ONLINE READING STRATEGIES USING A WEB-BASED APPROACH FOR EFL STUDENTS

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of English Education
in English Education Department

WALISONGO

By:

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WALISONGO STATE ISLAMIC UNIVERSITY

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2023

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ABSTRACT

Title : Online Reading Strategies Using A Web-Based Approach For EFL Students

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This study investigated EFL students' online reading strategies. The EFL students in this study were in the eighth grade in a junior high school. Anderson's cognitive theory was implemented to use the reading strategies in note-taking, skimming, inferring, and using context clues. Research data was collected through a reading test, a questionnaire of the students' frequent usage of each reading strategy, and interviews with eighth-grade students at SMP Hj. Isriati Semarang. These findings indicated the benefits of EFL students applying helpful online reading strategies in a Web-based environment to improve their reading comprehension. Furthermore, these findings suggested that some online reading strategies were used among EFL students significantly more frequently than others. On the whole, the use of skimming strategies significantly contributed to better comprehension.

Keywords: *online reading strategies, skimming strategy, note taking, inferring, context clues, EFL Classrooms*

MOTTO

وَاذْكُرْنَ مَا يُتْلٰى فِيْ بُيُوْتِكُنَّ مِنْ اٰيٰتِ اللّٰهِ وَالْحِكْمَةِۗ

"And remember what is recited in your house from the
verses of Allah and wisdom (sunnah of your prophet)."
(Q.S Al-Ahzab: 34)

"If you work on something long enough, you will find it;
even if you are lost for a while, you will find it."
Professor Bomba, Epic

DEDICATION

My thesis writing project was completed because of the patience and support from everyone, which is not enough to include their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My father (Furqan) and my mother (Mutmainnah), are both parents of the author. Thank you for the prayers, affection, inner support, materials, and other invaluable help you have given me so far to reach this point. May father and mother always be healthy, happy, and Allah SWT can repay all the blessings given in the best possible way.

2. My big family always supports me in finishing my thesis.

3. My supervisor, Mrs. Sayyidatul Fadlilah, M.Pd., has guided me patiently. Thank you for giving energy, time, and thoughts to guide and direct me in working on this thesis until I finish this thesis.

Thanks a lot. There are no words I can use to express my gratitude, but I pray that Allah multiplies the best rewards for all your kindness.

ACKNOWLEDGMENT

Bismillahirrohmanirrohim

By offering praise and gratitude to the presence of Allah SWT, who has bestowed His grace, Taufik, and guidance so that the writer can complete this thesis with the title "Online Reading Strategies Using A Web-Based Approach For EFL Students" is one of the requirements to complete the Program Bachelor's Degree in English Language Education, Tarbiyah and Teacher Training Faculty, Universitas Islam Negeri Walisongo Semarang.

The author realizes that this thesis was only possible to complete with the support, assistance, guidance, and advice from various parties during the preparation of this thesis. On this occasion, the author expresses his sincere thanks to:

1. Dr. KH. Ahmad Ismail, M.Ag., M.Hum., as the Dean of Education and Teacher Training Faculty of UIN Walisongo Semarang

2. Dra. Nuna Mustikawati Dewi, M.Pd., as the head of English Education Department

3. Sayyidatul Fadlilah, M.Pd., as the academic advisor, thanks for your patience in giving great motivation, helpful correction, and suggestions to improve this thesis during the consultation.

4. All lecturers in the English Education Department of Education and Teacher Training Faculty who have given me knowledge and advice over the years of my study. Hopefully the knowledge provided can be useful for writers in the future

5. Participants, teachers, and students of SMP Hj. Isriati Semarang for the cooperation during the research.

6. Filantropi Nuril Islamiyah and Amira Mizanul Qisthi as the author's younger sister. Thank you for the jokes, laughter, support, and motivation that have been given to date. May you also always be given happiness and success in life.

7. Mrs. Siti Ulfah always gives me love and support and prays for me.

8. All my friends in the English Education Department 2019, have made the author's day in undergoing lectures in English Education Department more beautiful and fun. Thank you for the help given to

the author in academic and non-academic matters during college.

9. Last but not least, all people who cannot be mentioned one by one who have supported, prayed for, and motivated the writer to finish this thesis.

