**TEACHING READING USING READTHEORY WEBSITE AS
AN ONLINE PLATFORM**


**(A Script)**


**By**

**Fitrotunnisa Alhaniah**


**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2021**

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**Submitted in Partial Requirements for S-1 Degree
in
Department of Language and Arts Education
Faculty of Teacher Training and Education**



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**ABSTRACT**


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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.

Research Title     : **TEACHING READING USING READTHEORY WEBSITE AS AN ONLINE PLATFORM**

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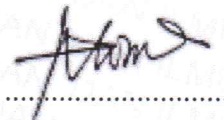NIP 19890913 201903 2 012

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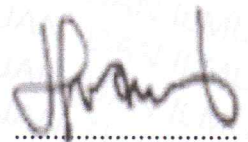NIP 19640106 198803 1 001
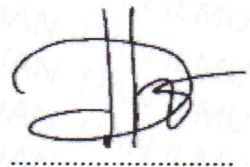
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 15 Oktober 2021
Yang membuat pernyataan,

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# CURRICULUM VITAE

The writer was born on December, 28$^{th}$ 1997. She is the first child of three younger siblings. She joined TK Alam Ulul 'Ilmi. Then, she continued her study at SDIT Permata Bunda. After that, she continued her study at SMPN 22 Bandar Lampung. In 2016, she was graduated from SMAN 9 Bandar Lampung. She loves to think and ask questions a lot, surely she needs more wisdom. She tries to be a good person. During completing her study at FKIP Unila she meets a lot of people to improve herself personally and professionally. She humbly aims to understand and be understood. She devotedly hopes to be a good teacher in the future and be taught by many more.

**MOTTO**


Serious Mode:

☺


Funny Mode:

"A folder of memes and other funnies that describe the emotional roller coaster

that is writing a thesis: You to roar with laughter at the absurdity of it all and cry

when the feels creep up, because you relate so hard! And you just want to

graduate."

-Miss Aurora (2021), Thesis Humour

https://id.pinterest.com/auroraeyeddream/thesis-humor/

# ACKNOWLEDGEMENTS

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# I. INTRODUCTION

The first chapter describes background of study and research question, objective of the research, uses of the research, scope of the research and definition terms.

## 1.1. Background of Study

Reading is one of the key language learning and teaching competencies. Chastain (1988) claimed that students of the second and international languages need to read vast amounts of authentic materials to be able to read for communication. Reading is a language skill which is important. The great technical advances across the internet and in order to grasp this information through the internet and take advantage of that students need to be professional readers (Browning, 2003). Furthermore, among the four English skills, reading is more emphasized to be taught in Indonesia as the item tests of the Ujian Tulis Berbasis Komputer (university entrance test) focus on the reading achievement (Lembaga Tes Masuk Perguruan Tinggi, 2020).

The program of International Student Assessment (PISA) in 2015 shows that more than 86 percent of Indonesian 15-year-olds read at or below PISA Level 2, that is, they cannot consistently perform Level 3 skills such as 'location[ing] and recognition[ing] of the relationship between multiple pieces of information in a text. The Indonesian press lamented the results of the World's Most Literate Nations survey, which ranked Indonesia 60th out of 61 countries by a combined measure of literacy and literate behavior (JakartaPost, 2016).

In March 2020, the Director-General of the WHO declared Covid-19 a pandemic after evaluating the rapid spread and magnitude of the deadly virus worldwide

with additional declaration of social distancing as a means of curbing the pandemic's spread (WHO, 2020). According to Huang et al. (2020), a novel corona virus, known as Covid-19, was discovered in a seafood market in Wuhan in the end of the year 2019. Results of the virus from the perspective of clinical analysis showed transmission from person to person (Li et al., 2020). Social distancing is maximally applied in between individuals to minimize the spread of disease (Red Cross, 2020). This pandemic has forced the worldwide physical closing of corporations, sporting events and colleges by forcing all institutions to move to online platforms. Online learning is the use of the internet and many other essential tools for the production of educational content, instructional delivery and program management (Fry, 2001).

Computer, laptops, tablets, and smart phones in large parts of the world are prevalent in the lives of today's children and youth (Mullis, Martin, Foy, & Hooper, 2017). In several instances computer technologies have replaced paper-based reading materials, both in schools and in leisure contexts. Whether the current shift from paper-based reading to screen-based reading affects cognitive learning outcomes, such as reading achievement, has been the subject of a growing number of empirical studies over the past few decades.

Some studies have been done in investigating reading achievement through online platform. One study aims to see the ReadTheory's impact on student grades, reading confidence and ability (Romeo, 2016). Another study aims to see the significant influence of online reading habit on reading achievement (Yuliani, 2017). Another study aims to see reading strategy towards student reading achievement (Khusniyah, 2019). Another study aims to see the EFL's factors influence of reading habit (Satriani, 2019).

