

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter presents the findings and discussion. The findings are designed to answered the research problem about what is the most and least online reading strategies that English Students use when they read online and what are the problems that faced by English students when they use online reading sources. This research has done for fifth semester students of English Department of UIN Antasari Banjarmasin. The researcher conducting the data with using two instruments, those are interview and documentary. The result of the data will be discuss below.

A. Findings

The result of this research and the discussion were data analysis result gathered during the research process. It was collected based on the result of interview which has done outside classroom to students of English Department at fifth semester academic year 2019/2020.

The researcher gathered the sample for interview with the total number of 10 students by selecting two students from each class (A, B, C, D, and E) used purposive sampling. Based on the result of interview, the researcher found some online reading strategies that English students used when they read online.

In the interview, there are three categories of online reading strategies that divide into fifteen questions randomly. The categories are Global Reading Strategies,

Problem-Solving Strategies, and Support Reading Strategies. For Global Reading Strategies, there are five questions with the number 1,4,7,10,13. For Problem-Solving Strategies, there are five questions with the number 2,5,8,11,14. For Support Reading Strategies, there are questions with the number 3,6,9,12,15.

Based on result of interview, in question 1 “Do you have a purpose in mind when you read online? Why?” who include in category of Global Reading strategies, there is no student who answered never and occasionally, 2 students who answered sometimes, 6 students who answered usually, and 2 students who answered always. It showed 6 of 10 participants which are more than half of respondents usually have a purpose in their mind when read online. The reasons why almost of participants choose the question 1 because they need to arrange the material they are looking for and to shorten time in searching process.

Based on result of interview, in question 2 “Do you read slowly and carefully to make sure you understand what you am reading online? Why?” who include in category of Problem-Solving Strategies, there is no student who answered never, 2 students who answered occasionally, 2 students who answered sometimes, 4 students who answered usually, and 2 students who answered always. It concluded that 4 of 10 participants which are almost half of respondents usually chose always read slowly and carefully when reading online. The reasons are they need to pay attention to every materials to find the appropriate answer and they need to comprehend the text well.

Based on result of interview, in question 3 “Do you take notes while reading online to help you understand what you read? Why?” who include in category of

Support Reading Strategies, there are 2 students who answered never, 5 students who answered occasionally, 1 student who answered sometimes, 2 students who answered usually, and no student who answered always. It showed 5 of 10 participants which are half of respondents occasionally take notes while reading online. The reason is they like to conclude the material just in their mind and simpler to rewrite it directly in assignment sheets.

Based on result of interview, in question 4 “Do you take an overall view of the online text to get a basic idea of whether it will serve your purposes before choosing to read it? Why?” who include in category of Global Reading Strategies, there is no student who answered never, 3 students who answered occasionally, 1 student who answered sometimes, 4 students who answered usually, and 2 students who answered always. It concluded that 4 of 10 participants which are almost half of respondents usually take an overall view of the online text to get a basic idea with reason to apply technique of reading such as scanning to get basic idea of the material before reading it.

Based on result of interview, in question 5 “Do you adjust your reading speed according to what you are reading online? Why?” who include in category of Problem-Solving Strategies, there is 1 student who answered never, 3 students who answered occasionally, 1 student who answered sometimes, 4 students who answered usually, and 1 student who answered always. It concluded that 4 of 10 participants which are almost half of respondents usually adjust their reading speed according to what they

are reading online because they believe that one and another materials have different discussion and it depends on reading speed to comprehend the text well.

Based on result of interview, in question 6 “When online text becomes difficult, do you read aloud to help you understand what you read? Why?” who include in category of Support Reading Strategies, there are 2 student who answered never, 1 student who answered occasionally, 1 student who answered sometimes, 2 students who answered usually, and 4 students who answered always. It concluded that 4 of 10 participants which are most of half respondents always read aloud what they read to help them remember and memorize the material in mind.

Based on result of interview, in question 7 “When reading online, do you decide what to read closely and what to ignore? Why?” who include in category of Global Reading Strategies, there is no student who answered never, 3 students who answered occasionally, 1 student who answered sometimes, 3 students who answered usually, and 3 students who answered always. It concluded that 3 of 10 participants occasionally decide what to read closely and what to ignore because they like to read the whole materials to make sure they get the answer correctly. Then the reason why 3 of participants always decide what to read closely and what to ignore when read online is they assume that general material that have important discussion located in just first and second paragraph so the rest of paragraphs are supposed not to be read closely.

