

STUDENTS' PERCEPTION OF ONLINE LEARNING TO ENHANCE THEIR READING COMPREHENSION SKILL TO THE ELEVENTH GRADE STUDENTS AT SMA TRISAKTI BATURAJA

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Abstract

This study analyzed students' perception of online learning to enhance their reading comprehension skill. This study used the descriptive qualitative. The population of this research was students of Eleventh Grade Students of SMA Trisakti Baturaja. The researcher took all of the sample by applying total sampling. The data was collected through the questionnaire. It consist of 10 statements. Then, the researcher used five percentage for analyzing the data. The result of this research were many students argued that they were disagree of online learning to enhance their reading comprehension skill. The data were in low criteria (61,46). It means that the students' response toward the use of Online Learning to enhance their reading skill is not an effective tool for their learning.

Keywords : Perception, Online Learning, Reading Comprehension Skill.

Introduction

English is the one of the essential subject to learn in Indonesia, because English is the media that used to delivering or receiving the message as the state of international language in the world. In Indonesia, English has considered as the foreign language as the obligatory subject in the junior high school, senior high school, and university. The subject comprise as four skills: listening, speaking, reading, and writing. Students should master all the four skills to perceive how good their skill in communication according to the pupose of the study itself.

Reading is the one of an important skill in English, the readers can understand anything in variate of knowledge, experience etc. from any sources. In case of study, students can master the reading skill by read the reading matterial/textbook. According to Grabe and Stoller (2002), reading can be taught as a way to draw information from text and to form an interpretation of that information. It means reading is also a gateway for students to get information and knowledge in educational process.

Reading comprehension is the ability to understand information in a text and interpret it appropriately what is meant by the text (Grabe and Stoller, 2002). Students who often or even

enjoy reading can make their reading skills increase. When reading, students not only add the ability to read for themselves, or even students will be able to develop meaning in a text and share information with others. Interesting and non-boring material becomes a motivation for students to actively read. Many students enjoy reading a magazine, novel or something more in-depth such as textbooks or reading materials especially in education. The importance of conditioning between using online learning. In the present internet technology strongly support the ease for the students' to read the reading text. Reading texts can be found and studied in a virtual way, it is also one of the good impact to easier the learning process through the hard condition or a distance as a barrier when the circumstance can't be allow for the teacher and the students to learn straight in those certain conditions.

The researcher also suggests that the online reading is much more complex than offline reading. The RAND model of offline reading comprehension (2002) highlights four sets of factors that influence comprehension. These include characteristics of the text, the activity, the reader, and the context. Moreover, Partner reading can motivate learners for both offline and online learning (Anggeraini & Madenta, 2020) Yet, Hartman, Morsink, & Zheng (2010) explain how online reading comprehension requires two additional sets of factors, including characteristics of different technologies and different authors (with whom readers interact). Further, because each new click can result in a completely different kind of text and use of technology by a different author that requires different tasks and activities, reading on the Internet becomes that much more complicated each time the mouse is clicked. These complicated differences are important to think about as more and more students are reading on the Internet for school assignments. We can no longer assume that the students who read well in books will also be the students who read well on the Internet.

In the context of EFL teaching, English is a compulsory subject and one subject is examined in a national examination. In SMA TRISAKTI BATURAJA, especially in reading comprehension skill are use the online learning. The material taught is in accordance with the curriculum and syllabus of the education department, but in the case of teaching in the virtual way, the teacher makes a different lesson plan. In general schools, teachers make lesson plans (RPP) in accordance with teaching materials and curricula used from the education department.

Students' views about reading are examples of perceptions of reading, especially in reading comprehension skill through the online learning. Online learning can be understood as an educational process, using information and communication technologies to create training, to distribute learning content, communication between students and teachers and for management of studies (Wagner, 2005). Students in various stages of learning up to read do your best to understand their instructions; However, they can develop perception about reading that impedes their progress or makes reading assignments rather mysterious activity. It is important to know how this perception affects students as readers and discoverers alternative teaching techniques; ways to motivate students, as well as teacher matters and parents can do to improve the way they present readings to students. The online laerning values in reading comprehension skill is another potential that is enhance trough the schools. Online learning contained in reading comprehension skill make an influence in students' motivation in learning. By combining the online learning and English reading texts makes students good motivation in learning because it can make students better to demonsrated their ability to read in a comfortable atmosphere they do not get when they

in a rigid and gripping classroom. Based on the explanation, the researcher interested in knowing students' opinions about the online learning in reading comprehension skill.

