

A THESIS

**THE ROLE OF ONLINE MEDIA FOR STUDENTS' READING SKILLS:
A CASE STUDY AT SMPN 3 PUJUT**

**Presentes as A Partial of The Requirement for The Bachelor's Degree (S1) in
English Language Teaching Faculty of Teacher Training and Education
Muhammadiyah University of Mataram**



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FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM
2022/2023**

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A CASE STUDY AT SMPN 3 PUJUT**

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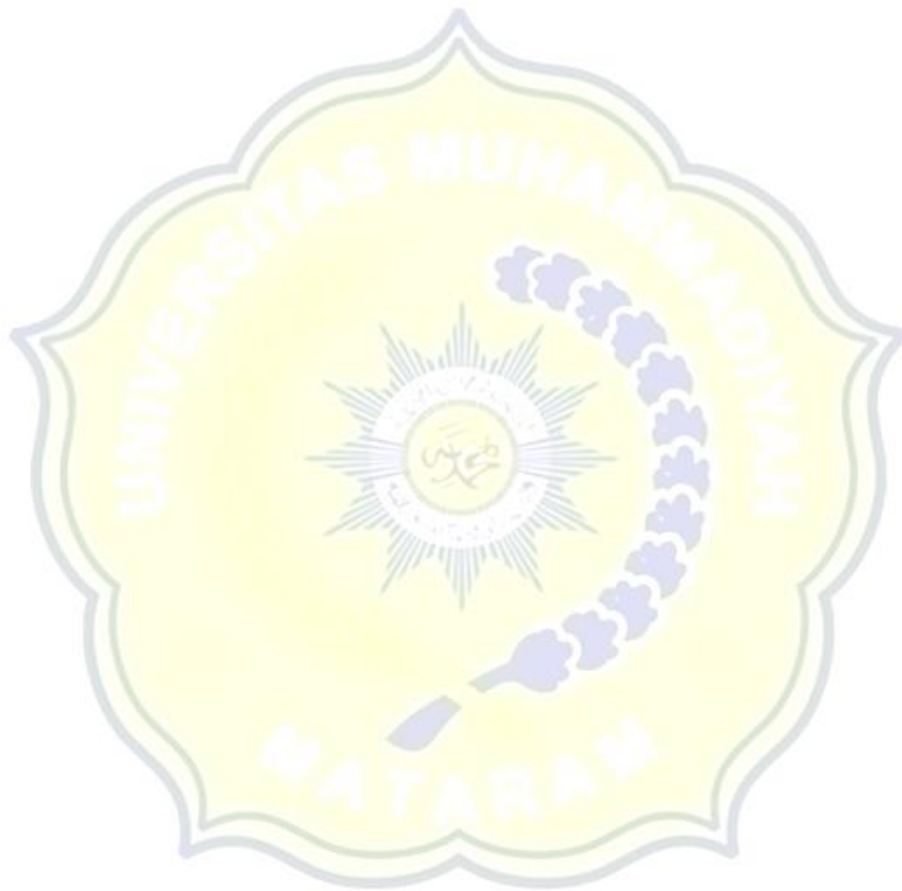


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MOTTO

**“The present is the key to changing the future and the dark past. So, cherish
this time.”**

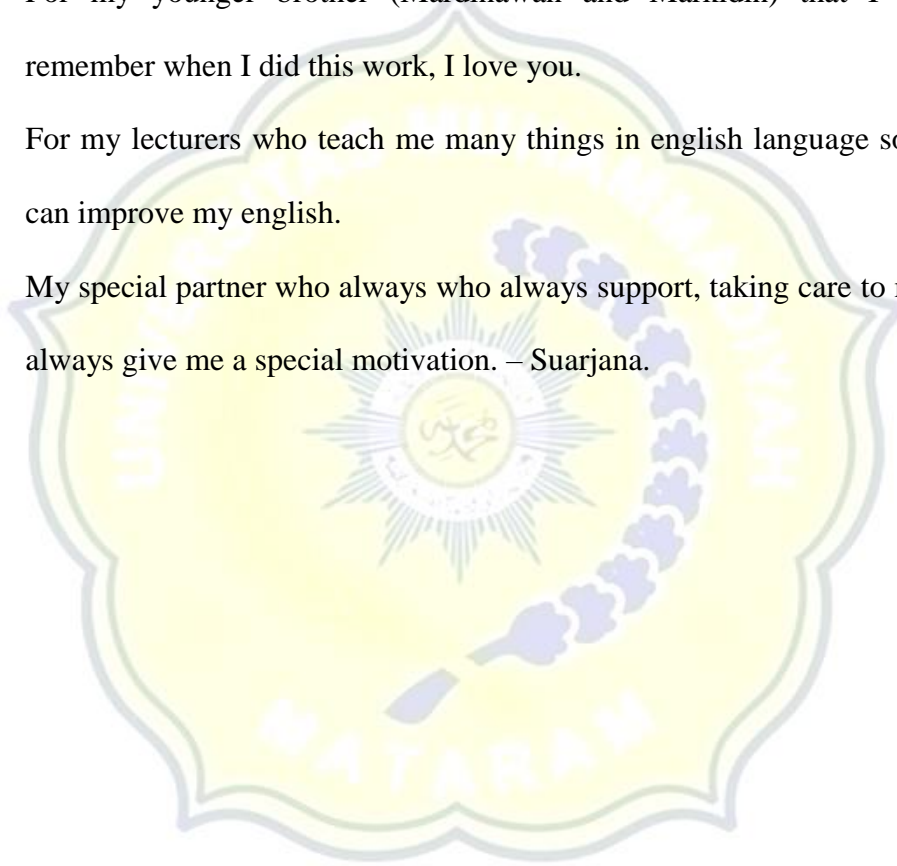
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DEDICATION

This thesis is dedicated to:

1. First, thank to Allah who always give me mercy and blessings.
2. my beloved parents especially my mother who always supporting me.
(Father: Nasrullah, S.Pd., and Mother: Wase).
3. For my younger brother (Mardinawan and Markidin) that I always remember when I did this work, I love you.
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The researcher is aware that without the assistance and support of numerous people, this thesis could not have been finished. The author would like to thank these parties on this occasion for that.

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2. Dr. Muhammad Nizaar, M.Pd. Si as Dean of Faculty of Teacher Training and Education Muhammadiyah University of Mataram.
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8. My beloved family is a source of inspiration, support, and prayers, Inaq, Amaq, Brotehrs and Sisters. The author would not have achieved all of this without those who faithfully accompanied this journey.
9. All unnamed parties are one entity that has also contributed, facilitate the completion of this thesis.

The researcher is aware that this thesis is not yet at its best. Consequently, ideas and constructive criticism are much appreciated. Finally, the authors asserted that this thesis will benefit the field of education develop.