Based on result of interview, in question 8 “Do you try to picture or visualize information to help remember what you read online? Why?” who include in category of Problem-Solving Strategies, there is 1 student who answered never, 1 student who

answered occasionally, 1 student who answered sometimes, 2 students who answered usually, and 5 students who answered always. It concluded that 5 of 10 participants which are half of respondents always try to picture or visualize information because it helps them remember the material and comprehend it suitably.

Based on result of interview, in question 9 “Do you use reference material (example: an online dictionary) to help you understand what you read online? Why?” who include in category of Support Reading Strategies, there is no student who answered never, 1 student who answered occasionally, 1 student who answered sometimes, 3 students who answered usually, and 5 students who answered always. It concluded that 5 of 10 participants which are half of respondents always use reference material (example: an online dictionary) because it is easier to find the meaning of the words they want to know and more practical than using printed dictionary.

Based on result of interview, in question 10 “Do you use typographical features like bold face and italics to identify key information? Why?” who include in category of Global Reading Strategies, there is 1 student who answered never, 1 student who answered occasionally, 2 students who answered sometimes, 5 students who answered usually, and 1 student who answered always. It concluded that 5 of 10 participants which are half of respondents usually use typographical features like bold face and italics in reason to identify key information of the text so it makes them easier to determine important key terms related to the materials.

Based on result of interview, in question 11 “When online text becomes difficult, Do you re-read it to increase your understanding? Why?” who include in

category of Problem-Solving Strategies, there is no student who answered never, 0 student who answered occasionally, 0 student who answered sometimes, 4 students who answered usually, and 6 students who answered always. It concluded that 6 of 10 participants which are more than half respondents always re-read the text that becomes difficult to confirm and strengthen their understanding of the text.

Based on result of interview, in question 12 “Do you paraphrase (restate ideas in my own words) to better understand what you read online? Why?” who include in category of Support Reading Strategies, there is no student who answered never, 0 student who answered occasionally, 0 student who answered sometimes, 8 students who answered usually, and 2 students who answered always. It concluded that 8 of 10 participants which are almost all of the respondents usually paraphrase (restate ideas in their own words) since they want to improve their understanding with their own understandable words.

Based on result of interview, in question 13 “Do you use tables, figures and pictures in the online text to increase your understanding? Why?” who include in category of Global Reading Strategies, there is 1 student who answered never, 7 students who answered occasionally, 1 student who answered sometimes, 1 student who answered usually, and 0 student who answered always. It concluded that 7 of 10 participants which are almost all of respondents occasionally use tables, figures and pictures in the online text because they tend to focus only on words, sentences or paragraphs they need to understand.

Based on result of interview, in question 14 “When you read online, do you guess the meaning of unknown words or phrases? Why?” who include in category of Problem-Solving Strategies, there is no student who answered never, 0 student who answered occasionally, and 0 student who answered sometimes, 5 students who answered usually, and 5 students who answered always. It concluded that all of participants usually and always guess the meaning of unknown words or phrases because it helps them to build their awareness of the meaning of the text by guessing of unknown words or phrases.

Based on result of interview, in question 15 “Do you ask myself questions that you like to have answered in the online text? Why?” who include in category of Support Reading Strategies, there is 1 student who answered never, 0 student who answered occasionally, 3 students who answered sometimes, 2 students who answered usually, and 4 students who answered always. It concluded that 4 of 10 participants which are almost half of respondents ask themselves questions that they like to have answered in the online text since they need to have their own guideline to comprehend the text.

In conclusion, from the result of interview, the researcher found that the most used online reading strategy is Support Reading Strategies especially in question “Do you paraphrase (restate ideas in your own words) to better understand what you read online?” which was chosen by 8 of respondents that usually used it. Meanwhile the least used online reading strategy is Global Reading Strategy especially in question

“Do you use tables, figures and pictures in the online text to increase your understanding?” which 7 of respondents almost never used it.

Meanwhile, there are three questions for online reading sources and problems faced by English students while using online reading sources. The questions are what kinds of reading online reading sources that they often used to read online, what is the reason choosing the online reading sources themselves, and what are the problems faced by English students while using online reading sources.

The average of the respondents chose journal article and documents from website for kinds of online reading sources that they often used to read online. However, there are few respondents who selected websites and e-book. Meanwhile the reason why the average of the respondents chose journal article and documents from website because they considered that journal article is more valid in materials and references, while documents from website are easier to find related materials that they want. Moreover, the reason why few respondents selected websites and e-book because websites are more practical to search the materials that they want, while e-book is more understandable and complete than journal article.

For answering last question of interview about the problems faced by English students while using online reading sources, the result showed that there are some problems that they mainly faced while using online reading sources.