Methodology

The researcher used case study because the aims of this study is to investigate students' perception of online learning to enhance their reading comprehension skill with descriptive qualitative design because descriptive qualitative allows the researcher to investigate some participants with questionnaire instrument to get detail understanding, and report in description. It may not be provided in quantitative research. the population in this research were all tenth grade students at SMA TRISAKTI BATURAJA.

Finding and Discussion

1. Students feel fun to learn in online learning

Tabel 8.1
Statement Number 1

Likert Scale	Response Rate	
	Frequency	Percentage
1	11	73,33%
2	0	0%
3	4	26,67%
4	0	0%
5	0	0%
Total	15	100%

Based on the table 4.1, it can be seen that 11 students stated strongly disagree (73,33%), while those who stated neutral as many as 4 people (26,67%).

Based on the data above the most of student answered, namely 11 of 15 students disagree (73,33%) with the content statement Students feel fun to learn in online learning

2. The atmosphere to study are to great in online learning that help student enjoy the study

Tabel 8.2
Statement Number 2

Likert Scale	Response Rate	
	Frequency	Percentage
1	4	26,67%
2	4	26,67%
3	6	40%
4	1	6,66%
5	0	0%
Total	15	100%

Based on the table 4.2, it can be seen that 4 students stated strongly disagree (26,67%), while 4 students stated disagree (26,67), 6 students stated neutral (40%) and 1 student state agree (6,66%)

Based on the data above the most of student answered, namely 6 of 15 students Neutral (40%) with the content statement The atmosphere to study are to great in online learning that help student enjoy the study

3. The material are easy to learn in online learning

Tabel 8.3
Statement Number 3

Likert Scale	Response Rate	
	Frequency	Percentage
1	3	20%
2	3	20%
3	6	40%
4	1	6,67%
5	2	13,33%
Total	15	100%

Based on the table 4.3, it can be seen that 3 students stated strongly disagree (20%), while 3 students stated disagree (20%), 6 students stated neutral (40%) and 1 student state agree (6,67%) and 2 students stated strongly agree (13,33%)

Based on the data above the most of student answered, namely 6 of 15 students Neutral (40%) with the content statement The material are easy to learn in online learnin

4. Online learning is the way to increase student ability in reading comprehension skill

Tabel 8.4
Statement Number 4

Likert Scale	Response Rate	
	Frequency	Percentage
1	0	0%
2	2	13,33%
3	5	33,34%
4	6	40%
5	2	13,33%
Total	15	100%

Based on the table 4.4, it can be seen that 2 students stated disagree (13,33%), while 5 students stated neutral (33,34%), 6 students stated agree (40%) and 2 student state strongly agree (13,33%)

Based on the data above the most of student answered, namely 6 of 15 students agree (40%) with the content statement Online learning is the way to increase student ability in reading comprehension skill.

5. There are so many interesting ways are able in online learning that improve students reading comprehension skill

Tabel 8.5
Statement Number 5

Likert Scale	Response Rate	
	Frequency	Percentage
1	2	13,33%
2	1	6,67%
3	5	33,33%
4	6	40%
5	1	6,67%
Total	15	100%

Based on the table 4.5, it can be seen that 2 students stated strongly disagree (13,33%), while 1 students stated disagree (6,67%), 5 students stated neutral (33,33%) 6 student state agree (40%) and 1 students stated strongly agree (6,67%)

Based on the data above the most of student answered, namely 6 of 15 students agree (40%) with the content statement There are so many interesting ways are able in online learning that improve students reading comprehension skill.