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ABSTRACT

Online media is the activities which are done throughout the internet in order to take benefits from it: such as to post, exchange, and search for online materials using symbols, text, voice, and other. Online media is known as published media over the internet, such a in web-sites, social media, and blog (Law Insider, 2022). However, it is self-evident that the internet not only connects people and entertains them, but also gives intellectual and scientific knowledge. The purpose of this study is to explore the students' perception on the use of online media for their learning activities and the students perceive the use of online learning media on the development of their reading comprehension. This study used a descriptive method with qualitative design to observe and obtain information about a current phenomenon as much as possible. The instrument of this study is a semi-structured interview and questionnaire. For the data collection, the researcher gave some questions as an interview and explanation about how to answer the questionnaire. The results of research showed that online media is proven to help students in understanding the lesson. From questionnaires that have been submitted can be concluded that online media is very influential in the learning process because it makes it easier for teachers to explain and answer student questions, getting students' attention to achieve learning goals.

Keywords: Online Media, Reading Skills.

Sonia, Gina. 2022. **The Role of Onine Media for Students' Reading Skills: A Case Study at SMPN 3 Pujut**. Skripsi. Universitas Muhammadiyah Mataram.

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ABSTRAK

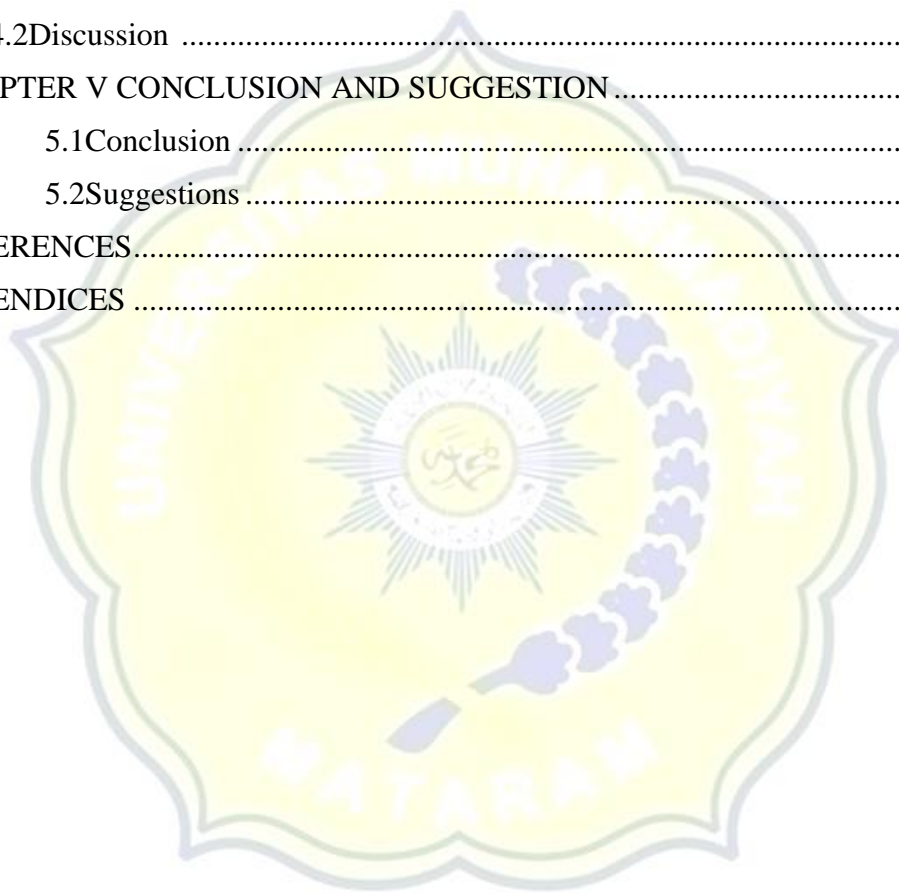
Media online adalah kegiatan yang dilakukan di seluruh internet untuk mengambil manfaat darinya: seperti memposting, bertukar, dan mencari materi online menggunakan simbol, teks, suara, dan lainnya. Media online dikenal sebagai media yang dipublikasikan melalui internet, seperti di situs web, media sosial, dan blog (Law Insider, 2022). Namun, terbukti dengan sendirinya bahwa internet tidak hanya menghubungkan orang dan menghibur mereka, tetapi juga memberikan pengetahuan intelektual dan ilmiah. Tujuan dari penelitian ini adalah untuk mengeksplorasi persepsi siswa tentang penggunaan media online untuk kegiatan pembelajaran mereka dan persepsi siswa tentang penggunaan media pembelajaran online terhadap perkembangan pemahaman membaca mereka. Penelitian ini menggunakan metode deskriptif dengan desain kualitatif untuk mengamati dan memperoleh informasi sebanyak mungkin tentang suatu fenomena yang sedang terjadi. Instrumen penelitian ini adalah wawancara semi terstruktur dan kuesioner. Untuk pengumpulan data, peneliti memberikan beberapa pertanyaan sebagai wawancara dan penjelasan tentang cara menjawab kuesioner. Hasil penelitian menunjukkan bahwa media online terbukti membantu siswa dalam memahami pelajaran. Dari angket yang telah disampaikan dapat disimpulkan bahwa media online sangat berpengaruh dalam proses pembelajaran karena memudahkan guru dalam menjelaskan dan menjawab pertanyaan siswa, menarik perhatian siswa untuk mencapai tujuan pembelajaran.

Kata kunci: Media Online, Kemampuan Membaca.

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CHAPTER I

INTRODUCTION

This chapter containing The Background of The Study, Research Statement, Purpose of The Study, Significance of The Study, Scope and Limitation, and The Definition of Key Terms.

1.1 Background of The Study

Integration of information and communication technologies (ICT) into various aspects of our life. The existence of ICT is also related to its role in the educational field where the teaching and learning process is conducted. Technology is commonly used to make a more interesting and meaningful process in learning. Today, educators and students can use online resources to learn and teach in a variety of ways by utilizing technological advancements.

The utilization of technological advancements is in accordance with the social situations which have developed devices to aid foreign language learning, the aim is to tandem with the advancement of technology. One such example is online media, also referred to as media that has been published online and includes blogs, social media, and websites (Law Insider, 2022). On the other hand, new media in particular are necessary for the spread of English as the universal language. According to the manner in which English was introduced as the first foreign language taught in Indonesia (Sudiran, 2015).

The four primary language abilities necessary for mastering the English language are listening, speaking, writing, and reading. Reading is one of the first language abilities to be learnt. One of the key language skills that helps students perform better is reading. Through reading comprehension, which is the cornerstone of knowledge acquisition,

students can offer fresh experiences. Sadly, students usually find themselves unable to finish particular school assignments, leaving content area materials with little options. The teachers will then continue to assign independent reading with the expectation that some students would complete the reading or that teachers will merely provide students with pertinent information as opposed to setting reading assignments.

The reading exercise can help students learn more and develop new skills. They must figure out how to improve their reading skills utilizing a range of resources, including the internet. A vast global network of computers known as the internet links computer users from all over the world and offers a variety of knowledge, from static to dynamic and interactive.