Numerous studies explore reading achievement using online platform in online reading achievement but none of them discussing the significance of certain website in teaching reading for Senior High School in Lampung Province area. Therefore, this study aims to explore the significance of reading achievement

using an online website of ReadTheory.org and the aspect best practiced after being taught using ReadTheory.org at SMAN 11 Bandar Lampung.

## 1.2 Research Questions

Furthermore, to gain more insights of the reading achievement and its significance, we specified the following research questions:

1. Is there any significant improvement in teaching reading using ReadTheory.org at SMAN 11 Bandar Lampung?

2. Which reading aspect improved the most after using website ReadTheory.org at SMAN 11 Bandar Lampung?

## 1.3 Objectives of the Research

The objective of this research are to see whether the implementation of reading through readtheory.org as online platform significantly improve reading achievement. Further, the research also tries to find which reading aspect improved the most after using website ReadTheory.org at SMAN 11 Bandar Lampung.

## 1.4 Uses of the Study

This study is hopefully useful for both theoretically and practically.

1. Theoretically

This study aims to see the relevancy based on the theory and to see the result of students reading achievement using ReadTheory.

2. Practically

- This study aims to expand the awareness of teachers about ReadTheory.org as online platform to be applied in the class.

- This study aims to be a guide for the further studies.

**1.5 Scope of the Research**

The study covers the reading achievement skills using online platform of readtheory.org at SMAN 11 Bandar Lampung for the 10$^{th}$ grader. It is organized within 6 weeks for conducting the treatment. Students have the opportunity to develop themselves in reading English by using online platform and maintain their performance by themselves. In the end, the result of this study investigates their commitment to utilize the online reading website and whether it will increase their ability to answer the test questions or not.

**1.6 Definition Terms**

1. Reading Achievement

Reading achievement is the ability to process information in the text. It is usually indicated by mastering the questions of reading aspects such as main idea, supporting details, reference, inference and vocabulary. It is not a passive skill, therefore the mind of the reader must have the ability to perceive and understand (Harmer, 2001).

2. Online Learning and E-Learning

Online learning is a teaching and learning process using internet and digital media to transfer the materials (OECD, 2019). The sources of online learning and e learning are from website, internet, CD-ROM, and DVD. The purpose of online and e-learning is not only to access information but also to achieve specific learning purpose (Ayu, 2020).

3. Online Platform

A digital service that facilitates interactions between two or more separate but interdependent sets of users (OECD, 2019).

4. ReadTheory.org

ReadTheory.org is an interactive website designed to serve as a computer-based supplemental reading program for students in grades 1 through 12 at ESL. The website provides a wide variety of reading achievement exercises. (Romeo, 2016).

## II. LITERATURE REVIEW

This chapter discusses about several topics related about the implementation of this research. It deals with concept of reading, concept of teaching reading, concept of online learning, concept of teaching reading using online platform, procedure of teaching reading through online platform, principles of teaching reading, online reading strategies and skills also advantages and disadvantages of reading using readtheory.org as online platform.

### 2.1 Concept of Reading

Reading can be viewed as an "interactive" process between a reader and a text leading to automatic or fluent reading. The reader communicates dynamically with the text in this process as he/she attempts to release the context and where different types of knowledge are used: linguistic or structural knowledge (through bottom-up processing) and schematic knowledge (through top-down processing). Since reading is a complex process, Grabe argues that "many researchers attempt to understand and illustrate the fluent reading process by analyzing the process into a series of component skills" (1991, p. 379) in reading; thus the writer proposed at least six general component skills and areas of knowledge:

1. Automatic recognition skills
2. Vocabulary and structural knowledge
3. Formal discourse structure knowledge
4. Content/world background knowledge
5. Synthesis and evaluation skills/strategies
6. Metacognitive knowledge and skills monitoring

## 2.2 Concept of Teaching Reading

Teaching a foreign language involves teaching the four abilities to speak, listen , read, and write. The purpose of teaching reading is to research the specific printed material and to understand the meaning that the writer was trying to convey. However, teaching reading has gained more attention since the 1970s and has stressed how students cope with unfamiliar texts on their own in order to gain maximum understanding. Nutall (cited in Yazar, 2013) argues that the ultimate purpose of teaching reading is to make it easier for students to read authentic texts without support.

Reading instruction would be connected to the reading practices themselves. The reading lesson activities are elaborated by Cahyono and Widianti (2006) into three phases of pre-reading, during-reading, and post-reading.

