The Effect of Applying Internet Browsing in Improving Students' Reading Comprehension Skill

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Abstract- **This research is conducted under the following purpose of study: (1). To find out whether the use of internet browsing can improve the students' ability in comprehending written text. (2).To find out how effective is the use internet browsing in teaching reading. In doing this research, the writer used pre-experimental descriptive method with one group pre-test and post-test design. It was designed in terms of quantitative research. This method was done to measure students achievement in reading comprehension using internet browsing. The population of this research is the students of SMA Negeri 3 Tondano. The sample is taken from the first year students of SMA Negeri 3 Tondano which consist of eight classes. The sample is one class that consist of 29 students (X IPA 1).The result of the post-test = 2490, the mean score (X) = 85.86 and the standard deviation (s) = 10.44. The total scores of the pre-test = 1810, the mean score (X) = 62.41, and the standard deviation (s) = 14.05. Based on the result above, the increasing of the students' achievement shows that their abilities in reading comprehension are increasing too. So, it can be concluded that using internet browsing in teaching reading comprehension is effective to increase students' skill in reading comprehension. In teaching reading, planning is very essential. Since it can lead the teaching and learning activity, the lesson plan plays an important role in the success of teaching students the reading comprehension. English teachers are suggested to applying an appropriate technique in teaching reading comprehension in order to make the teaching and learning process more active and alive. In order to manage the class well, the number of the students have to be limited. Teachers have an important role in choosing the suitable technique to motivate the students in learning reading comprehension. It is hoped that the English teachers use internet browsing in teaching reading comprehension. This strategy is effective in stimulating the students to think critically.**

Keywords-reading comprehension; internet browsing; high school students.

I. INTRODUCTION

Language is very important in human daily activities, because it is used as a tool of communication. English is one of the languages that are used in order to communicate with the other people. It is a popular and well-known language since it is used internationally.[1] In studying English, the students must have the ability in mastering the four language skills; listening, speaking, reading and writing. These skills are very important for those who are learning English. Among the four main language skills mentioned above, the writer elaborates reading as one of which.

There is an adage saying that, "Book is the window of the world"[2]. It is clear because by reading a book the readers can get a lot of information, knowledge and ideas. For example, if the people want to know something about somewhere afar, it can be found it out through books without have to go to that place. That is why it is important to master this skill, not only in how to pronounce, or knowing the meaning of the vocabularies word by word, but how to comprehend the written text that we read as well.

In learning English, in this case reading, it is a problem when students cannot understand or cannot get the point of the written text they have read[3]. So, the teachers should be creative and has an important role. Reading strategies and learning strategies are highly relate done another and what is considered very important in learning process is the further applicable to reading comprehension. In other words, the teachers have to be skillful in choosing the material and techniques. The method used by instructors in classes to facilitate the language learning process is one among some important elements.

Using internet browsing is one of various ways that can be used in teaching and learning activity. In English Language Teaching, the use of technology is usually not only to make teaching and learning process more interesting, but it can also facilitate the students in learning English, especially in reading process. Ofcourse the prior knowledge is needed to help the students to comprehend the reading text, since the

reading texts contain with information that might the students don't know beforehand. So, to enrich students' knowledge they can find some references from many sources through internet browsing.

Based on the writer's observation at SMA Negeri 3 Tondano, the writer found out that most of the students could not comprehend some written texts correctly. Therefore, they are not able to evaluate and utilize the information and ideas conversed by the author. It can be seen when they could not answer the question that related to the written text correctly as expected. Whereas, reading is important as a process of learning to get more information, ideas and knowledge. But how can they get those all, if they cannot comprehend even a simple written text given? However, living in a world of technological advances, teachers have to integrate technology tools to improve the traditional techniques to teach reading. Internet browsing become very helpful in teaching and learning process.In conducting this study, the research question is: "Can the use of internet browsing improve the students' ability in comprehending written text?"

Reading comprehension is a multifaceted interaction because to read means to understand or to comprehend meaning from printed words or material. Reading activity is a cognitive process that enables the reader to create a mental representation of the text. While, Internet plays an important role in increasing the quality of education. The high quality of education is influenced by the ability of using technology like internet. In reading classes, the use of technology holds an important role because technology can bring a positive influence to motivation, interactivity in class, authentic material, learners' autonomy, automatic feedback, and thinking skills[4]. The use of technologies has the great potential to change the existing language teaching methods Living in digital era means that the way or method used in teaching language must be adapted to the situation. The teachers have to be skillful in using technology due to change the old way of teaching language to a modern one.