The readily available internet offers a wide range of knowledge and is important in many facets of daily life, particularly in the area of education. Most people agree that using the internet to find books, references, or educational information is the most practical option available (Syawal et al., 2017).

Students, who are known for being frequent internet users, use the web mostly for social and recreational activities, according to Dogruer et al (2011). This is because the internet revolution is about more than just obtaining information; it is also about bringing people together. But it goes without saying that the internet not only entertains and connects people, but also provides them with intellectual and scientific knowledge. Anyone enrolled in a school, university, or college can use the internet to access educational literature, encyclopedias, guides, dictionaries, and publicly accessible databases. They can also take part in distance learning courses, team up with students from other schools, universities, and nations on projects, and discuss a wide range of topics.

In the Indonesian region of central Lombok, at SMPN 3 Pujut, The internet increasingly serves as a supplemental learning tool for most of their courses, not only when they are learning English. The researcher made the decision to explore more into how the students think about using the internet as a learning tool, particularly in the English reading classroom. However, online media is used today and the impact of Coronavirus Disease (COVID 2019) spreads and it is becoming more significant to support teaching and learning activities. The fact that Coronavirus Disease (COVID 2019) spreads has impact on educational process where according to Li and Lalani (2020), there are 1.2 billion children who are not in school, and online and digital platforms are used to carry out teaching activities all across the world, including in Indonesia, especially in SMPN 3 Pujut.

There are three main factors which make the school the subject of the research. The factors are the character of the school, the character of the teacher, and the character of the students. Firstly, the school is located in a rural area in which many teachers and students are unfamiliar with online media with those who are in cities. Secondly, the teachers are non-native to online media such as the application of digital tools and similar ones to the teaching and learning process. The use of blended learning has an impact on the teachers. Thirdly, the students are native to online media usage, including the digital media, but they cannot operate and learn by using online media appropriately. The researcher considered it was important to examine how students build a line to their reading skills comprehension through online media based on the numerous characters mentioned above (school, teachers, and students' characters).

1.2 Research Statement

The research questions aim to highlight the focus of the study. They are as follows:

1. How do the students perceive the online learning media usage for their learning activity?
2. How do the students view the impact of using online learning resources on the growth of their reading comprehension?

1.3 Purpose of The Study

The problem statements give a detailed explanation of the goals of this study. Consequently, the following are the study's objectives:

1. to investigate how students feel about using internet media for learning activities.
2. to discover how the students view the impact of online learning resources on the growth of their reading comprehension.

1.4 Significance of The Study

The researcher anticipates the following benefits from this study:

1. Theoretical Significance

Theoretically, this research should offer more extensive development of research in the area of online media usage for developing reading comprehension of the students. Thus, it can be compared to other studies in order to reinforce the previous or the recent studies with the same or related topic.

2. Practical Significance

This study should be taken into account when examining how social media might be used to teach and learn English, particularly reading abilities. This study

is anticipated to have some useful ramifications for learners, educators, and other the researcher.

First, the findings of this study could be utilized as the guide to help students understand more about learning English by utilizing online media. Second, the usage of online media can assist teachers in teaching English reading skills more readily and efficiently. Finally, it is planned to provide more information to other academics working on the same topic about the online media role in English learning.

1.5 Scope and Limitation

To prevent misunderstandings and misinterpretations, the researcher clarifies the study's scope and limits. These are what they are:

1. The subject of this study is the students at the eighth grade of SMP Negeri 3 Pujut, Central Lombok in the academic year 2021/2022.
2. This study is focused on exploring the students' perceptions on the use of online media for learning activities and especially for reading comprehension too.

1.6 Definition of Key Terms

1. Online Media

Online media is any method, process, or platform that creates, publishes, transmits, or disseminates message-oriented or thematic audiovisual content via the internet using sign, symbol, text, voice, graphics, song, music, video, animation, and various forms of multimedia after being established or registered

in accordance with the relevant laws and adopting journalism and editorial principles (Law Insider, 2022).

The concept of internet media given above is how I would define it. Online media, in my opinion, refers to activities carried out on the internet to benefit from it, such as posting, exchanging, and searching for resources utilizing symbols, text, audio, and other formats.

2. Reading Skills

Understanding symbols to determine meaning is a cognitive activity involved in reading. Reading is a process where words are intentionally given meaning (Sandhu, 2022). The following taxonomies are supplied for students' convenience; also, reading skill according to Bojovic (2010) refers to a cognitive ability that a person can use while dealing with written content.

Additionally, the researcher claims that reading proficiency is the capacity to understand the purpose and meaning of every written content that students encounter.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, there are some relevant topics that will be discussed in order to establish a comprehension frame of thinking in this study. This chapter consists of previous study, and literature review.

2.1 Previous Studies

There are five previous studies that are used as the guide to this research.

a. Sudiran (2015)

The first is from Sudiran (2015) with the title “A Model of The Use of Internet Media in Reading Comprehension”. His study's objective was to investigate how students in SMA Muhammadiyah 1 Kepanjen and SMA Muhammadiyah 2 Sumberpucung could use the internet in their reading classes. His research employed a descriptive methodology to ascertain the responses, necessitating the use of a structured questionnaire and recording by the researcher. The study's findings also revealed that students used three different internet usage models, including the assignment, mentorship, and utilization function models. Another finding showed that 90.83% of the students at those institutions believed the internet had a significant benefit for the study of English. In addition, 35% of the students used the internet twice a week to finish their assignments.

In Sudiran’s study (2015), there were strengths which made the study better. The first, the model of internet usage in his study were divided into three such as; (1) assignment model for english teaching activity (teacher’s preparation, giving tasks processes, and assignment finishing), (2) mentoring model including teacher’s activities before-during-after the teaching, and (3) utilization function model which

includes the steps in using it such as; teacher's preparation to ask students using email, blog, etc., process of giving tasks in the classroom on accessing email and facebook, and assignment finishing where teacher and students discuss obtained information from the internet. The similarity of this study and Sudiran's is that the same method which is used and it was the descriptive method by using questionnaire. The findings revealed that both studies found out that using the internet as learning media is valued as positive for reading comprehension skills of the students.

The distinction is that whereas the study concentrated on using online media to improve students' understanding of English reading, Sudiran's study focused on investigating the usage of the internet in reading classrooms. In contrast to Sudiran's study, which utilized a structured questionnaire to collect data, this study combined a questionnaire and an interview. The outcomes of the two research were distinct, and Sudiran discovered three distinct online models for the study, including the assignment model, mentorship model, and utilization function model. In my study, the findings related to the teachers' active responses on the fluency, accuracy, pronunciation, and intonation to the process of online teaching for reading comprehension. The findings are teachers' thoughts on the role of online media and their effectiveness in teaching English through online media. According to the study's findings, students learned to use online resources to learn English effectively. The next distinction is in the subject of the study; Sudiran chose undergraduate university students for his investigation, but the subject of this study is junior high school students, and the data for this study was gathered through questionnaires and interviews.

b. Nurhasanah et al. (2020)

The second earlier study, "Students' Perceptions on the Use of the Internet as Learning Media in Reading Classroom," was conducted by Nurhasanah et al. in 2020. The study sought to learn how Baturaja University students perceived utilizing the internet to improve their reading comprehension abilities, particularly in the English study program. 54 participants were needed for the descriptive statistics method, and they were chosen using purposive sampling. The only instrument which was used was a questionnaire, and the findings indicated that 4.03 students had a favorable opinion of using the internet to aid in reading comprehension. The outcome suggested that students learned how useful the internet was for making the process of learning languages simpler. However, this study had a flaw in that there was only one instrument used to collect the data. One tool could be able to guarantee the accuracy of the data.

