

Internet Based Text Material: Its Impact to Students' Reading Comprehension on Skimming and Scanning for Information to the Seventh Grade of SMP Wahidiyah

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ABSTRACT

The objective of this study intended to find out whether there is significance influence of internet based text material to the students' reading comprehension on scanning and skimming for information to the Seventh Grade of SMP Wahidiyah. In this research text was specified on descriptive text. Descriptive quantitative research was implemented as the research design. The sample of this research was students from 7A at SMP Wahidiyah which consist of 41 students. They were given a pre-test and post-test. The result showed that the mean score before students taught using internet based text material was 68,41 and the score after being taught using internet based text was 93,4. The result of t-score was 17,59 and the t-table was 1,68 at the level of signifiacnt was 0,05. Furthermore, from the data it can be seen that the students' score and their mean score was increased. Related to the hypothesis and the data analization, it can be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was significant influence of internet based text material to the students' reading comprehension on scanning and skimming for information to the Seventh Grade of SMP Wahidiyah.

Keywords: *internet based text, reading comprehension, scanning, skimming*

INTRODUCTION

The English teaching aimed to develop four skills. Each skill represented every single competence which should be acquired by English students. Those skills covered how they should acquire English in spoken and written. In case of analyzing students' problems in learning English, the researcher focused on reading skill before propose the solution. Related to the aim of increasing students' reading comprehension on scanning and skimming for information, finding the good material likes a text had a strong relationship to the students' interest especially for reading in English. Students' problems of reading such as; less of interest, lack and monotonous text and willingness to find the information of the text were some factors that made the researcher interested to conduct a research in reading comprehension. It was focused on scanning and skimming for information.

Since teaching actually is a process of facilitating our students with an appropriate material and activity, teachers had to personalize ourselves as a facilitator and also motivator. Teaching is commonly told as an activity which is implied the learning process. It is called as a reinforcement practice to change students' habit for getting a new knowledge of a skill. It is in line with Brown (2000: 7) who said that, "Teaching can not be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, and setting the conditions for learning." So it can be concluded that teaching is an activity that had an essential meaning to build interaction between teacher and students. That was important to make students being secure to learn. So that the teacher should need to try out new activities and technique. Understanding students' problem and need used to make it real. A good teacher is somebody who has an infinity with the students who they are teaching (Harmer, 1998: 14). Sometimes teaching likes an observable activity. It does not visible but it done through all the teacher did in a classroom (Abbot, 1981: 14).

For English teacher, giving reading material to improve students' reading comprehension honestly had little bit challenge to be applied. Teachers should teach their students to understand the written language effectively. Reading is understood as an individual activity in which the students interact with the text in isolation. It was useful for themselves and social. Reading was also had longer time to improve and need several kinds of material. It means that the basic activity to make students' comprehension get improved is that they need to do more practices. In accordance to this, Kreshen (in Fathur Rohim, 2009, 45) added that, " Reading is good for you. The research supports a stronger conclusion, however. Reading is the only way, the only way we become good reader." And at the end of teaching learning activity they hoped able to get the whole context of the text. As stated by Mekulecky, Beatrice S. And Jeffries, Linda (1996 : 14) that, "while we are reading sometimes we make connection between brain and what to look for." It means that when we read some reading materials we will have a connection. That was a relationship among what we wanted to find, the material to look for, and information gotten from reading materials, we could call them texts. That is why they basically used by the teacher to teach basic reading. In relation to scanning and skimming for information, both of those techniques had different way but they actually lead the students to the reading comprehension. Scanning was very speed reading Mekulecky, Beatrice S. And Jeffries, Linda (1996 : 15), it means that we read faster to get specific information by reading directly through the specific information asked by the question. While skimming was a form of rapid reading for finding the general idea or gist of a passage or book (Mekulecky, Beatrice S. And Jeffries, Linda, 2007: 170). Scanning and skimming technique were two basic ways for reading comprehension. By using scanning students were able to find detail and stated information. While skimming were able to help students to get general idea or even implicit information beyond the text.

Moreover, to get better teaching reading process and also the result of its, the researcher proposed a solution to be applied. In order to decrease students' boredom while reading and getting information from a text, internet based text material decided to be a supplementation. This kind of text used as side materials or references. The meaning of

supplementation itself could be seen from Greenwood (1981: 252) who states that, "Supplementation basically you deliberately supplement the text book by providing extra teaching material." So, it was possible for the teacher to give the supplement material to the students. Giving students more various texts made them improve their reading comprehension ability. It is in line with Abbot (1981: 155) who states that, "successful learning involved at least three things; being able to understand something, remember it, and use it. In addition of using supplement material to teach reading also supported by Greenwood (1981: 255) on his book who states that, " One way of supplementing a textbook is by adding some material from elsewhere when you think the textbook fails to provide adequate material. However, the textbook itself is not always intended by the writer or the publisher to be the only material of the course."