This research was designed in terms of quantitative research in form of pre-experimental descriptive method with one group pre-test and post-test to measure students' achievement of reading comprehension before using internet browsing and after using internet browsing. The text that is used in conducting this research is explanation text and the instrument of the research is in form of essay test. Research design with one group pre-test – post-test is similar to the one-shot case study. The difference is that a pre-test is given before instruction (or treatment) begins. There are two tests: T_1 as the pre-test and T_2 as the post-test. X is used to symbolize the treatment.[5]

The research design can be seen in the following paradigm:

Pre-test	Treatment	Post-test
T1	X	T2

T1   : Giving the pre-test to measure the mean of the students' ability in comprehending written text before using internet browsing.
X   : Teaching in the sample class by using internet browsing.
T2   : Giving the post-test to measure the mean of the students 'ability in comprehending written text after using internet browsing.

The population of this research is the students of SMA Negeri 3 Tondano. The sample were taken from the first year students of X Science 1 class at SMA Negeri 3 Tondano. The sample was one class that consists of 29 students.
The formula used in computing and analyzing the data of the students in the pre-test and post-test were Mean and Standard deviation.

In analyzing the data, all scores were put in some tables of pre-test and post-test such as: the table of the scores of students achievement in the pre-test and post-test, the table of frequency distribution of pre-test and post-test, the table of computation of Mean Score ($\overline{X}$) and the Standard Deviation of the pre-test and post-test, frequency polygon of the pre-test and post-test, the table of recapitulation of the Mean Score (x) and the Standard Deviation (s), and the table of percentage of the students score in pre-and post-test.[6] After computing all the data of the students' achievement, the result of the students' score in the pre-test and post-test were compared

II.   FINDING AND DISCUSSION

This study begun by measuring students reading comprehension by giving pretest about explanation text in form of essay test. The students were asked to answer five questions based on reading passage given. After that, their scores in pretest were analyzed to find out how far their reading comprehension skill. Then the study continued by giving them treatment using internet browsing. They were given another reading passage but still in explanation text genre. At this time, students were allowed to find out the information they needed related to the reading passage though internet browsing. After the treatment, they once again were asked to answer the question based on the reading passage they have read in the process of treatment. Then just like in pretest, their scores were analyzed to find out how far they can comprehend a reading passage, but in this time after using internet browsing technique. Their results were compared to see whether there is an enhancement or not. The result of pretest and post-test can be seen in the following table.

Table 1: The scores of the students' achievement in the pre-test (T_1)and post-test (T_2)

Number of Students	X1	X2	Gain
1	75	80	5
2	70	85	15
3	65	70	5
4	75	100	25
5	80	100	20
6	55	80	25
7	50	85	35
8	55	85	30
9	60	80	20
10	65	90	25
11	45	75	30
12	85	100	15
13	45	75	30
14	50	70	20
15	60	95	35
16	60	80	20
17	55	90	35
18	80	100	20
19	70	90	20
20	50	75	25
21	40	70	30
22	45	80	35
23	60	85	25
24	40	70	30
25	70	90	20
26	90	100	10
27	70	95	25
28	60	95	35
29	85	100	15
Totals	1810	2490	680

Table 1 shows that the total scores of the students in pre-test are lower than those of the post-test. The total of students gain scores is 680. The highest gain is got by 6 students with scores 75, 80, 85, 80, 90, 85 (T_1), and 100 (T_2). And the lowest gain is obtained by 2 students with scores 40 (T_1),70, 70 (T_2).

Table 2 : The frequency of distribution matrix of pre-test (T_1)

Scores	Tally	Frequency	Frequency%	Cumulative frequency	Cumulative proportion	Cumulative percentage
90	I	1	3.45	29	1	100
85	II	2	6.90	28	0.97	97
80	II	2	6.90	26	0.90	90
75	II	2	6.90	24	0.83	83
70	IIII	4	13.79	22	0.76	76
65	II	2	6.90	18	0.62	62
60	IꟼꟼI	5	17.24	16	0.55	55
55	III	3	10.34	11	0.38	38
50	III	3	10.34	8	0.28	28
45	III	3	10.34	5	0.17	17
40	II	2	6.90	2	0.07	7

Table 2 shows that in the result of the pre-test there 1 student get the highest score 90 or 3.45%, 2 students get the lowest score 40 or 6.90%, 2 students get the score 85 or 6.90%, 2 students get the score 80 or 6.90%, 2 students get the score 75 or 6.90%, 4 students get the score 70 or 13.74%, 2 students get the score 65 or 6.90%, 5 students get the score 60 or 17.24%, 3 students get the score 55 or 10.34%, 3 students get the score 50 or 10.34%, and 3 students get the score 45 or 10,34%.

From table 3, it can be seen that in the result of the post-test there are 6 students get the highest score 100 or 20.69%, 4 students get the lowest score 70 or 13.79%, 3 students get the score 95 or 10.34%, 4 students get the score 90 or 13.79%, 4 students get the score 85 or 13.79%, 5 students get the score 80 or 17.24%, and 3 students get the score 75 or 10.34%.