## 2.3 Concept of Online Platform

The word "online platform" has been used to describe a number of online platforms, including markets, search engines, social media, innovative content sources, app stores, messaging platforms, payment systems, so-called "collaborative" or "gig" economies, and much more. An online platform is defined in this study as a digital service that facilitates interactions between two or more separate but interdependent sets of users (whether companies or individuals) who interact via the internet through the service (OECD, 2019).

In general, in terms of thought related to online learning and their relevancy to millennial students, the characteristics of students in every province in Indonesia are "similar" and most students already use the internet as a primary need for learning (Rahman, 2020). The expectations of students of their adoption, use, and acceptance of emergency online learning, how motivation, self-efficacy, and use of technology play important role in students' cognitive involvement and academic performance, are some factors that decide the effectiveness of teaching and learning reading (Patricia, 2020).

## 2.4 Concept of Teaching Reading Using Online Platforms

Teaching are countless ways to connect technology with education (Kenning, 2007). In education, online learning that consists of web-based content, online newspapers and educational films are all connected with the technology. Students are able to discover the realm of knowledge with only a few keystrokes and get different tools relevant to what they are discovering. There should be no justification not to be able to discover the universe, because the knowledge is "at the fingertips." There are many pedagogical methods which currently in place that integrate technology in education. Some of the examples are learning based on a goal, on the web and online. All of these approaches are either student-centered, where students have to learn to self-access; or teacher-centered, where the teacher plays the main role in knowledge transfer. As for the online-based learning approach, the teacher only acts as a language subject tutor by guiding the students to search the Internet for information. Therefore the instructor will no longer become the main source of information because the position is being replaced by the technology of instruction. Students might not have to rely on the teacher for as much time as they can find information by browsing the Internet. It is not impossible to imagine that in future classrooms there will be limited of the traditional approach because instructional technology continues to grow rapidly.

Most learning tasks will be completed through the help of technology. This can be proved by looking at today's educational institutions where many schools have their own website to disseminate and share information with the students quickly. Indeed the learning environment affects new information growth. This includes the physical facilities, the psychological environment, the methods of learning and teaching (Haron, 2015). Instructional technology today provides the instructor with the means to involve students in learning.

Online reading platforms offer an ideal environment for the emergence of information cascades, a phenomenon where user selection is heavily driven by the information inferred from others' behavior (Liu, 2020). Online reading

necessitates the use of both similar and different skills to traditional paper-based reading. Therefore, some overlap is likely in the background and attitudinal factors associated with reading in the two modes. Differences between the models emerge regarding time spent browsing the internet, the frequency of using a computer at school, pupil enjoyment of reading, and pupil ownership of a smartphone (Gilleece, 2018).

It is not surprising that the more one reads, the better one becomes at reading. Readtheory.org as an online platform has numerous reading worksheets. ReadTheory.org is an interactive website designed to serve as a computer-based supplemental reading program for students in grades 1 through 12 at ESL. The website provides a wide variety of reading achievement exercises. ReadTheory's unique features are its fee-for-use model, its incorporation of game mechanics, and its responsive leveling algorithm, which allows students to be presented with best-fit material based on prior performance (Romeo, 2016).

## 2.5   Procedure of Teaching Reading by Using Online Platforms

The following are several exercises that can be used by teachers during the pre-reading process. These tasks do not take a long period of time to be carried out. However, they are very successful in overcoming the natural urge to start reading a text very close from the start.

1.  Pre-reading guided by the teacher, which is intended to clarify some primary words, ideas in the text, and the form of text. In this approach, the instructor explicitly discusses the knowledge the students would need, including key concepts, essential terminology, and adequate conceptual structure. The rationale for the introduction of text types is that texts can take various forms and retain certain pieces of data in certain locations. The familiarity of students with the text types they are reading can improve their understanding of the content layout. In turn, such familiarity will allow them to concentrate more deeply on those sections that are more densely compacted with details. If appropriate, paying attention to the name of the author and the year of publication may also allow the reader to infer the meaning of the text.

2.  Interactive exercises in which the instructor points out the knowledge that students already have and by presenting additional information that is deemed appropriate to understand the text to be read. Even the instructor can freely connect the prior knowledge of the students and essential details in the text.

3.  Reflective exercises aimed at directing students to understand the meaning and intention of reading a specific piece of written content. This can be achieved in the early stages, but after they have become better readers, this technique can be left to the students. The students may be directed to ask themselves, for example, "Why should I read this text? After reading this, what benefits will I get? Their knowledge of the intent and intention of reading will allow them to decide the right skill(s) to use in later reading activities: skimming, browsing, reading for information, or critical reading."