There is a similarity between Nurhasanah et al's research and this study where they both focused on exploring the students' perception of the internet. However, the differences are found that this study was more focused on exploring the students' perception on reading comprehension which was then followed by the students' perception on the use of online media for reading skill. The participants in Nurhasanah et al. were the undergraduate university students of Baturaja University, but the participants in this study were the students of junior high school (SMPN) 3 Pujut in 8th grade. Then, Nurhasanah et al. collected the data by using questionnaires, but this study used questionnaires and interviews in order to complete more information and data from both English teachers and the students.

c. Purnomo (2021)

A thesis entitled "Students' Perception in Online Learning Toward Reading Comprehension at Tenth Grade of SMA Negeri 1 Kota Jambi" from Purnomo (2021) is the third previous study. He employed a questionnaire with 30 numbers as the instrument in a descriptive study with the goal of examining how students perceived reading comprehension in online learning. Additionally, the participants were 36 students in the tenth grade, and the data was collected using a Google Form. The findings indicated that online instruction had a significant impact on students' reading, which is afterwards viewed favorably since students generally feel that online instruction improved their reading comprehension abilities. The use of questionnaires, however, restricts the students' ability to provide a wide range of responses because they are simple to forge.

Further, the similarity between Purnomo's study and this study is in the use of questionnaires to collect the data, but the difference is on the research instrument where Purnomo used the online google form to complete the data but this study used printed questionnaires which were given to the students. Purnomo only looked into how students felt about using online learning, but this study first looked into reading comprehension before looking into how students felt about the role that online media had in their growth as readers. Purnomo chose the 36 senior high school students in the tenth grade of SMA Negeri 1 Kota Jambi, while this study used purposive sampling to select the 28 junior high school students and two English teachers from SMPN 3 Pujut.

d. Benjamin et al. (2020)

The fourth linked study, "The Role of Social Media in Promoting Reading Attitudes Among Undergraduate Students at UCSI University," is from Benjamin et al. (2020). The objectives were to find out which social media sites—Facebook, Instagram, Twitter, and YouTube—had the most effects on students' reading attitudes and to look into the relationship between time spent on social media and reading attitude among undergraduate students at UCSI University. In order to determine the link and strength of association between social media use and reading attitude, Benjamin et al. adopted the correlational research design. 614 students from various faculties made up the random sample of participants, who were chosen. The data was collected by the researcher using an online survey, and the association between the variables indicated in the research objectives was determined using multiple linear regression and the Pearson's correlation coefficient. The research revealed a relationship between social media use and a positive reading attitude. This implies that spending more time reading on social media is associated with a more passionate attitude about reading. The research also revealed that Instagram had the greatest impact on readers' attitudes, followed by YouTube, Facebook, and Twitter. According to the study's findings, social media stimulates and shapes a positive attitude toward reading.

The study by Benjamin et al. (2020) has a similar emphasis on using social media to encourage students' reading attitudes. It differs from this study, which concentrated on using internet media to improve students' reading skills. The researcher employed a correlational research method to ascertain the relationship and strength of association between social media use and reading attitude using data from an online survey in which 614 students participated. The participants in this study, on the other hand, were two English teachers and 28 students in the

eighth grade at SMPN 3 Pujut. The study employed a qualitative design and a descriptive qualitative study using interview and questionnaire as the instruments. Another distinction is that this study focused on online media rather than social media, which was examined by Benjamin et al. According to Benjamin et al.'s study, there is a positive association or correlation between the established variables showing that social media use has an impact on reading attitude. The finding that internet media plays a beneficial impact in kids' reading skill development makes this study unique.

e. Ramli, R. (2022)

Ramli (2022) conducted research at Universitas Burneo Tarakan under the title "Smartphone responsibilities in stimulating students' reading skill." The purpose of the study was to determine how smartphones affect students' reading abilities. His research employed a qualitative methodology with an interview serving as the main tool. The participants were Makassar Adventist Junior High School eighth graders. His research revealed that, in comparison to those who did not, kids who read digital text have infinite access to knowledge and can improve their reading skills.

Ramli's study and this study have similarity in terms of the use of qualitative methods. Another similarity is also on the same grade of the subject which is grade VIII, and it is only in different schools and regions. Ramli only used interviews to collect the data while this study used interviews and questionnaires to gather the data. Besides, Rami focused on exploring the use of smartphones in general without telling the specific part of smartphone to be used for triggering the reading skill of the students. This study drew the part of online media which is being used both in smartphones and or the other digital media for the development of students' reading skill.

2.2 Literature Review

Literature Review includes the theories of perception, online learning theories, online media for language learning, reading skill, online media for reading classroom, and the use of the internet in reading classroom.

2.2.1 Theories of Perception

Humans are uniquely constructed, and each person perceives the world differently. It actually depends on how each individual perceives the object in order to determine whether there are distinctions between people in terms of liking certain things and others not liking them. According to Jacobs et al., perception is one of the crucial elements that fuels efficient teaching and learning (2004). Learning can only occur after exposure to stimuli, and every day, each individual is exposed to a range of stimuli that affect their multiple senses.

Perception is the process through which people encounter inputs from their environment through their sensory receptors, according to Hamachek (1995). Consciously having an experience is not always the same as having an experience strategically, visually, or auditorily. This means that each person's interpretation of sensory stimuli will depend in part on their personal worldview (Hamachek 1995). In reality, the majority of attitudes, behaviors, and changes are governed by their perceptions.

This study relied heavily on perception because it asked students about how they felt about the classroom and how well they could read online in English-language courses.

a. Factors Affecting Perception

Saks and Johns (in Parekh, 2013) claimed that internal (endogeneous) and external (exogenous) elements are the two fundamental influences on the perception process.

1) Internal Factors

These components are personal concerns. These include one's needs and desires, personality, and experience.

a) Needs and desire

A person's current needs and desires, among other things, affect how they perceive inputs. Perception differs depending on the intermittent changes in his or her requirements and goals.

b) Personality

The personality of the perceiver, which influences what attention is perceived in the given circumstance, is closely tied to needs and desires. As was already said, research indicates that comfortable people tend to comprehend or view others as warm, whereas self-accepting people believe that others like, want, and accept them.

c) Experience

Perception is built on knowledge and experience. While one's good experiences improve their ability to perceive, failure erodes their confidence. Successful experience also aids in improving how accurately a perceiver understands stimuli.