Supplementing or adding textbook material could be one of the alternative to decrease students' problem on reading comprehension. It could be taken from any material sources such as internet based text material. This kind of teaching reading material actually had a lot of genre and similarities with students' textbook but the differences can be found out from the organization of generic structure, improvement of the content, and also the exercises. In accordance to this, Teeler and Gray (2000 :68) said that, " The web can be ideal for looking a particular language structures because many sites are dedicated to one specific category or function. In addition, many of them have personal relevance to the students, which is often missing from textbook material." In short, from those ideas researcher decided that online based text was appropriate to be used as supplementation material. In spite of this text was easily accessed from any web adress, it also had some reason of internet based text to be chosen for reading material especially on scanning and skimming for information. As we know, internet based text material had their category or function based on students' need, the design is clean and fast, updated information, and had varieties on its model. After got model of internet based text, students had chance to find and select texts as they need based on the material of classroom discussion. It expected to improve students' reading comprehension on scanning and skimming for information.

Online text or internet based reading material, which is found from the internet, was possible to use for supplementing reading material. Making students familiar and had more kind of texts were some effective ways to improve their reading comprehension. Umi (2016: 47) also had a similar reason of why teacher should facilitate more various texts, it was stated that, "The existence of written sources enable the teacher present various exposure of written texts and it can be provide the students with the learning material. Then, the more written texts provided, the more authentic materials read by the students." Nowadays, there are a lot of things that can be found in the internet including texts. According to Teeler and Gray (2000: 73) that, "The internet is not limited to the news any more than coursebooks are. There are all sorts of text, many of which let the reader participate in some way." It was clear that internet not only gave information but also many kind of texts related to written material especially for teaching reading. According to Kruk (2014) that, "the internet offers a great deal of information, authentic or specifically prepared for ESL/EFL purpose that can be used in foreign language classroom for reading

and listening activities. Thus, exposing students to authentic target language should be primary objective for EFL teachers.” It was also in line with Hanson-Smith (cited in Faizal, 2021 :21) that, “There are three categories for internet sourced reading materials; (1)text repositories; (2) electronically mediated texts; and computer-mediated communications. The internet offers means to teach reading in various ways, and represent and improvement over paper-based exercises.” Also as cited from Junaidi (2019) that, “online sourced reading materials can be effective to improve students’ reading comprehension. It can enhance students’ vocabularies, speed reading, and their reading comprehension.” In accordance to this, Guo (cited in Faizal, 2021: 22) added that, “authentic materials from internet are highly valuable because those materials can generate greater interest among teachers and students than traditionally structured materials do.” From those quotations researcher decided to proposed internet based reading materials to increase students’ reading comprehension.

Furthermore, there were some advantages of internet or online based reading material which can be used to teach reading. They used as supporting reason for why did researcher propose it to increase students’ reading comprehension on scanning and skimming for information. As cited from Teeler and Gray that, Texts can be printed out or easily saved and read offline. It made students do not need to be connected online all the time. After they got it, they could read it in printed or offline saved form. Adding by Teeler and Gray (2000: 70) that with the advent of web text is well formatted, easy to look at and often broken up by relevant pictures and graphics which aid comprehension. Also cited from Teeler and Gray (2000: 36) added three reasons of using internet based text material for teaching reading. Those are such as; (1) Scope, as a fast virtual library the internet offers a seemengly endless range of topics to choose from, all in one handy location. There are even a growing number of materials specifically desogned for English Language teaching; (2) Topicality, Many new publications is updated on a regular basis: monthly, weekly, or daily and some of themavailable in print; and (3) Personalisation, The topics of coursebook may be irrelevant or difficult to discuss with the class and teacher may sometimes need alternative topics and texts. The internet can geartly simplify to task of finding them. In line with this, Harmer (2005: 149) states that, “One of the real advantages of the internet is that now, for the first time, teachers and students have access to authentic English wherever happen to be working. Taking internet based text material to teach reading comprehension is technically quite simple proceess. Whole pages can be saved and re-Opened in you word processor even in offline page. So that the students able tu practice the reading activity inside or outside the classroom.