**During Reading**

The tasks performed during the reading stage include taking notes, responding, predicting, selecting essential data, challenging the role of the writer, analyzing and putting a text within one's own experience. These processes may be the most difficult to build in a classroom environment due to the fact that most attention is always paid to dictionaries, the text, and the teacher in English reading classes. The instructor is supposed to allow the students to practice the following are steps to promote active reading (Barnett, 1988):

1.  Making predictions: Students should have the ability to predict what will happen next in the text, as they need to be able to incorporate and blend what has come with what is to come.

2.  Making selections: Professional readers are more selective on what to read.

3.  Integrating prior knowledge: The schemas enabled in the pre-reading segment to promote achievement.

4.  Skipping irrelevant parts: The more skillful a person reads, the more he will focus on important part of information and miss unimportant part of information.

5.  Re-reading: To improve their understanding, students should be aware of the value of re-reading.

6. Using meaning or guessing: It is important to allow students to identify and understand every single unknown word in a text. In order to guess the meaning of foreign phrases, they should also use the context..

7. Monitoring: Good readers often review their achievement in order to determine whether their objectives are fulfilled by the text or by reading it.

**After-reading activities**

Post-reading activities are defined largely by the intent of the reading and the type of information derived from the text. Post-reading exercises, according to Barnett (1988), first monitor the achievement of the students and then lead them to a deeper analysis of the text. In the real world, reading is not meant to summarize the content of a text or to memorize the perspective from the author. The true purpose of reading is to see into the mind of the author or to interact with what one already knows with new knowledge.

Vaezi (2006) emphasized that post-reading would normally take the form of these activities: (1) addressing the text: written/oral, (2) summarizing: written/oral, (3) asking questions: written/oral, (3) answering questions: written/oral, (4) filling in forms and charts (5) writing logs (6) finishing a text, (7) listening to or reading other similar materials, and (7) performing roles.

**2.6  Procedure of Teaching Reading through ReadTheory.org**

ReadTheory is the reading online website that has features of combination of free and gamified content to be used as personal learning supplement. Based on observing the website, there are some activities of teaching using ReadTheory as follows (ReadTheory, 2020):

**Pre-reading**

1. Students sign up to the website

   The students should have ReadTheory's account first before participating to the online reading website. The account creation will be handled by the researcher.

2. Students log in

   Students log in to the website to be mapped where the levels they belong to. The first activity in the website is the initial exercise to determine which grade they are supposed to. The grade range from 1 to 12 and this grading system is generated automatically in the website based on their performance in answering the questions. Students are navigated to ReadTheory.org in their internet browser.

3. Teacher goes to the Progress Reports page and begins to track progress of initial grading system.

**During reading**

1. After doing the pretest, the students will have their own level of reading.

2. Students begin their online worksheet using their gadget. Readtheory will present the passages with various text and levels. If a passage is too hard, the student will be presented with easier reading material once he or she receives a low score (under 70%) on the present quiz. Students' levels do not always increase when they pass a quiz. They must excel on a quiz (score over 90%) in order to move up a level.

3. Teacher goes to the Progress Reports page and track progress of the students. Teacher can see the graphic presented about students performance.

**After reading**

1. Students get their score and reflect reading activities.

2. Teacher monitor the reading performance based on text complexity (lexile level), knowledge point (the frequency of taking test and answer the correct questions), and grade level.

3. Teacher sends the report of progress each week to the students.

**2.7  Principles of Teaching Reading**

Richard and Schmidt (2002) point out that some principles in teaching are beliefs and theories that teachers hold concerning effective approaches to teaching and

learning and which serve as the basis for some of their decision-making. Harmer (2001) classifies that there are six principles behind teaching reading as follows:

1. Reading is not a passive skill

    Reading is an incredibly active occupation. To do it successfully, one has to understand what the words mean, see the picture the words are painting, understand the arguments, and work out if one agrees with them. If one does not figure out these things – and if students do not perform these things – then one only just scratch the surface of the text and one quickly forgets it.

2. Students need to be engaged with what they are reading

    As with everything else in lessons, students who are not engaged with the reading text, not actively interested in what they are doing, are less likely to benefit from it. When they are really fired up by the topic or the task they get much more from what is in front of them.

3. Student should be encouraged to respond to the content of a reading text, not just to the language

    It is important to study reading texts for the way the author use language, the number of paragraphs they contain and how many times they use relative clauses. But the meaning, the massage of the text, is just as important and teachers must give students a chance to respond to that massage in some way. It is especially important that they should be allowed to express their feelings about the topic, thus provoking personal engagement with it and the language.

4. Prediction is a major factor in reading

    When one reads texts in his/her own language, one frequently has a good idea of the content before he/she actually reads. Book covers give him/her a clue inside; photographs and headlines hint at what articles are about and reports look like reports before one reads a single word.