2) External Factors

The circumstance and what is to be seen are connected by the external elements. They include things like size, intensity, frequency, status, contrast, and movement.

a) Size

According to the principle of size, an object is seen more strongly the larger it is. Size draws the individual's attention. More people will read a

full page spread advertisement than a few lines in the classified section. Finding the cause is not difficult. Size establishes authority and facilitates perception choice.

b) Intensity

Size and intensity are tightly correlated. According to the attention's intensity principle, stimuli are more likely to be noticed when they are more intense. For instance, a loud sound or a potent smell will be more noticeable than a gentle sound or a weak smell. To get their attention, bosses may yell at their subordinates in accordance with the intensity principle. Intensity is another strategy used by marketers to capture and hold consumers' attention.

c) Frequency

The "repetition principle" states that repeated external stimuli are more attention-grabbing than isolated ones. This is the rationale behind why marketers employ repetitive advertising to entice customers to their products.

d) Status

A person's perspective on particular events or situations depends on their social standing. According to a study, people with high status frequently exhaust themselves more than people with low status.

e) Contrast

The contrast principle states that when something stands out against the background, people are more likely to notice it. For example, plan safety signs that have black lettering on a yellow background or white type on a red background are more visible.

f) Movement

The movement principle states that attention is drawn to moving items more than stationary ones. A moving train will attract more attention than one that is standing still.

b. Types of Perception

There are two categories of perception that were used to categorize the perceptions of the students: positive and negative perceptions.

Positive perception is a priceless gift that provides a person with the self-assurance and strength to engage with the world, weather difficulties, and focus on things other than themselves. It enhances the development of relationships and selflessness. On the contrary, negative perception tends to concentrate on one's own desires as they seek to fulfill and validate their own self-worth.

Self-perception must be influenced by all personal behaviors, thoughts, and actions regarding one's own talents and physical appearance. Additionally, it is skewed by how other people respond to them. This perception therefore has an impact on the attitude each person adopts and the decisions each person takes throughout their entire life.

c. Students' Perception

Understanding how students see things is crucial because it allows professors or lecturers to assess student perceptions' outcomes. According to Chen (2003), it is crucial to consider the students' perceptions when determining how effective a

lesson is. Teachers or lecturers can alter what students dislike and enhance what they find appealing after learning how they see them, whether it be in regards to how to educate or how to present material to students.

For lecturers or teachers in particular, the impression that students have of them is vital. How effectively students are learning is largely dependent on their perceptions. How well students perceive the classroom environment is largely dependent on their perceptions. As a result, both appraisal and academic success depend greatly on the student's perception.

2.2.2 Online Learning Theories

The theories of online learning, definitions of online learning, constructivism in online language learning, connectivism in online language learning, and self-regulation in online language learning are all covered in this section. The following is the conversation.

a. Theories of Online Learning

Students must be able to study and advance their knowledge and abilities, especially in the study of foreign languages, as part of the teaching and learning process in the globalization and digital era. According to Anderson (2008), who cited Bonk and Reynolds (1997), for students to be successful in online learning, they must be able to apply their cognitive learning skills, gain relevant knowledge, and relate new material to old.

As a result, learning strategies—rather than technology—have an effect on the quality of learning. Online learning is also known as e-learning, internet learning, distributed learning, networked learning, remote learning, virtual learning, computer assisted learning, web-based learning, and virtual learning (Anderson,

2008). These expressions imply that the student uses technology to access the course materials and that they are separated from the teacher or instructor. According to Simmons (2002) in Anderson, it is supported by the fact that businesses today are increasingly relying on online learning to instruct their personnel (2008).

While synchronous online learning provides for real-time contact between students and teachers, asynchronous online learning supports learning by allowing students to access resources whenever they want. Students can use the internet to get up-to-date, pertinent learning materials and make connections with authorities in the subject matter they are studying. Additionally, the opportunity for students to attend online courses while working or in their own settings and contextualize the learning supports situated learning, or the application of knowledge and abilities in particular circumstances. In terms of the advantages, we should be aware that there are three theories in online learning, they are: constructivism theory, connectivism theory, and self-regulated learning theory.

b. The Definitions of Online Learning

Online education was initially introduced in the context of education. According to Bates (2005), the terms "online learning" and "e-learning" are widely used synonymously, however e-learning can refer to any form of technology while online learning is limited to using the internet and the web. To distinguish remote learning courses from those that need students to have access to an internet-capable device in order to enroll, Bates (2005) uses the phrase "fully online."

Due to the size of the Internet and the ease of access to technology, there is now a greater need for online instruction and learning (Chaney, 2010). Online

learning is a rapidly evolving environment that provides users the flexibility to work without regard to time or place constraints (Chaney, 2010). Online learning is any learning that takes place entirely or partially online. Due to the growth of the internet and communication technologies that allow for interaction between and among student groups, modern learning theories are affecting teaching and learning practices in online environments more and more (Anderson et al, 2011).

c. Constructivism in Online Language Learning

Language learning is the process of acquiring the information and skills necessary to converse in several languages. Individually, jointly, and cooperatively are all good ways to learn a new language.

Bodner (1986) presented the constructivist approach to language acquisition in respect to language learning. Students, according to constructivism, generate their own interpretations rather than merely repeating and reflecting what they hear. Students, according to this viewpoint, seek significance in even the most basic facts they acquire.

Learning is a circumstance in which students do not acquire information but instead build it in a variety of ways (Lowenthal and Muth, 2008). Students must be active learners, actively searching out new knowledge, changing information, rechecking new information, and rectifying mistakes, it is known as the constructivism theory.

d. Connectivism in Online Language Learning

According to Downs (2007) in Duke et al., "Learning is the capacity to generate and traverse such networks," connectivism is a concept that symbolizes

the idea that information is dispersed throughout networks of connections (2013). The nature of a society that is socially linked, worldwide connected, and mediated by rising technological advances is described by the connectivism hypothesis. Technology's increasing relevance also opens new opportunities for expressing oneself through numerous online platforms and sites.

The idea of individual activities in the acquisition of knowledge and skills as a process of learning is also introduced by connectivism. Since connectivism enables people to conduct many tasks online and information is made up of network systems that may be used to get additional knowledge, knowledge is crucial to connectivism.

According to Siemens (2006) in Duke et al (2013), knowledge may be separated into two types: knowledge to explain one's actions and knowledge for some action utilization. Self-directed learning, on the other hand, allows students to use their knowledge and control to enhance their own knowledge and abilities.

Connectivism may be a learning theory in terms of numerous causes and qualities. According to Duke et al (2013), the first explanation arises from the feature of increasing the student's learning by introducing a network for the student's knowledge and perception. The second issue is that the vast amount of information available makes it impossible for students to understand anything they need to know in order to access particular situations, but it can help them conduct research and understand data. The third point is that the source of information is more important than the answer to any given question. If students have access to a network and digital media to supplement their learning activities, they may benefit from connectivism.

e. Self-Regulated in Online Language Learning

A student's capacity for independent learning is referred to as self-regulated learning. According to Pintrich (2000) and Saks (2013), self-regulated learning is described as the adoption of self-learning goals where learning is made to monitor, control, and manage one's own cognition, motivation, and behavior while constrained by one's own goals and external conditions.

