

ABSTRACT

TEACHING READING USING READTHEORY WEBSITE AS AN ONLINE PLATFORM

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The objective of this research were to know whether or not there is a significant improvement on reading achievement after teaching using ReadTheory and which reading aspect was improved the most. The design of this study was one group pretest-post test design. The study employed reading test for pretest and post test. The result of study found that the two tailed significance value (p) is 0.000. The result of study found that ReadTheory is significant to improve reading achievement and supporting details are the aspect improved the most. This is proven as the result of post test mean reached 62,59 from 53,40. The improvement was shown in all aspects of reading, especially aspect of supporting details. The gain percentage of supporting details was 13.6%.

Key Words: ReadTheory, improvement, reading test, reading aspect.