5. Match the task to the topic

    Teachers could give students Hamlet's famous representation of 'to be or not to be' and ask them to say how many times the infinitive is used. Teachers could give them a restaurant menu and ask them to list the

ingredients alphabetically. Teachers will probably be more interested in what Hamlet means and what the menu foods actually (Harmer 2001). Once a decision has been made about what reading text the students are going to read, teachers need to choose going reading tasks- the right kind of questions, engaging and useful puzzles, etc. The most interesting text can be undermined by asking boring and inappropriate questions; the most common place passage can be made really exciting with imaginative and challenging tasks.

6. Good teachers exploit reading texts to the full

Any reading text is full of sentences, words, ideas, descriptions etc. It does not make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting class sequences, utilizing the topic for discussion and further tasks, using the language for study and later activation.

## 2.8. Reading Aspects

This subchapter explains about the aspects of reading. There are five aspects of reading which those are as follows (Nuttal, 1982):

1. Determining Main Idea

The main idea is the most significant piece of knowledge about the concept of a paragraph that the author needs to remember (Nuttal, 1982). Determining the main idea is an ability to understand and discover a passage's main point by highlighting its passage and finding repetition of ideas/words. The key concept binds all of the sentences in the paragraph or article together.

2. Finding the Specific Information or Part of Text

This includes searching for the details relevant to the purpose in mind and trying to dismiss the irrelevant one (Nuttal, 1982). Specific information refers to the exact, reliable fact or definition of something that is stated in the text.

3. Finding Reference

Reference is the systematic use of one item to mean something else in which the information required to identify (Nuttal, 1982). Finding a reference means that one textual word is understood and defined by another.

4. Finding Inference

A good guess or conclusion drawn on the grounds of the logic of passage is inference (Nuttal, 1982). Finding an inference indicates that the reader recognizes and objectively concludes the sentences or passages.

## 2.9 Advantages and Disadvantages of Reading Using readtheory.org as Online Platform

There are some opportunities and challenges in reading using an online platform to be investigated from the theory since it involves remote teaching and technology. The advantages of using readtheory.org as online platform are as follow (Giddens, 2020; Romeo, 2020; Fernando, 2018; CommonCore, 2020):

1. Great Engagement with learners or student-centered

Great teaching engages learners. Creating an online course that is engaging to learners requires substantial planning and creativity. In developing a new online course for many disciplines, the researcher is interested in adapting an application that would support narrative pedagogy, support highly engaging, student-centered learning, require learners to apply content within real-world experiences (Giddens, 2020). ReadTheory activities are designed to foster critical thinking skills, enrich vocabulary, and prepare students for college and career-relevant literacy (Romeo, 2020).

2. The worksheets, learning activities and assessment are digitally recorded within the website

An online learning platform stimulates students' criticality, evidence of their activity of reading by student-generated digitally recorded. Furthermore, online platforms offer richer opportunities for formative assessment practices. There are educational value of online learning

platforms and the affordances of multimodal resources in creating innovative assessment practices (Fernando, 2018).

3. It is the combination of free and to be gained as personal learning buddy

Readtheory.org combines a no-cost, personalized online learning environment with increasing degrees of motivational gamified content. The higher the ability to answer the reading worksheet the higher level the students will get. More importantly, all content on ReadTheory is in line with grade-specific Common Core State Standards on English Language Arts, ensuring that in-program progress translates to offline success on state standardized tests (Common Core, 2010).

Disadvantages of using readtheory.org as online platforms are as follow (Quirk, 2010; Northrop, 2016; Hoover-Dempsey et al., 2001; Fan & Chen, 2001; Li &Hart, 2002):

1. Students may not feel motivated to participate in online reading program

Theory of reading motivation specifically addressing readers that highlights motivation of the readers. A researcher may think it is important to the improvement of reading skill, but this perception may not be equally accepted due to many factors such as social and emotional background among students as the problems. The three aspects of reading motivation most relevant to the instruction of supplemental reading: (a) improving reading self-efficacy; (b) making internal and controllable outcome attributions for successes and failures associated with reading; and (c) establishing personally relevant value in becoming a better reader (Quirk, 2010).

2. Home factors as support system that may be failed to provide conducive learning environment

According to Northrop (2016) there are three home factors that stimulate students such as parental involvement at school, parental involvement at home and parental expectations. With regards to literacy, parental involvement at home begins with creating a home literacy environment that supports the development of basic literacy concepts prior to the entry

of formal schooling (Northrop, 2016). An additional component of parental involvement at home includes supervising a child's homework, including creating the schedules for children to complete homework, checking homework, and instructing children directly while completing homework (Northrop, 2016). Parental involvement in homework is that it may support student achievement indirectly, through positive communication about homework, self-competence, and self-regulatory skills (Hoover-Dempsey et al., 2001). Parents can influence child outcomes through their own beliefs and expectations about education. Across studies, parental expectations and aspirations about a child's future academic achievement consistently had the strongest positive relationship to academic achievement (Fan & Chen, 2001).