10. Finally, thank you to myself for trying my most challenging and remaining patient in the face of many obstacles and trials. Thank you for staying strong until now. You made it to the finish line.

The researcher realises that this thesis is still far from perfect. Therefore, the researcher needs suggestions and constructive criticisms from all sides for the model of this thesis project to be accepted. Finally, the researcher expects this thesis to benefit further study and readers in general.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the research question, the research objective, and the research.

A. Background of the Study

Recent studies on online reading strategies have investigated whether Web-based reading is beneficial in acquiring language skills (Singhal, 1999) and whether strategy use facilitates Web-based learning (Chang, 2005). A web-based condition provides various resources to enhance reading comprehension skills, and student learners are more motivated and engaged in learning English in these conditions.

Web-based learning offers enormous opportunities for learning and access to vast knowledge and information. The literature on Web-based learning shows that one of the main barriers to the effective use of teaching materials is the technology (for example,

poor access and slow downloading) rather than the design of the learning materials themselves.

Students can access various reading materials based on their interests, needs, and levels online, impacting their learning process. They can use online dictionaries to look out for unknown terms' word pronunciations (Dehghanpour & Hashemian, 2015). In online reading, students encounter a variety of texts, but since they lack effective reading methods, they ignore the reading material and become distracted.

Text reading requires cognitive strategies, which means that readers must do different tasks simultaneously: as readers, students must be able to search for information, decide the next step, and maintain previous tracks. Students' most significant problem at the pre-intermediate level is needing more vocabulary knowledge. Still, they fail to comprehend the author's intended meaning because of unfamiliarity with appropriate reading strategies.

The use of comprehension strategies occurs at multiple levels. Lower-level comprehension strategies, including word identification and analysis of phoneme-

grapheme and syntactic features, can help readers recall and paraphrase literal, surface-level information (Block, 2013). Higher-order comprehension strategies encompass cognitive strategies to analyse, synthesise, and evaluate information and metacognitive strategies to assess and monitor reading processes (Afflerbach et al., 2015).

In education, every learning activity needs to be measured to see the result of the learning achievement. It is called evaluation. The evaluation that is usually used for measuring is a test. In line with that, a test is an assessment that could provide students with authenticity, motivation, and feedback. In the paper-based test, the teacher and the students meet in the class, and the teacher gives the students a test.

The test can be designed with the result score provided for the students; this can know their ability and improve it (Brown, 2015). The test is a tool to arrange the evaluation done by the students as test participants. The test usually produces the students' achievement in the teaching and learning process. In other words, the test measures students' skills, abilities, and knowledge.

B. Research Problems

Based on the background of the study above, the problems of the study are as follows:

1. What is the efficiency of reading strategies on EFL students?
2. What are the reading strategies participants frequently use when they are reading?
3. What reading strategies training in a Web-based condition is required of EFL students?

C. Objective of the Study

Concerning the problem of the study, the objectives of the study are:

1. To find out the efficiency of reading strategies on EFL students,
2. To find out the frequency of reading strategies that the participants report using when they are reading and
3. To find out if reading strategy training in a Web-based is required for EFL students' reading comprehension skills.

D. Significances of the Study

This section contains the benefits or usefulness of research for teachers, students, and researchers. The researcher expects that this study would give advantages as follows:

1. The theoretical benefit

    The researcher hopes the readers will learn more from the findings. They know more about online reading strategies using a Web-based approach in EFL students.

2. The practical benefit

    a) Lecturer

        The results of this study can be a source of information for lecturers about online reading strategies using a Web-based approach in EFL students. The frequency of the participants' reading strategies usage in comprehending the hypertexts. It is hoped that this media can be applied to learning.

    b) Students

        This study can help learners to be motivated to improve their vocabulary. Still, they fail to

comprehend the author's intended meaning and perform the reading task because of unfamiliarity with appropriate reading strategies. This study is designed to motivate students to enhance their English abilities. This study is expected to be applied in the EFL Classroom.

c) Researcher

This study can help and be valuable for the researcher to fix and finish her study as one of the requirements. The researcher also hopes that the research can provide helpful information for the readers.