The term "self-regulated" refers to a process of self-directed learning and behavior in which students can change their knowledge and mental talents into skills (Zimmerman et al 2002) and habits (Butler, 1995, 1998, 2002) through the self-development process (TEAL, 2022). Furthermore, there are three essential components to self-regulated learning: cognition, metacognition, and motivation (TEAL, 2022). Cognition refers to the abilities and habits that allow students to think critically, whereas metacognition refers to the abilities that allow students to observe and comprehend the cognitive process. Furthermore, motivation is a component that involves students' beliefs and attitudes about learning. In fact, in the age of online learning, a self-regulated learning strategy for learning activity is required since it allows students to arrange and instruct themselves to learn.

2.2.3 Online Media for Language Learning

This part discusses language learning's relation with the online media with following topics; internet as the learning media, and types for online media for language learning. The discussion is as follows.

a. Internet as The Learning Media

In the process of acquiring a language, the media plays a significant role. It is supported by the existence of the internet in this century. In general, the internet is known as a computer-connected telecommunications network which connects people and information. Information can be transferred in a variety of ways using different computer systems, like e-mail and the World Wide Web, all along the trip.

Additionally, using the internet for learning is enjoyable. To accomplish the learning objectives, media use should be permitted. The use of media aids students in understanding the course materials. However, as a form of electronic media, the Internet has the potential to be used to pique students' interests in a range of disciplines.

The use of internet technology in teaching has advanced significantly. Online courses that can or cannot enable contact between teacher and student are the most popular type of or example of quality education. Additionally, Internet technologies have the potential to revolutionize teaching and learning procedures by giving teachers and students new ways to disseminate up-to-date information, access limitless digital resources, and participate in genuine communication, cooperation, and competition (Abdullahi et al., 2014).

b. Types of Online Media for Language Learning

The topic in this section covers the various forms of language learning media. The teaching and learning processes may vary as a result of the various

media forms, which aim to assist teachers and students in meeting the requirements and standards for successful learning.

In the article from 2021, Kodrle and Savchenko discuss various media technologies, such as mobile, interactive, smart, and other internet-based instructional media resources. Consequently, there are five different categories of instructional media for learning foreign languages: narrative media, interactive media, adaptive media, communicative media, and productive media (Kodrle and Savchenko: 2021). However, the focus of this study is on the usage of three different types of educational media, including interactive and narrative media.

The description of educational media types was in relation to Laurillard's classification which was referenced in Kodrle and Savchenko (2021). The first type, narrative media, deals with how the teacher and students utilize the presentational media with a standardized system which is supported by online sources. The examples of narrative media are picture/image, films, radio, etc.,. Whereas, the interactive media deals with the usage of computer-based presentational media where people can interact, select, and navigate contents for learning. The example is web resources in the form of texts, video, audio, or any combination of those.

2.2.4 Reading Skill

Reading comprehension is covered in this section, along with its various degrees, components, and tactics, as well as reading instruction. The following is the conversation.

a. Reading Comprehension

Reading is one of the English language skills that students need to master. Several definitions exist for reading comprehension. According to Qanwa and Karim (2014), reading comprehension is the activity of reading for understanding. This implies that it is expected of the reader to comprehend and be able to interpret the author's message or idea. According to Pang, Muaka, Bernhardt, and Kamil (2003), reading comprehension is a challenging process that includes word recognition and understanding.

Word recognition is a technique for figuring out how printed material relates to the reader's language. The main objective of comprehension is the translation of words, sentences, and associated material into meaning. In order to understand a book, readers often need prior knowledge, vocabulary, grammatical proficiency, or readers' experience.

Snow (2002) described reading comprehension as the simultaneous interaction of deriving meaning from written language. Snow (2002) recognized the following three aspects of comprehension:

1. The reader, or the individual doing comprehension
2. The text; a subject to be understood
3. The activity; the comprehension-involved procedure

Additionally, Snow (2002) provided more details concerning those three components. The act of reading requires the reader to bring skills, information, and experiences to the task of comprehension. The text can be read electronically or in

paper form as a material to be understood. For instance, a journal, online article, textbook, magazine, or e-book. The reader must include the purposes, procedures, and outcomes in the reading activity. The aim of understanding a work is also for the reader to understand the author's intended meaning, content, idea, message, or feeling.

According to Guthrie et al. (2004), reading comprehension is the process by which readers use cognitive interaction to derive conceptual knowledge from text and are motivated to apply that knowledge. One of the key language skills that aids in students' improvement is reading comprehension. Through reading comprehension, which lays the groundwork for information acquisition, learners can experience new things. The experiences of others can be learned about through books, other printed materials, or online resources. Reading comprehension is therefore an essential skill for everyone looking to improve their understanding..

Beyond all other, reading comprehension is a continuous and active process that enables readers to engage with the text and completely understand the idea that the author is attempting to convey.

b. Levels of Reading Comprehension

Reading comprehension is characterized as the capacity to manage or comprehend texts, interpret their meaning, and integrate that information with the reader's prior knowledge. . According to Barrett, there are three stages of reading comprehension (1976). They are listed below.

1) Literal Comprehension

Information and ideas that are taken verbatim from the written page are referred to as literal reading. It is the capacity to discern the fundamental straight literal meaning of a sentence from its context. Reading comprehension requires readers to recognize and understand what the author has said. Literal comprehension starts with the understanding of state notions in detail, effect, and sequence.

Understanding a sentence's primary direct meaning within its context is referred to as literal reading. Finding state ideas, specifics, and effects in that order is essential to literal understanding. The foundations of literal comprehension are recognized because a reader must first comprehend what the author has said. This holds true for all levels of reading ability.

2) Inferential Comprehension

Inferential reading is the process of drawing conclusions or reading between the lines. It involves drawing conclusions from implied rather than explicitly stated ideas. Students must be able to connect different people's statements, draw inferences, draw conclusions, read between the lines to get inferences, or read between the lines to get implied meaning from the text because the questions in the category of interpretation concern solutions that are not explicitly stated in the text but are suggested or implied.

The questions in the area of interpretation deal with answers that are suggested or implied rather than expressly stated in the text, which means that this level must require a higher level of cognitive ability. Students must make connections between the claims of various authors, draw inferences, and read between the lines to determine the implied meaning of the text in order to answer these questions.