3. Low understanding in instructional practices of online learning

Appropriate instructional practices depend on the stage of development of the reader, students especially who are curious to learn need more instruction in concept development and analytic thinking. Effective reading instruction includes clear instruction in achievement strategies; time spent reading challenging texts across a variety of text types; and a focus on higher-order thinking skills, including discussion with higher-order questions (Northrop, 2016). If, the students cannot understand the instructions of the website or computer based instruction it may be difficult for them to continue the process of learning. It is in line with the implementation of Computer Based Instruction (CBI) in which the students get a wide exposure to interact with many kinds of texts in which graphics, pictures are presented within its authenticity (Li &Hart, 2002).

**2.10 Theoretical Assumptions**

Based on the previous theories and researches, it is important to investigate further the significance of reading using ReadTheory website in facilitating students' development in their reading achievement.

Quantitatively, the research can reflect the significance of reading online implementation to accommodate learners to develop their reading achievement. This research also tries to find which reading aspect best practiced among students. Both of the significance and aspect will be reflected in their performance of answering questions.

**2.11 Hypotheses**

Based on the theories and the assumptions above, the researcher proposed the hypotheses as follows:

H01: There is no significant difference between the students' reading achievement after being taught through an online reading platform.

HA1: There is a significant difference between the students' reading achievement after being taught through an online reading platform.

In summary, this chapter asserts the supporting theories related to the issues brought forward by the researcher. The alternatives of possible findings are presented as well.

## III. METHODOLOGY

This chapter describes research design, variables, population and sample, setting, data collecting techniques, validity and reliability, procedures, and hypothesis testing of the research.

### 3.1 Research Design

The aim of the study is to find out if there would be a significant difference in the achievement by students through the implementation of reading using ReadTheory. The aspects of reading that are best promoted through online platforms are also examined. In addition, it also attempted to reveal how its implementation in reading class could influence the understanding of reading by students. The study one group pretest-post test design. The study is designed as follows:

$$T1 \ X \ T2$$

(Setiyadi, 2006)

T1 is the pretest, X is the experiment of using ReadTheory. After the class get the treatment, they have the post test (T2). The data were analyzed by using two paired t-test.

### 3.2 Variables of the Research

The existence of variables will entail the conduct of a sample. It is possible to distinguish variables into independent and dependent ones. The independent variable is defined by Kaur (2013) as an active variable that manipulates another variable values. In addition, he also describes the dependent variable as the variable that the independent variable affects.

There are two variables engaged in the research. They are independent and dependent variables. The independent variables are the implementation of reading using online platforms. The dependent variable is the students' reading achievement.

**3.3 Population and Sample of the Research**

The Population of the research is the tenth grade students of SMAN 11 Bandar Lampung. There are six classes of grade ten at SMAN 11 Bandar Lampung. Three out of six classes are chosen as the sample. As the research is a pre-experimental one, the samples are chosen to match several purposes. The researcher uses purposive sampling in order to represent the objectives of the research (Setiyadi, 2006). Students of 10th grade is chosen as the subject of the research since the research is about the implementation of online reading that would give effect to transitional teenagers as millennial that are adaptive to the use of technology from SMP to higher education at SMA of English achievement in reading achievement or not in supporting narrative pedagogy, support highly engaging, student-centered learning, and require learners to apply content within real-world experiences.

**3.4 Research Setting**

The research is conducted in SMAN 11 Bandar Lampung. It is considered to be the place where the research conducted since it has been implementing curriculum 2013 for almost 5 years. The 2013 curriculum has desired to make students be able to critically and independently read, analyze and appreciate texts and be able to develop and effectively communicate personal and critical responses to texts and others' views. Another reason, SMAN 11 Bandar Lampung conducts online learning and it has a good administration of basic online platforms during the learning activities because of school facilities and teacher ability in using technology. The researcher designed an English classroom learning activity for the tenth graders which integrates online learning. The researcher took the data from students' reading test scores.

**3.5 Data Collecting Techniques**

The data needed to answer the research questions of the research will be collected through some techniques, thus it needed some instruments as well. To answer the first and second research questions, pretest and post test were administered.

The reading tests were administered to find out the difference of students' reading achievement before and after the use of ReadTheory. The test consisted of items that measured students' achievement in reading aspects.

