reading effectiveness: A Literature Review. Paper presented

Royani, M., & Muslim, B. (2014). Keterampilan bertanya siswa SMP melalui strategi pembelajaran aktif tipe team quiz pada materi segi empat. Edu-mat: Jurnal pendidikan matematika, 2(1).

Science, J. (2018). How is reading digitally different than reading print? STEMLearning.

Sitohang, J. (2017). Penerapan metode tanya jawab untuk meningkatkan hasil belajar ipa pada siswa sekolah dasar. Suara Guru, 3(4), 681-688.

Springer, SE, Harris, S., & Dole, JA (2017). From surviving to thriving: four research-based principles to build students' reading interest. *The Reading Teacher, 71* (1), 43-50. https://doi.org/10.1002/trtr.1581