Student 1 answered that he had problems in using e-book such as the typographical of text is smaller and different fonts, so he had difficulty in doing reading techniques such as scanning, skimming and so forth. As quoted of his answer from interview: *“Saya biasa nya menghadapi masalah saat membaca e-book, karena bentuk format tulisan dari e-book itu beda (bukan times new roman) dan ukuran huruf lebih kecil serta banyak.”*

Student 2 answered that she had problem in using journal article because the discussion of the material from journal article is more complex than any other online sources, so she had difficulty in comprehending the text. As quoted of her answer from interview: *“Saya punya masalah saat membaca jurnal artikel, karena punya pembahasan yang lebih susah di pahami daripada sumber bacaan online lain.”*

Student 3 answered that he had problem in using website and journal article. In website, it is quite difficult to find the concrete references from whom the article is written, so he had difficulty to rewrite the material that have already obtained from website. For journal article, it is regularly use scientific discussion so he had struggle when comprehend the material and conclude the answer. As quoted of his answer from interview: *“Saya punya masalah saat menggunakan website dan jurnal artikel. Pada website sulit mendapatkan referensi yang jelas dan pada jurnal artikel membahas tentang materi yang agak sulit dipahami.”*

Student 4 answered that she had problem in using e-book because there are too many materials that she had to discuss, so it is confusing when she wanted to conclude

the answer. As quoted of her answer from interview: *“Saya punya masalah saat membaca e-book, karena jumlah halaman dan materi sangat banyak.”*

Student 5 answered that he had problem in using journal article and e-book. The problem is about how to understand texts with difficult academic vocabularies, so he had difficulty in comprehending the text. As quoted of his answer from interview: *“Biasanya saya kesulitan ketika menggunakan e-book dan jurnal artikel. Kedua nya memiliki hampir semua kosa kata ilmiah yang jarang dipelajari, jadi perlu pemahaman lebih mendalam.”*

Student 6 answered that she had problem in using e-book, documents from website, journal article. The problem is about the discussion of materials use scientific terms, so she had difficulty in giving conclusion about the materials. As quoted of her answer from interview: *“Masalah yang saya hadapi saat membaca e-book, dokumen dari website dan jurnal artikel adalah karena pembahasan yang terlalu ilmiah.”*

Student 7 answered that he had problem in using website, journal article, and documents from website. In website, the problem is the references are not really valid and not trusted. For journal article, it hardly find the appropriate answer because the material is long-winded. While in documents from website, sometimes there is no contents list at the beginning of the document, so it takes time to find the page that contain the material that he wanted to find. As quoted of his answer from interview: *“Saya punya masalah saat menggunakan website, jurnal artikel dan dokumen dari website. Pada website susah mencari sumber terpercaya, pada jurnal artikel*

pembahasan yang ada berbelit-belit, dan pada dokumen dari website tidak ada daftar isi pada awal halaman.”

Student 8 answered that she had problem in e-book and journal article. The main problem is she had difficulty in comprehend the text because it use complicate vocabularies. As quoted of her answer from interview: *“Saya punya masalah saat menggunakan e-book dan jurnal artikel karena sulit untuk memahami isi bacaan dengan kosa kata yang banyak tidak diketahui.”*

Student 9 answered that he had problems in websites, journal article and e-book. In website, the sources are sometimes not written in the material so it makes him hesitate to write the material just in case he has tasks about including the references. For journal article, he had difficulty in apprehend the material. For e-book has so many pages that make him not really pay attention to all of the materials. As quoted of his answer from interview: *“Saya punya masalah saat menggunakan website, jurnal artikel dan e-book. Di website sangat meragukan referensinya, pada jurnal artikel lebih sulit untuk memahami bacaan, dan pada e-book kebanyakan halaman.”*

Student 10 answered that he had problems in using journal article. Actually when she opened the journal application, she had problems with the skills of searching for the specific materials, the result sometimes does not indicate the material that she wanted to find there. And other problem is in journal article contains almost scientific discussion so it takes time to comprehend the text. As quoted of her answer from interview: *“Saya punya masalah saat menggunakan jurnal artikel karena kurang nya*

kemampuan saya dalam memasukkan kata kunci yang tepat untuk mencari jawaban, dan juga pembahasan di jurnal artikel terlalu ilmiah.”

B. Discussions

Based on the identified problems, the researcher would discuss the whole identified problems in this research entitled Online Reading Strategies Used by English Education Students of UIN Antasari Banjarmasin. Here is the discussions.