The reading tests were administered to find out the difference of students' reading achievement. The test consisted some of items that measured students' achievement in reading aspects. The reading aspects and the test items are as follow:

**Table 3.1. Reading Aspect and Number of Items from Pre-Test**

| Aspects | Number of Item |
|---|---|
| Main Idea | 1, 12, 23, 25, 26, 29 |
| Supporting Details | 2, 8, 13, 17, 18, 19 |
| Reference | 20, 21, 22, 24, 28, 30 |
| Inference | 4, 5, 7, 9, 14, 15 |
| Vocabulary | 3, 6, 9, 11, 16, 24 |

**Table 3.2. Reading Aspect and Number of Items from Post Test**

| Aspects | Number of Item |
|---|---|
| Main Idea | 1, 10, 14, 28, 29, 30 |
| Supporting Details | 2, 3, 7, 8, 9, 15 |
| Reference | 17, 22, 23, 25, 26, 27 |
| Inference | 4, 5, 6, 11, 16, 18 |
| Vocabulary | 12, 13, 19, 20,21, 24 |

**Table 3.3 Aspects Percentage of Pre-Test and Post Test**

| Aspects | Percentage |
|---|---|
| Main Idea | 20% |
| Supporting Details | 20% |
| Reference | 20% |
| Inference | 20% |
| Vocabulary | 20% |

### 3.6 Validity and Reliability

The validity and reliability of the reading test that was used as the instrument in this research to collect the quantitative data was measured.

### 3.6.1 Validity of the Reading Test

Validity refers to the preciseness of an instrument in measuring what is supposed to measure. The content and construct validity of the test are measured. Content validity refers to the extent to which the test items represent the materials should be measured (Setiyadi, 2006). While construct validity refers to the extent to which the items represent particular constructs or concepts (Cohen et al., 2007). To make sure that the reading test have content and construct validity, the researcher uses the items from national standardized examination because it fulfills the construct and content validity. National standardized examination as it was being tested for senior high school students to examine reading ability.

### 3.6.2 Reliability of the Reading Test

Try out test is conducted to measure the reliability of the test as well as its difficulty level and discrimination power. The researcher chose one out of eight classes, X IPA 2.

The two classes are chosen with some criteria to ensure the researcher that these two classes would be able to represent the ability of the experimental and control classes after they get the treatments. The researcher considers their English class daily learning situation by asking for the opinion of the teacher who taught them at

the tenth grade who is also the teacher of the tenth graders of the ongoing academic year.

The number of the items tested are 30 that consisted of identifying main ideas, supporting details, reference, inference and vocabulary. Every item of the test has four options of answer (A, B, C, D and E). The time allocated for the test is 60 minutes. All of the items were analyzed by AnaJohn's program. AnaJohn is one of the program in analyzing the quality of test items (Putri, 2019).

### 3.6.2.1 Reliability of the Test Items

To measure the reliability of the reading test, the researcher use split-half technique which is computed by using SPSS version 20 program. The reliability coefficient of the test should be at least 0.70 or higher. If the reliability coefficient of the test is 0.70 or higher, it means that the reading test is reliable and usable. The criteria of reliability for split-half coefficient are:

$...> 0.90$        : very highly reliable

$0.80 - 0.90$        : highly reliable

$0.70 - 0.79$        : reliable

$0.60 - 0.69$        : minimally reliable

$...< 0.60$        : unacceptably low reliability

(Cohen et al., 2007: 506)

### 3.6.2.2 Difficulty Level of the Test Items

The Level of difficulty deals with how well the students can do the test items. It shows how easy or difficult each item is for the examinees. Level of difficulty is a chance to correctly answer a certain item in a certain level of ability which is usually presented in the form of index (Depdiknas, 2008). The index ranges from 0.00 to 1.00.

$$LD = \frac{A}{N}$$

LD  : level of difficulty

A   : the number of students who answered the items correctly

N   : the total number of students who attempted the item

(Cohen et al., 2007: 423)

Classification of difficulty level

0.00 – 0.30  : difficult

0.31 – 0.70  : average

0.71 – 1.00  : easy

(Depdiknas, 2008:12)

### 3.6.2.3 Discrimination Power of the Test Items

Discrimination power refers to how well an item can differentiate between high and low level students. Cohen et al. (2007) describes discrimination power as the potential of the item test to be answered correctly by qualified students and incorrectly by less qualified students. Thus, an item test with good discrimination power will be able to distinguish between students with high and low ability.

Classification of discrimination power

 ... $\leq$ 2.00  : poor

0.21 – 0.40  : satisfactory

0.41 – 0.70      : good

0.71 – 1.00      : excellent

<div align="right">(Arikunto, 2013:232)</div>

## 3.7 Research Procedures

The research is conducted by following the procedures as follows:

1. Determining the research problem

   The first step of the research was determining the research problem. The researcher determined the problems that are likely to be the case of discussion.

2. Determining the population and selecting the sample

   The population of the research was the seventh grade students of SMAN 11 Bandar Lampung. The samples were chosen by purposive sampling. One out of the eight classes is chosen as population.