E. Limitations of the Study

This study needs the scope to limit the information as the researcher conducted, and the limitations of this study are as follows:

1. In this study, the researcher focused on the efficiency of reading strategies on EFL students in the eighth graders of SMP Hj. Isriati Semarang.

2. The researcher explains the frequency of the EFL students applying reading strategies to comprehend texts.
3. The researcher investigated reading strategy training in a Web-based that is required for EFL students' reading comprehension skills.

CHAPTER II

REVIEW OF RELATED LITERATURE

In the literature review, the researcher discusses some previous researchers relevant to this study and related literature that has contributed to this research.

A. Literature Review

1. Online Reading Strategies Use

Skilled student learners have applied an appropriate method to complete a project and advance their learning. They are aware of how to assume the requirements of a task. Several studies have considered online reading strategies in EFL students (N. J. Anderson, 2003; Chang, 2005; Huang et al., 2006). Researchers have generally looked into the types of reading strategies students use within the reading method and have discovered how much they impact student reading comprehension.

The improvement of students' reading comprehension has been shown through several reading strategies (N. J. Anderson, 2003). Thus,

recently, the attention on the nature of reading has shifted "from a focus on the product of reading (such as a score on reading comprehension test) to an emphasis on determining the strategies that readers use in various reading contexts" (Anderson, 1991).

However, specific texts need a lengthy, involved process, especially for students learning at the pre-intermediate level (Coady, 1997). A lack of vocabulary and grammar understanding makes reading more difficult and time-consuming for lower levels (Paran, 1996) highlighting the need to utilize suitable reading methods (e.g., scanning for comprehensive information)

Low-level cognitive processes (such as word recognition) deep reading processes (such as imagery, perspective retrieval, background knowledge, analogy, inference, critical analysis, insight, and new thinking. In addition, metacognitive processes (such as monitoring and solving reading problems) are fundamental reading processes and have been integrated into offline reading pedagogy learning content (Pires Pereira, 2022).

There is increasing evidence that while reading effectively in an online environment requires some of the same general comprehension skills and strategies as reading on paper, they may be used somewhat differently than in a traditional text environment (Gilleece & Eivers, 2018). In line with this view, the use various strategies with a goal in mind to speed up their reading comprehension processes (Afflerbach et al., 2008).

The reading command is mentioned in the Al-Quran in Surah Al-Alaq verses 1-5 (Ali, 1946).

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ (١) خَلَقَ الْاِنْسَانَ مِنْ عَلَقٍ (٢) اِقْرَأْ وَرَبُّكَ الْاَكْرَمُ (٣) الَّذِيْ عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْاِنْسَانَ مَالَمْ يَعْلَمْ (٥)

Which means:

"Read! In the name of your Lord who has created (all the exists). He has created man from a clot (a piece of thick coagulated blood). Read! And your Lord is the most Honorable. Who was taught (writing) by pen. He has taught man that which he knew not."

From the verse above, it can be concluded that Allah SWT commands servants to study science

and read books. One of these commandments is contained in Surah Al-Alaq verses 1-5. Armed with science, humans can prove the power and greatness of Allah SWT. Through this letter, Allah SWT commands servants to find out who is the god who created and glorified.

2. **Web-Based Resources for Reading Tests**

Online material is highly accessible, exploratory, and of high appeal to students learning at all levels. It can also be a valuable source for reading methods due to the enormous diversity of information available there. The teaching and learning of languages can benefit significantly from the Internet. The Internet might be the ideal resource for students and teachers because English is the most widely utilised language there (Krashen, 2003).

According to (Coiro, 2003), the introduction of the Internet into the classroom will result in new approaches to both teaching and learning that will alter students' ability to comprehend what they read. Teaching studying comprehension is more

successful when students have easy access to reliable materials from the internet. Interacting with electronic texts necessitates particular "skills and abilities beyond that necessary for the comprehension of traditional texts." Moreover, they provide evidence that one of a kind reading skills assist exclusive strategies that may be implemented while processing internet information.

The research observes that "the internet has entered our classrooms faster than books, television, computers, the phone, or any other technology for information and communication" (Leu, 2002). Integrating this new convention in the preparation emphasizes the need for thoroughly examining its influence on reading comprehension.