1. The most and least used online reading strategies

Based on the research taken from questionnaire and interview, most of the students used Support Reading Strategies. According to Sheory and Mokhtari (2001, p.19) explained that Support Reading Strategies are related to help and support that readers and learners get from outside such as using dictionary, translation, highlighting, taking notes on the margin of the page and so forth. In using Support Reading Strategies they mostly used online dictionary to find the meaning of text and paraphrasing to restate ideas in their own words to better understand what they read online.

In other hand, the least used strategy that students' almost used it was Global Reading Strategies. Based on Sheory and Mokhtari (2001, p.19) global reading strategies are the ones for managing one's own reading process such as the text's length, checking if the text is written appropriately in terms of its objectives, checking if inappropriate language is used in the text in terms of its register, having a purpose to read the text and so on. In Global Reading Strategies,

the students occasionally used tables, figures and pictures in the online text to increase their understanding and taking notes while reading online.

2. The Problems Faced by English Students While Using Online Reading Sources

a. Lack of scientific vocabularies

This problem included in direct problem. Based on the interview, lack of scientific vocabularies happens while reading journal article and e-book. A journal article is sometimes called a scientific article, a peer-reviewed article, or a scholarly research article. Meanwhile, Hawkins (2000, p.2) stated that an e-book is the contents of a book made available in electronic form. Generally, these online sources contain a lot of new scientific vocabularies that make the students struggle to understand and comprehend the meaning of the text. Hence, lack of scientific vocabularies becomes the problem in using Online Reading Sources especially in using journal article and e-book.

b. The validity of sources

The validity of sources is included in indirect problem. In this case, the validity of sources is specifically related to websites. According to Schiffreen (2009, p.14) website is traditionally a collection of pages of information. Information on the web is different things to different people, relevant to some and not others, competitively advantageous to some, but not others, and so on. Therefore, the website cannot be trusted one hundred percent because the

sources of website is somehow unknown. Thus, the validity of website becomes the thing that should be considered as the problem.

c. The lack of skills for searching the relevant material

Skill of searching materials is included in direct problem. Skills of searching is important to be mastered by students during the process of using online reading sources. It would help the students easier to get the material that they want if they know how to search it properly in any sources. In this case, the problem is particularly about the skills they used in journal article application. The students still not be able to overcome what are the appropriate keywords that should be searched in journal article findings. Sometimes the result of journal articles that is shown are not really related to the materials that they want to find.

d. Typographical Features

The term *typography* is applied to the style, arrangement, appearance of the letter, numbers and symbols created by the process. In this case, the typographical features that included in direct problem occur when using documents from website and e-book as the online reading sources. Mostly, the problems are related to the absences list of content that has page number for the appropriate material, and the size of the letters that is quite small. Thus, the typographical features are also included as the problem while using online reading sources especially in documents from website and e-book.

e. The quantity of the materials

The quantity of the materials is classified in direct problem. The quantity of the materials is related to e-book. Morgan (1999, p.2) limited the definition of e-book as opposed to e-texts that have many sentences and discussion. It becomes the problems since there are too many pages and materials that should be read by students. It can affect the reading interest of the students and miss the important message in the reading material especially in e-book who has many pages.

f. External Problems

External Problems involve all of the problems that are faced by the students externally and outside of those previous problems. These external problems are included in indirect problems. These problems are related to the entire online reading sources (Website, Journal Article, Documents from Website, and E-book). The problems consist of duration of reading online that affects eyes to be tired, and internet connection. Those internal problems really complicate the students to use online reading sources properly.

Overall, the problems found in this research are related to the theory about problems faced by students of Online Reading Sources Usage according to Sohail and Ahmad et.al (2017, p.167) based on direct and indirect problems. For direct problems, the result of the research which fits with the theory is lack of scientific vocabularies, the validity of sources, and lack of skills for searching the relevant materials. First, for lack of scientific vocabularies correlates with disinterestedness or lack of interest on

the process of reading online because the sheer amount of information used scientific vocabularies that available may be confusing to some readers, the readers may get lost and have difficulty in comprehend the text and cannot get any information. Second, the problem of validity of sources correlates with the theory of large mass of irrelevant information. The last is lack of skills for searching the relevant materials correlates with the problem of inadequate or lack of search skills. Meanwhile, the rest of problems found in this research are typographical features and the quantity of materials which are additional from the research that is considered as direct problems because these problems are found directly from the students as their own problems in using online sources.

In the other hand, the result of the research showed there are some indirect problems. Those are duration of reading online that affects eyes to be tired and internet connection. The similarity between the previous theories with this research is the problem of internet connection or access of internet. For the rest of indirect or external problems, the researcher found other external problems from the students which are duration of reading online that affects eyes to be tired while using online reading sources.