3. Administering the pre-test

   The researcher administered the pre-test for both experimental and control class to see the initial score of students.

4. Implementing treatment

   The researcher gave the student the direction to conduct the reading activity in the website. Each week, the student must complete 5 quizzes. The treatment conducted for 3 meetings, the total of quizzes that should be completed is 15 quizzes.

5. Administering post-test

   The test was administered to measure students' reading achievement after getting treatment to complete 5 quizzes multiple by 3 meetings.

6. Analyzing the most improved reading aspects

   Using the data from reading test, the researcher determined which aspects answered improved the most.

## 3.8 Data Analysis

The data collected in the research were analyzed quantitatively. The quantitative data gained from the reading test analyzed by using Statistical Package for Social

Sciences (SPSS) version 20 and the result is used two paired sample t test to test the hypotheses proposed. The steps of the data analysis are described as follows.

a. First Research Question

To answer the first research question, the researcher analyzed the data by following these steps:

1. The researcher gathered the data from pre-test.
2. The researcher gathered the data from post-test.
3. The researcher tabulates the score of the students' reading achievement test into SPSS version 20 and analyzed them using *Paired Samples T-Test*.
4. After tabulating the score and seeing the results, the researcher draws a conclusion whether the difference in the students' reading pre-test and post-test significant or not.

**b. Second Research Question**

The researcher analyzes the data by following the steps below to answer the second research question:

1. The researcher collected the pre test and post test data.
2. The researcher grouped the aspects of reading (main idea, supporting details, inference, reference and vocabulary).
3. The researcher calculated the mean score from pre test and post test.
4. The researcher analyzed the data to see which aspect improved the most in the class.
5. The researcher drew the conclusion which aspects improved the most.

**3.8.1   Hypothesis Testing**

The researcher tests the hypotheses of the first research question through independent sample t-test by using SPSS version 20 and the hypotheses of the first research question by comparing students' percentage scores of each reading aspect achievement.  The hypotheses are as follows:

H01 : There is no significant difference between the students' reading achievement after being taught through an online reading platform.

HA1 : There is a significant difference between the students' reading achievement after being taught through an online reading platform.

Independent sample t-test is used to analyze the data. And significant level of 0.05 is employed to test the hypotheses of the first research question. These are the criteria to find out which hypothesis of the first research question is accepted.

$H_{01}$ will be accepted if the two-tailed significant (p) value is greater than 0.05 and the t-value is less than the t-table at the significant level of 0.05

$H_{A1}$ will be accepted if the two-tailed significant (p) value is less than 0.05 and the t-value is greater than t-table at the significant level of 0.05

# V. CONCLUSION AND SUGGESTIONS

This chapter includes conclusion and suggestion for the further research.

## 5.1 Conclusion

Referring to the discussion of the research findings, the researcher comes to the following conclusion. The objectives of this research are to find out whether there is significant improvement on students' reading achievement after the implementation of teaching using ReadTheory and which aspects improve the most. Based on the result, it is concluded that:

Reading using ReadTheory can significantly improve students' achievement. The improvement was shown in all aspects of reading, especially aspect of supporting details. The reason why using ReadTheory can significantly improve students' achievement is because the more exercises student get, the more familiar they are with English text. This means that teachers can try to employ ReadTheory in order to enhance reading practice especially in aspects of supporting details.

ReadTheory contains reflective exercises which is aimed at directing students to understand the meaning and intention of reading a specific piece of written content. Their knowledge of the intention of reading will allow them to decide the right skill(s) to use in later reading activities. The achievement of finding specific information of the text also happens in finding supporting details, reference and main idea. Those achievements are improved by reflective exercises in ReadTheory.

**5.2 Suggestion**

**5.2.1  Suggestions for Other Teachers**

It is suggested for English teachers to:

1. Use ReadTheory to teach reading in senior high school level of EFL class as website is a media of learning to promote students' reading achievement.

2. Apply some strict rules in order to avoid too much excuse in the learning process because this requires a lot of students' commitment.

**5.2.2  Suggestions for Other Researchers**

By considering the scope of this research, researchers who are interested in the same field are suggested to:

1. Conduct a study on the use of ReadTheory the other language skills since this study only focused on the reading skill ReadTheory gives worksheet in writing skills too for each reading exercise at the end.

2. Investigate the possibilities of reading aspects that might be least facilitated and identify the factors that possibly hinder them for this research focused more on the aspect of reading improved the most.

3. Conduct a research on the students' perception and the students' progress about the website.

In brief, the conclusions of this research and the suggestions for English teachers who are interested to implement ReadTheory as website in media of teaching English who want to conduct any relevant researches have been explained in this chapter.

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