3. Teacher Role in EFL Classroom

Defining the new roles of teachers and students will be required to implement Web-based learning programs. (Shelton et al., 1999) teachers should be facilitators for their students rather than providers of new information. A facilitator is a must

for a teacher. There is nowhere to be found "putting up a Website or converting one's lessons into text and then stepping back" in Web-based teaching because these methods do not influence learning (Easton, 2003).

(Wallace, 2003) defined the function of the Web-based teacher is interaction and discussion between the teacher and students is essential. Availability, networking connecting with others, cooperation, information elevation, and professional growth are the five components of teaching and learning methods in Web-based environments (Salmon, 2000).

Web-based situations which are deeper and more complicated than the material found, this present a challenge for teachers to direct their students through. For students or teachers, these new environments provide more affluent and more seeking for chances. There are three critical roles for teachers to fulfil in Web-based instances, as shown through several studies: building bridges of

communication, developing creativity in teaching methods, and organizing the training course.

B. Previous Study

Before conducting this study, the researcher searched for some related research. There are several researchers related to the current research that will be carried out. The research conducted by (Dehghanpour & Hashemian, 2015) analyzes the impact of teaching reading strategies to Iranian EFL students in a Web-based approach. This study revealed that students often use each reading strategy after understanding reading strategies, which increased considerably. They are responsible for completing the task even better in Web-based and conventional use. In addition, this Web-based strategy training gives the group a positive attitude.

Those findings from usual reading strategies, which include skimming and context clues, are consistent with findings from (N. J. Anderson, 2003), according to which students utilized general reading strategies (also known as cognitive strategies), which include skimming and context clues. This study

emphasized that cognitive and metacognitive online reading strategies are essential for EFL students. The finding is also consistent with (Afflerbach et al., 2015; Reiber-Kuijpers et al., 2020; Wu & Peng, 2017), who claimed that to read the texts, students used skimming, inference, and context clues as strategies for reading.

The findings of this section are consistent with those of (Cheng, 2016), which demonstrated that proficient foreign language readers would frequently or almost always focus on pertinent information, should make reading goals apparent, understand the value of the reading passages, adopt steps to improve their performance (such as conform reading rate), and avoid distractions when they read passages. The instrument used by the researcher was a questionnaire, which effectively investigates how foreign language learners use strategies while reading online.

Other studies (Chun, 2001; Huang et al., 2009; Sandberg, 2011) recognize patterns in the EFL learners' online reading strategies. Additionally, this study intended to determine which reading comprehension skills EFL students can successfully employ when

reading texts online. The study's findings have substantial consequences for teaching reading in classrooms. This study suggests that it is crucial to integrate strategy instruction into reading classes. The results indicate that language proficiency influences the decision of strategy. Then, this study shows that high-achieving students widely adopt global and support strategies, improving comprehension of complex texts.

Differences in approach utilization were accounted for by factors such as language proficiency. According to (Huang et al., 2009), students with varying degrees of proficiency employed various tactics. This supports earlier research on comprehension methods, which discovered that readers' English skills affected the usage of comprehension strategies and influenced strategy use (Reiber-Kuijpers et al., 2020), with high-proficiency readers using global strategy more frequently than low-proficiency readers. In other words, this study confirms that more proficient readers employ a global strategy. (Cheng, 2016) found no differences in the use of online reading strategies of learners' digital

readers with different self-assessed language proficiency levels.

C. Conceptual Framework

The cognitive theory Anderson (1993) provided formed the basis for this research. The cognitive, associative, and autonomous learning stages, helpful for our study of reading strategy training, are described as student learning progresses in this theory. This research implemented Anderson's cognitive theory stages of taking notes, skimming, inferring, and context clues to teach the EFL students to use the reading strategies. Cognitive reading strategies help readers resolve text interpretation problems (Schallert & Martin, 2003).

The conceptions of literacy around online reading comprehension could have been framed in terms of information literacy (Hobbs, 2006), digital literacy, or internet inquiry (Eagleton & Dobler, 2007). In line with this view, text comprehension involves combining a reader's prior knowledge of the structure of the text and the subject with cognitive reading strategies (Kintsch, 1988). The ability to produce timely conclusions while

processing text information, making connections between the texts and previous knowledge, and planning the use of strategies following a specific reading purpose constitute all characteristics or skills necessary for text comprehension (Dole et al., 1991).