Table 3: The frequency distribution matrix of post-test (T_2)

Scores	Tally	Frequency	Frequency %	Cumulative frequency	Cumulative proportion	Cumulative persentage
100	ꟼꟼI I	6	20.69	29	1	100
95	III	3	10.34	23	0.79	79
90	IIII	4	13.79	20	0.69	69
85	IIII	4	13.79	16	0.55	55
80	ꟼꟼI	5	17.24	12	0.41	41
75	III	3	10.34	7	0.24	24
70	IIII	4	13.79	4	0.14	14

Table 4. The computation of mean score (X) and standard deviation (s) of pre-test (T₁)

Students Number	X_1	$\overline{X_1}$	$\overline{X_1}$ - X_1	$(X_1 - \overline{X_1})^2$
1	75	62.41	12.59	158.51
2	70		7.59	57.61
3	65		2.59	6.71
4	75		12.59	158.51
5	80		17.59	309.41
6	55		-7.41	54.91
7	50		-12.41	154.01
8	55		-7.41	54.91
9	60		-2.41	5.81
10	65		2.59	6.71
11	45		-17.41	303.11
12	85		22.59	510.31
13	45		-17.41	303.11
14	50		-12.41	154.01
15	60		-2.41	5.81
16	60		-2.41	5.81
17	55		-7.41	54.91
18	80		17.59	309.41
19	70		7.59	57.61
20	50		-12.41	154.01
21	40		-22.41	502.21
22	45		-17.41	303.11
23	60		-2.41	5.81
24	40		-22.41	502.21
25	70		7.59	57.61
26	90		27.59	761.21
27	70		7.59	57.61
28	60		-2.41	5.81
29	85		22.59	510.31
Totals	1810			5531.09

Table 4 shows that the total score of the students in the pre-test is 1810, the mean score is 62.41 and the standard deviation is 14.05.

Table 5. The computation of mean (X) and standard deviation (s) of post-test (T₂)

Students' Number	X_2	$\overline{X_2}$	$\overline{X2}$ - X2	$(X_2 - \overline{X_2})^2$
1	80	85.86	-5.86	34.34
2	85		-0.86	0.74
3	70		-15.86	251.54
4	100		14.14	199.94
5	100		14.14	199.94
6	80		-5.86	34.34
7	85		-0.86	0.74
8	85		-0.86	0.74
9	80		-5.86	34.34
10	90		4.14	17.14
11	75		-10.86	117.94
12	100		14.14	199.94
13	75		-10.86	117.94
14	70		-15.86	251.54
15	95		9.14	83,54
16	80		-5.86	34.34
17	90		4.14	17.14
18	100		14.14	199.94
19	90		4.14	17.14
20	75		-10.86	117.94
21	70		-15.86	251.54
22	80		-5.86	34.34
23	85		-0.86	0.74
24	70		-15.86	251.54
25	90		4.14	17.14
26	100		14.14	199.94
27	95		9.14	83.54
28	95		9.14	83.54
28	100		14.14	199.94
Totals	2490			3053.46

In Table, it shows that the total score of the students in the post-test is 2490, the mean score is 85.86 and the standard deviation is 10.44

Table 6. Percentage of the students score in pre-test (T₁) andPost-test (T₂)

Scores	Pre-test	%	Post-test	%
100			6	20.69
95			3	10.34
90	1	3.45	4	13.79
85	2	6.90	4	13.79
80	2	6.90	5	17.24
75	2	6.90	3	10.34
70	4	13.79	4	13.79
65	2	6.90		
60	5	17.24		
55	3	10.34		
50	3	10.34		
45	3	10.34		
40	2	6.90		

From Table 6 it can be seen that in pre-test there is no student that get the score 100. The highest score 90 is only gotten by 1 student and there are 2 students who got the lowest score 40 whereas in the post-test there are 6 students get the highest score 100 and 4 student get the lowest score 70. The percentage shows that 17.24% in pre-test and 20.69% in post-test as the highest percentage. And the lowest percentage of students' achievement in pre-test 3.45 % with the score 90 and in post-test 10.34% with the score 95 and 75.

III. CONCLUSION

Having calculated and described the scores of the students in the pre-test and post-test from each table and figure, it was found that the result of the post-test is higher the pre-test. The result of the post-test = 2490, the mean score (X) = 85.86 and the standard deviation (s) = 10.44. The total scores of the pre-test = 1810, the mean score (X) = 62.41, and the standard deviation (s) = 14.05. Based on the result above, the increase of students' achievement shows that their abilities in reading comprehension are improved too. Thus, it can be concluded that using internet browsing in teaching reading comprehension is considered effective to increase students' skill in reading comprehension.

By those description above, it can be concluded that the research questions have been answered because the score calculations using internet browsing in the post-test are higher than in the pre-test. It proved that using internet browsing are able to help the students in reading comprehension.

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