6. Students have a lot more chances to hold more knowledge that increasing their reading comprehension skill in online learning

Tabel 8.6
Statement Number 6

Likert Scale	Response Rate	
	Frequency	Percentage
1	0	0%
2	3	20%
3	2	13,33%
4	3	20%
5	7	46,67%
Total	15	100%

Based on the table 4.6, it can be seen that 3 students stated disagree (20%), while 2 students stated neutral (13,33%), 3 students stated agree (20%) 7 student state strongly agree (46,67%)

Based on the data above the most of student answered, namely 7 of 15 students strongly agree (46,67%) with the content statement Students have a lot more chances to hold more knowledge that increasing their reading comprehension skill in online learning

7. There are so many sources of material that students could find in online learning tthat support students to enhance their reading comprehension skill

Tabel 8.7
Statement Number 7

Likert Scale	Response Rate	
	Frequency	Percentage
1	1	6,67%
2	1	6,67%
3	5	33,33%
4	6	40%
5	2	13,33%
Total	15	100%

Based on the table 4.7, it can be seen that 1 students stated strongly disagree (6,67%), while 1 students stated disagree (6,67%), 5 students stated neutral (33,33%), 6 student state agree (40%) and 2 students stated strongly agree (13,33%)

Based on the data above the most of student answered, namely 6 of 15 students agree (40%) with the content statement There are so many sources of material that students could find in online learning tthat support students to enhance their reading comprehension skill

8. There are so many variety of study that students can do in online learning that support to enhance the reading comprehension skills

Tabel 8.8
Statement Number 8

Likert Scale	Response Rate	
	Frequency	Percentage
1	1	6,67%
2	1	6,67%
3	7	46,66%
4	6	40%
5	0	0%
Total	15	100%

Based on the table 4.8, it can be seen that 1 students stated strongly disagree (6,67%), while 1 students stated disagree (6,67%), 7 students stated neutral (46,66%), and 6 student state agree (40%)

Based on the data above the most of student answered, namely 7 of 15 students neutral (46,66%) with the content statement There are so many variety of study that students can do in online learning that support to enhance the reading comprehension skills

9. There are more interesting figures that support students to remind the lesson easier in online learning to enhance their reading comprehension skills

Tabel 8.9
Statement Number 9

Likert Scale	Response Rate	
	Frequency	Percentage
1	0	0%
2	4	26,67%
3	3	20%
4	3	20%
5	5	33,33%
Total	15	100%

Based on the table 4.9, it can be seen that 4 students stated disagree (26,67%), while 3 students stated neutral (20%), 3 students stated agree (20%), and 5 student state strongly agree (33,33%)

Based on the data above the most of student answered, namely 5 of 15 students strongly agree (33,33%) with the content statement There are more interesting figures that support students to remind the lesson easier in online learning to enhance their reading comprehension skills

10. There are the easy ways to dominate the reading comprehension skill in online learning

Tabel 8.10
Statement Number 10

Likert Scale	Response Rate	
	Frequency	Percentage
1	2	13,33%
2	0	0%
3	6	40%
4	6	40%
5	1	6,67%
Total	15	100%

Based on the table 4.10, it can be seen that 2 students stated strongly disagree (13,33%), while 6 students stated neutral (40%), 6 students stated agree (40%), and 1 student state strongly agree (6,67%)

Based on the data above the most of student answered, namely 6 of 15 students agree (40%) with the content statement There are the easy ways to dominate the reading comprehension skill in online learning.

Based on the result of distrubiting questionnaires about the students perception of online learning to enhance their reading comprehension, 15 respondents answered the questionnaire and the overall results of the data were processed using the percentage formula $P = \frac{F}{N} \times 100\%$. The following is a table recapitulation of all frequency data fo the data the variable value (X) as follows;

Table 8.11
Overall recapitulation of frequency in students perception on online learning to enhance their reading comprehension.