In teaching language, many test models are extended to measure language skills. The language skills are listening, speaking, writing, and reading. Those language skills are essential in the teaching and learning process, especially in language learning. However, the researcher will discuss one of those language skills: reading strategies. Reading is viewed as a tool of communication in written language through the form of the test. This skill is considered an efficient way to obtain information about many aspects of life.

Therefore, the reading process is closely related to thinking. Comprehension is the reason for reading. If the readers can read the words but do not understand what they are reading, they are not reading. Reading is looking at words, phrases, and sentences and understanding the meaning. In line with that, reading can be referred to as a willingness to understand written text

information; nevertheless, this simple description is contradicted by the complexity that reading ability involves (Grabe, 2009). In addition, commonly, everyone can read with a compound of capabilities and skills. These strategies are named for readers to perceive, get admission to, and actively choose texts that probably contribute to their reading goal. They also challenge them to have flexible mindsets to situate their strategies for gaining results inside the unbounded.

CHAPTER III

RESEARCH METHOD

This chapter contains information about the research design, data source, data collection techniques, and data analysis used in the study. Each of these is explained in the discussion that follows.

A. Research Design

This study employed exploratory research, which explored a problem and developed an understanding of the central phenomenon. Furthermore, the researcher concluded that the case examine is a study to analyze the detailed information primarily based on an in-depth investigation. Meanwhile, the case in this studies that focused on online reading strategies using a Web-based approach in EFL. This method is used to describe phenomena or facts in the field.

This research relies on data obtained by the researcher from first-hand observation, interviews, and questionnaires (Palmer & Bolderston, 2006). The instruments included a questionnaire for assessing the

participants' familiarity with general reading strategies and a reading test comprehension. It can be concluded that exploratory research tries to gain concrete, contextual, in-depth knowledge about a specific real-world subject.

Manageable time and resources are the key emphasis of this study for doing extensive research. It is essentially a gathering evidence investigation. In exploratoratory studies, has a smaller sample size, there is hesitancy to generalize the findings to the whole population. This research points out the causes of the studied problem, which can be elaborated in future studies.

B. Research Context and Setting

In this study, the researcher obtained data from interviews, questionnaires, and reading tests at SMP Hj. Isriati Semarang. The research was conducted at SMP Hj. Isriati Semarang is located at Jalan Abdulrahman Saleh No. 285, Kalipancur, Ngaliyan Semarang, Central Java. According to school data, there are 73 students in class VII for the 2023/2024 academic year.

Researchers will take one class to be used for research subjects, in which one class can constitute one generation. This research was started on 30th July 2023 until 5th August 2023. The researcher has scheduled data collection for the first week of August. Moreover, analysing data started after the data from the interview, questionnaire, and reading tests were completed.

C. Participants

This study described here was carried out at a junior high school. The population of this research was 8th-grade students. All the participants who volunteered in this study were placed in the pre-intermediate level classrooms. Then, the eighth graders of SMP Hj. Isriati Semarang is suitable to be recruited as a participant in this study. The participants in this study consisted of 23 students; 14 were male students (60.8%), and 9 were female students (39.1%). Their ages ranged from 13 to 15 years old.

The researcher analysed the results of filling out the questionnaires distributed to determine the average frequency with which students used each strategy when

they read. Then, one student was interviewed by the researcher to find out the importance of teaching reading strategies in Web-based conditions to EFL students' reading comprehension skills. The participants were asked to answer and choose which strategies they often applied. The table below illustrates the demographic data of the 23 participants.

Table 3.1

Participant Demographics

Gender	
Male	14 (60.8%)
Female	9 (39.1%)
Age	
Mean	13.30
Std. Deviation	0.56
Range	13-15
Years of learning English	
Mean	4.91
Std. Deviation	2.84
Range	1-11

D. Sources of Data

The subject from which the data was gathered is known as the data source. The words or statements provided by respondents and the conduct directed by the study's object of study serve as the primary data sources in this research.

a) Primary Data

In this study, the researcher gathered primary data about EFL using online reading strategies through interviews and questionnaires with eighth-grade students in junior high school.

b) Secondary Data

In secondary research, information is gathered from primary research that has been published before. In this study, the researcher obtained data through research journals and books related to online reading strategies using Web-based. However, the authenticity of the sources needs to be considered and examined. In addition, as supporting information, documentation will be used. The results of an activity are presented with supporting data attached.