3) Critical Comprehension

More than just rating the text's value or expressing an opinion on it is required for critical comprehension. The quality of the writing, the conclusion that the text is fact rather than opinion, the author's objectivity, and the text's credibility are only a few of the text-grounded components that readers must evaluate in order to form an opinion about what they are reading. Children who comprehend texts at a critical level read beyond the text and make decisions as they read. At this level, students decide things like whether a text or author is trustworthy and accurate as well as whether a claim is true or false.

c. Aspects of Reading Comprehension

Sekarini (2017) cited Nuttal (1982) who identified the following five components of reading comprehension:

1) Main Idea

The paragraph's main concept is its most crucial component. The main concept, often known as the topic sentence, expresses the main idea of the paragraph. The fundamental idea is how the researcher let readers know what they intend to inform them about. It is possible to explicitly or implicitly state the main notion. To grasp the meaning of the paragraph, readers must be able to identify the key point.

2) Specific Information

Supporting sentences or concepts are words used to describe specific facts. Specific definitions, examples, facts, data, statistics, or quotations can be used to create supporting sentences.

3) References

In order to eliminate redundancy in the passage, references are helpful. Authors cite sources in the form of a pronoun to take the place of the previously used words. Reference provides a cue for readers to look elsewhere for the meaning.

4) Inference

Using logical and syntactic cues, the inference approach can reveal concealed meaning. When students don't know what a term means, they can hazard a guess or make a prediction by drawing inspiration from the context.

5) Vocabulary

A person's vocabulary is their knowledge of and use of words in their native tongue. If someone wants to read, speak, write, or listen, they need to have a good vocabulary. Students can more easily present their ideas when they comprehend the meaning of words. Reading comprehension is aided by a reader's command of vocabulary.

d. Types of Reading Comprehension Strategies

Three methods exist for improving reading comprehension. Zhang classified various sorts of reading comprehension strategies (1993). They are as follows.

1) Cognitive Strategy

There are three steps in cognitive strategy for reading such as; activating prior knowledge, prediction, and self-questioning.

The first, activating prior knowledge, is concerned with students recalling previous information. Students should draw a connection between their previous knowledge and the new information. The following step, prediction, requires students to predict and estimate what will occur in the text. Looking at and anticipating the events in the text is part of this exercise. The final process, self-questioning, is an investigation of the texts during and after reading, with the goal of determining the reader's comprehension of the information.

2) Compensation Strategy

There are two types of strategy in compensation, they are vocabulary identification and making connections.

Readers may utilize compensating techniques by accepting ambiguity and building intrasentential and intersentential connections, Pritchard (1990) in Zhang (1993). Students must use clues to determine the similarity of meaning while identifying terminology. Students, on the other hand, build connections between their previous and new information., according to Pritchard (1990) in Zhang (1993). Students must use clues to determine the similarity of meaning while identifying terminology. Students, on the other hand, build connections between their previous and new information.

3) Memory Strategy

In memory strategy, there are two steps such as; visualizing and determining importance.

When students visualize a text, they are forming a mental and visual image of it. Visualizing textual content aids kids in remembering the information for extended periods of time. Readers are also more likely to organize and remember vast amounts of text when it is presented visually. Furthermore, determining importance is a task that aids the reader in distinguishing between significant and irrelevant information in a document.

e. Teaching Reading

Teaching reading is a difficult task. This calls for thorough preparation and understanding. Motivating students to comprehend English-language content properly is the aim of reading teaching. It goes without saying that the reader must process the content in order to understand it. There are three stages to teaching reading comprehension, according to Campos (2022), and they are as follows:

1. Pre-Reading Stage

During this stage of reading instruction, the teacher encourages discussion with the text's subject. Students are making connections between the text and their own knowledge, interests, or experiences. Students can help teachers identify the text's language features or genre. The literature that students will read might have been predicted by them. Finding the unfamiliar words is another thing that may be done at this stage.

Due to the fact that English is taught as a foreign language, not all students can comprehend English terms. Teachers can therefore allow a novice to utilize a dictionary for a little period of time to determine meaning.

2. While Reading Stage

Throughout this stage, the teacher has the option of reading aloud or silently. What it means to read aloud is exactly what it is. Reading aloud to kids allows teachers to take advantage of the fact that, up until about the eighth grade, young people have a "listening level" that is far greater than their reading ability. When we read aloud to students, they are exposed to texts that they may not be able to read on their own.

By doing this, teachers support students in expanding their imaginations, learning new things, improving their language skills, expanding their vocabulary, and promoting reading as a worthwhile activity. Being read to benefit all students, from young children to elderly. When students hear a competent, animated, expressive reader, they are better able to connect spoken and written language (TeachervisionStaff, 2019). Meanwhile, the goal of silent reading is to increase children's understanding and help them understand the words (Yunus, 2016).

3. Post-Reading Stage

The teacher's job at this stage is to review the students' assignments. Teachers may question children about new material they are learning or challenges they face while reading. Additionally, it is possible to conduct a summary of the text's content by the student and teacher working together. When instructing readers, some techniques like anticipating, elaborating, and

asking might be used comprehension. These techniques assist students in improving their performance in comprehension.

Moreover, in order to help their students become strategic readers, teachers need to teach them specific reading abilities, according to Duke, Pearson, Strachan, and Billman (2011). Inferring, self-questioning, thinking aloud, previewing and predicting, monitoring, clarifying and fixing, inferring, summarizing and retelling, and summarizing and retelling are some of the suggested strategies.

2.2.5 Online Media for Reading Classroom

To the German Federal Ministry of Education and Research, new media will cause a major change in learning culture. These claims are supported by examples of learning activities and learning opportunities related to new media. According to them, new media can promote independent learning, interactive work, direct feedback, change the relationship between teachers and students, enable content updates, speed up access to teaching resources, increase individual and group opportunities, and increase the demand for social learning in group and teamwork (Sudiran, 2015).

The teacher's importance in the reading classroom cannot be understated. This is connected to how teachers instruct students in reading techniques like intensive and extensive reading. In his 2016 article, PourhoseinGilakjani outlines many meanings of intensive reading. Hedge (2003) defined extended reading as the practice of skimming and scanning in PourhoseinGilakjani (2016). In addition, he contends that extensive reading varies according to the learner's motivation and the tools at the school. On the contrary, intensive reading deals with how learners read a page to understand what

it means and to become familiar with writing strategies. Hedge (2003) in PourhoseinGilakjani (2016) found out the strategies to be used in this reading such as using text-based or learner-based techniques, where both are possible. We also can see that this reading might be useful for learning vocabulary and comprehending how texts are constructed.

2.2.6 The Use of Internet in Reading Classroom

Internet applications have a big impact on inspiring students, increasing their productivity, and getting them more involved in the learning process. The rapid development of ICT (information and communication technology) has affected English instruction in a number of ways. Internet research is reliable and conceivable source of the materials by retrieving, using, and accessing internationally relevant knowledge. The benefits of learning a second language are numerous and simple (Aydin, 2007).

The Internet can be used to find resources and tools for creating classroom activities that include language skills, especially in terms of reading comprehension. Teachers and students have access to a wide range of reading materials that improve students' reading comprehension through the usage of online applications. Students who practice reading in English through various methods either software or online resources find that online forums and blogging provide them with opportunities for global relationships to personally connect with those who are learning at the same pace as you, as well as providing them with support and direction.