Catagory	Score (S)	Frequency(F)	(S) X (F)
Strongly Agree	5	20	100
Agree	4	38	152
Neutral	3	49	147
Disagree	2	19	38
Strongly Disagree	1	24	24
Total		150	461

From the table above it is known that the total score for the the variable using Online Learning to Enhance Reading Comprehension skill is 461 categorization based on ideal score range where :

1. The maximum number of score is obtained from: 5 (highest score) times the number of statement items times the number of respondents, namely $5 \times 10 \times 15 = 750$
 2. The minimum number of score is obtained from: 1 (lowest score) times the number of statement items times the number of respondents, namely: $1 \times 10 \times 15 = 150$
- Score range = (maximum score – minimum score): 5. Thus the range of scores for the variable using Online Learning to Enhance Reading Comprehension skill = $(750 - 150) : 5 = 120$

Based on the result of research of 15 students, the score of the collection variable using Online Learning to Enhance Reading Comprehension 461 is in the low category or if percentage then calculated is : $\frac{461}{750} \times 100\% = 61,46\%$ or 0,6146. Value 0,61 if interpreted to be at intervals 45,00%-63,00% at a **low** level. So, the result of using Online Learning to Enhance Reading Comprehension (variable x) that is 61,46% is said to be low.

Chart 1
The result of using Online Learning to Enhance Reading Comprehension

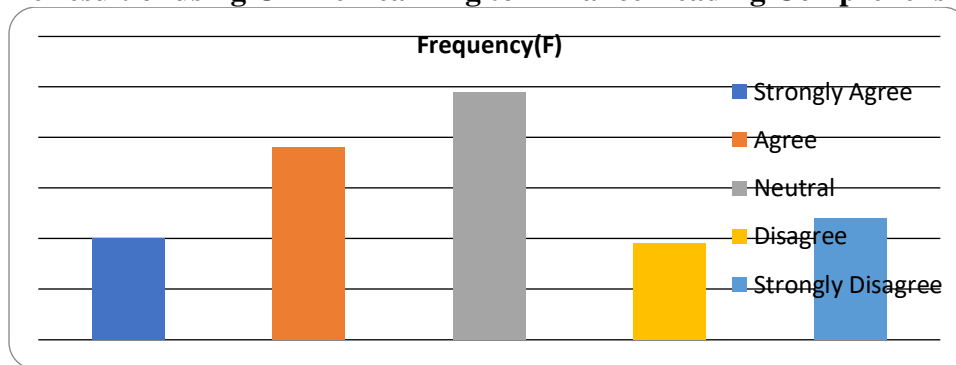


Table 9
The Criteria of Percentage Students Perception

No.	Interval Percentage	Criteria
1.	25,00 - 44,00	Very Low
2.	45,00 - 63,00	Low
3.	64,00 - 82,00	High
4.	83,00 - 100	Very High

Source: Arikunto (2008)

The result of this percentage with the highest result is 5 which states that strongly agrees with the result 13,33 Second score 4 that states agree with the result 20,26 Third score 3 states that netral with the result 19,6 Fourth score 2 states that disagree with the result 13,33 Fifth score 1 states that strongly disagree with the result 3,2. Based on the information above, the students from SMA Trisakti Baturaja disagree that online learning to enhance their reading comprehension skill. this findings similar with a study conducted by Sari, et.,al (2020) found that students assume that the use of online learning didn't provide as media in learning. But in the other side, online learning could to stimulate students to improve their motivation to learn, learn independently, improve thinking skills through discussion forums and improve online communications skills. The students efforts that could be taken could foster motivation, among others, by using reinforcement theory as effective as possible and they online learning to supported communication tools. Student reason choose disagree for The Use of Online Learning as Media in Learning because this is their first time learning online in full and each of courses has a different media or application

Conclusions

Based on the result of the data analysis, the researcher concluded that students in a low level toward the use of online learning to enhance their reading comprehension skill. It could be seen from the score of the collection variable using Online Learning to Enhance Reading Comprehension 461 is in the low category or if percentage then calculated is 61,46% or 0,6146. Value 0,61 if interpreted to be at intervals 45,00%-63,00% at a **low** level. In the researcher's point of view, The result indicates that the students' response toward the use of online learning to enhance their reading comprehension skill is not an effective tool for their learning. Learning media is intermediary conveying subject materials to students by using certain tools so that students can understand quickly and receive knowledge from educators. To make learning media,

it needs a creativity and innovation from educators. Creative and innovative learning media will create students' passion in learning.

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