METHOD

This research belongs to descriptive quantitative research. The design of this research used true-experimental research since the researcher only had one class as sample of research. That was class 7A of SMP Wahidiyah. In this research the writer studied about the impact of internet based text material to the students’ reading comprehension on scanning and skimming for information. The goal of this study was to know the significance

influence of internet based text material to students' reading comprehension on scanning and kimming for imformation to the seventh grade of SMP Wahidiyah. The data collected by using test that conducted to the students after giving pre-test. Researcer conducted the research in eight meetings. Two of them used to get pre and post-test and the rest of six used to give treatment which is used internet based material. After all the data collected, they analyzed using t-test to determine the mean score of data. From the comparisson of mean score from pre and post test the researcher got the answer of research question and proved the hypothesis.

FINDING AND DISCUSSION

The result of pre-test and post test was in form of students' score. Both scores analyzed using t-test than compared the mean score and t-table. After collecting the data, researcher counted the standart deviation. It used to decide the mean score. The computation result of mean score can be seen by this following table and description.

Table 1: Hypothesis Testing Result

df (N-1=41-1)	Mean Score		t-score	t-table	Significance	
	Pre-test	Post-test			H _a	H ₀
40	68,41	93,04	17,59	1,68	Acceped	Rejected

After getting the data from sample which consist of 41 students, the researcher got pre-test and post-test score. The data than calculated into mean score for each. The calculation of mean score for pre-test or \bar{X}_1 was 68,41. On the other hand, students after being taught using internet based text had significant improvement on their score. Students' score after post-test or \bar{X}_2 was 93,04. Based on the result of study can be seen that students' mean score got an improvement. By using 40 as the degree of significance and 0,05 for the significancy level, the calculation of t-score was 17,59. When it compared with t-table, the result would be significant because t-score was higher than t-table ($17,59 > 1,68$). It means that the reseach question answered by there was significant influence between internet based text and students' reading comprehension on scanning and skimming for information to the seventh grade of SMP Wahidiyah. It also means that Alternative Hypothesi (H_a) accepted while Null Hypothesis (H₀) rejected.

This finding of the research supported with Faizal (2021) who also revealed that in term of reading comprehension internet or online based text material had significant influence to the students. From the interview and post-test result can be concluded that it was necessary to provide supplementary reading materials from the internet so that students would have fresh reading materials. By giving interesting teaching materials could improve students' motivation to learn English as well as increasing reading comprehension. Moreover Faizal (2021) also adding that after receiving treatment of internet sourced reading materials, experimental class have increased from pre-test to post test score. This group got average pre-test score of 64 and increased on 80,5 for post-test after getting

treatment using internet sourced reading materials. It was also in line with research findings by Thanh Do (2019) who revealed that using internet based materials had positive impact on students' reading comprehension. It can be seen that the learners in the post-test show higher mean scores than in the pre-test. They got 5, 16 for pre-test and 6, 28 for post-test. A study from Nurhasanah, et.al. (2020) also found that the students of the English Education Study Program at Baturaja University was agreed on reading comprehension skills towards the internet as learning media. It could be seen from the average of 54 students they answered "agree". students had a positive perception of using the internet as learning media in reading comprehension. Another research result which is support this research result was from Wa Ode (2021) who revealed that students' reading comprehension increased after doing online reading activities. Their average value of pre-test and post-test in the experimental class increased from 52, 57 to 77,85.

CONCLUSION

Based on the hypothesis and research question stated before, the researcher concluded that the calculation value of t-score was higher than the value of t-table either at the level of significance 0,05. The calculated t-score was 17,59 and it was higher than the value of t-table, that was 1,68 at the level of significance 0,05 and the deviation standard was 40. According to this result, the conclusion can be drawn that the research question was clearly answered that there is significant influence between internet based text material and students' reading comprehension to the eleventh grade of SMP Wahidiyah. It means that, the independent variable influenced the dependent variable. Furthermore, when it drawn back to the hypothesis, the research result revealed that the Alternative Hypothesis (H_a) was accepted. In which there is significant influence in teaching reading using internet based text material to students' reading comprehension to the seventh grade of SMP Wahidiyah. In the other hand, based on the t-score and the value of t-table, it can be revealed that Null Hypothesis (H_0) was rejected, it means there is no significant influence in teaching reading using internet based text material to students' reading comprehension to the seventh grade of SMP Wahidiyah. The reason of H_a was accepted because t-score was higher than the value of t-table that was $17,59 > 1,68$. This result may be influenced by students' interest of various text given for teaching reading. As stated before that the supplementation text likes internet based text material can be used to improve students' reading comprehension, their knowledge about many kind of texts, exercises, speed reading on scanning and skimming information, and maybe the generic structure and vocabulary. It also able to reduce students' problem of, boredom, added by many kind of information like the culture and habit, and gave the student to take their turn on finding out their own text but still related to classroom material.

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