According to Marzban (2011), data from a sizable corpus of research on ICT, pedagogy, and professional development shows that ICT has the most beneficial benefits on languages of teaching and learning when it is targeted at particular areas

and used for a specific purpose. ICT can increase the potential for first languages to be utilized to support education and the development of English language through, for instance, online translation tools, electronic bilingual dictionaries, first-language materials relevant to the subject matter, and online explanations.

Furthermore, internet access in the English language classroom can enhance teaching and learning activities. Internet utilization in the classroom will enhance and liven up the learning environment. It's because there are many different types of learning materials-related information available on the Internet. Its procedure is quick, and its presentation is lovely. The kids' curiosity may be aroused by the information display that includes intriguing text, pictures, and noises. Students like learning when their curiosity is piqued. Pleasurable learning is the foundation of effective teaching and learning activities in the classroom. This is so that students would be more motivated to learn.

According to Lovely (2008), reading instruction should focus on teaching students how to read, comprehend, take into account, and utilise the information and knowledge found in scholarly literature. Similarly, Jones (2003) shows that 13 various techniques can be used to enhance students' reading abilities. In order to address the issues listed in the text, there are five of them: (1) creating a regular reading schedule; (2) establishing clear standards and objectives; (3) understanding curriculum material; (4) adding assignment hours or discussion groups; and (5) improving student and lecturer cooperation. These five strategies are an effort to improve students' performance in a reading comprehension course at the college level.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the research methodology—including the research design, research participants, research instrument, data collection, and data analysis—is covered. Following is a conversation.

3.1 Research Design

The descriptive qualitative method was utilized in this study's qualitative design. It sought to observe and learn as much as it could about a current phenomena. This is related to Creswell's (2012) claim that the goal of qualitative research is to look into and understand the meaning that different people or groups give to various social and human issues.

In this study, non-statistical analysis was used since the researcher gathered information from a variety of sources, including questionnaires and document analysis. The objectives of this study are to (a) investigate how students view using online media for learning activities and (b) understand how they view how using online learning media affects the growth of their reading comprehension. This case study was conducted for a group of English learners in SMP Negeri 3 Pujut, grade VIII, in the academic year 2021/2022.

3.2 Research Participants

Participants are the people or the group that participate (Merriam-Webster, 2022). The aim of selected the participants is to observe the value of a group of subjects based on the measurement of characteristics which is made

The participants in this study are two English language teachers at SMP Negeri 3 Pujut and eighth-grade students. They were chosen through purposive sampling since they will be participating in online learning. The purposive sampling according to Sugiyono (2015) is a technique for choosing samples that involves gathering participants for a goal other than level or region.

Their information is as follow:

Table 3.1. Number of students (population) at

No	Class	Male	Female	Number of Students
1	VIII	69 students	43 students	112 students

Table 3.2. Sample of The Study

No	Number of Students	Percentage (%)	Sample	Number of Sample Per Class
1	students	30 %	26 students	6 students per class

3. 3 Research Instrument

The instruments of this study were the structured interview and the structured questionnaire. The researcher used listed questions which were asked to the English teachers as well as using a closed-ended question type with pre-set response possibilities for the participants to collect data from the questionnaire (Creswell, 2012). To aid comprehension, the question items were translated from English to Bahasa Indonesia for making participants easier to answer and having a better understanding.

The term "structured interview" refers to a type of interviewing where every candidate is asked the identical questions (Macan, 2009). According to studies, a structured interview's "job-relatedness, standardization of the method, and organized use of the data to evaluate the candidate" are its three most important characteristics. (Macan, 2009). The interview's purpose is to gather information from participants (English teachers) regarding how they view the use of internet media in reading classrooms. In addition, according to Creswell (2012), a questionnaire is a survey design that participants are asked to complete and return to the researcher. The term "structured questionnaire" refers to a question where the respondent selects one or more responses from a list of possible responses (Ahmad, 2012). In order for the researcher to compare the participants' responses, structured surveys force participants to respond "yes" or "no" to each question. Because the questionnaire includes measures to gauge participants' perceptions of reading ability and internet media, it is pertinent to the most recent research. The items from the questionnaire were then changed to account for the variable of internet media in the current study.

The questionnaire was divided into two sections (1 and 2). Section 1 contains the question of "utilization of online media for learning English". In this section, the researcher asked about the online media's variable which is about the knowledge and characteristics of online media, the benefits, and the utilization. The section number 2 is about the observation sheet relating to online media usage. In section 2, there are three main questions that require the students' agreement such as; learning support facilities through online media, use of online media, and motivation to learn english.

On the other hand, there are two questions for the interview in which the second question is divided into five sub-question in accordance with the English teachers' perception on the use of online media for teaching English for reading skill. Besides, the

question for the questionnaire consists of two topics, the first topic consists of 14 questions, and the second topic consists of 3 questions and each has 2 and or 3 sub-question. Further, the questionnaire for research question number 1 and number 2 are valid as they were used in previous study of Purnomo (2021) in the related reading comprehension exploration in relation to students' perception on online media usage and being adaptive in this study.

3.4 Data Collection

This study employed a questionnaire as an instrument to gather information and determine how students felt about using internet media to improve their reading comprehension. The researcher also used interviews in order to complete the part of observing the English teachers' perception of the use of online media for teaching reading through online media.

The researcher provided instructions on how to complete the questionnaire before beginning the data collection. The students were then given the opportunity to ask any questions they had regarding the questionnaire in order to clear up any confusion and help the students comprehend. The researcher examined the data from the questionnaire replies after the participants completed them since they revealed the answers to each of the questionnaire's items. The data was examined by the researcher, and the outcomes were then displayed as percentages. The information obtained from each sample's questionnaire findings was then included. Although varied opinions about using internet media to improve reading skills were discovered by several students, the overall findings were encouraging. The questionnaire's results were grouped as follows:

Table 3.3. Perception Interval

Score	Category
75-100	Very High
50-74	High
25-49	Low
0-24	Very Low

3.5 Data Analysis

After the data had been gathered, the researcher evaluated it. Savenye and Robinson (2005) defined data analysis as the methodical process of utilizing statistical and/or logical tools to explain and demonstrate, condense and summarize, and evaluate data. In fact, the researcher looked at the trends throughout the data collection stage and used the SPSS tool to evaluate the data.

In order to state about the students' tendency in their perception, the researcher used formula which was used in Purnomo's study (2021), it is as follow:

$$P = F/N \times 100\%$$

Note:

P = Percentage of students' choice

F = Students' total

N = the sample's total number

Based on the formula above, the steps for analyzing the data are below:

1. Identifying The Data Analysis

The the researcher formulated an answer list after the students completed the questionnaire and provided their responses.

2. Analyzing The Data

After developing of the answer list, the researcher counted the responses and converted them into a percentage model to examine the perception of online media usage for reading ability among students and teachers.

Drawing Conclusion

The researcher reached a conclusion on the research after the data had been organized and the results had taken their final form. This was the final step in the data analysis process.