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E. Techniques of Collecting Data

Data can be gathered from a variety of sources, in a variety of situations, and in a variety of ways. When viewed from the settings, data can be managed under realistic conditions. The researcher used reading tests, questionnaires, and interviews as the research instrument. Previously, the researcher has asked permission from the principal and English teacher at SMP Hj. Isriati Semarang. The data were collected through the following methods.

1. Reading test

Next, the test was taken from the website: www.test-english.com to examine the efficiency of reading strategies. The tests used are based on reading printed texts, from which students are asked to answer the questions. The test consists of three reading texts followed by five multiple-choice questions. Depending on each student's difficulty, the test may take 40 minutes to complete. The level of the test was appropriate for the pre-intermediate level. The purpose of this test is convenient to the objective of the reading strategy.

2. Questionnaire

Participants were asked to complete a brief online survey of the Likert scale about their online reading knowledge, strategies for self-assessment, and their hopes and worries about the problem of reading. The questionnaire was adapted from Soonthornmanne (2002) and was slightly modified to conform to the objectives of the study.

A 10-item use questionnaire asked how frequently the participants used reading strategies to comprehend the texts. Responses to these Likert-type items were scored on a 4-point scale: never, sometimes, usually, and always. It was suggested on the consent form that it would take approximately 5 to 8 minutes to finish ten questions in the survey.

A more detailed look at the table is presented in the four sections of the questionnaire. Statements number one until two in the questionnaires are associated with note-taking. Statement number three until six discuss skimming. Then, statements number seven until eight discuss inferring. The last, statement number nine until ten, discusses context

clues. After collecting the data, the questionnaire was translated into numbers and analysed. The results were then described in descriptive statistics, including frequency and percentage tables.

Table 3.2

Questionnaire Guidelines for Student

No	Statements	Instrument Number
	Note Taking	
1	I take notes while reading online to help me understand what I read. (Saya membuat catatan saat membaca online untuk membantu saya memahami apa yang saya baca)	
2	I print a hard copy of the online text and then underline or circle information to help me remember it. (Saya mencetak teks online, kemudian menggarisbawahi atau melingkari informasi untuk membantu saya mengingatnya)	1-2
	Skimming	

3	When reading online, I decide what to read closely and ignore. (Saat membaca online, saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan)	
4	When online text becomes difficult, I pay closer attention to what I read. (Ketika teks online sulit, saya lebih memperhatikan apa yang saya baca)	
5	I use typographical features like boldface and italics to identify essential information. (Saya menggunakan fitur tipografi seperti tebal dan miring untuk mengidentifikasi informasi penting)	3-6
6	I scan the online text to get a basic idea of whether it will serve my purpose before reading it. (Saya memindai teks online untuk mendapatkan ide dasar apakah itu akan membantu saya sebelum memilih untuk membacanya)	

Inferring

7	I try to picture or visualise information to help me remember what I read online. (Saya mencoba membayangkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca online)	7-8

| 8 | I critically evaluate the online text before using the information I read online. (Saya mengevaluasi secara kritis teks online sebelum memilih untuk menggunakan informasi yang saya baca online) | |

Context Clues

| 9 | I use context clues to help me better understand what I am reading online. (Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca online) | |
| 10 | I use reference materials (e.g., an online dictionary) to help me understand what I read online. (Saya menggunakan bahan referensi (misalnya kamus online) untuk membantu saya memahami apa yang saya baca online) | 9-10 |

(Adapted from Soonthornmanne, 2002)

3. Interview

The researcher prepared questions to be asked to the resource persons, which are flexible depending on the direction of the conversation. Interviews in this study by selected sources were

considered to provide information related to problems in social situations by asking open questions so that the data taken were based on the perspectives and perceptions of the information.

Interviews were conducted using the first language to avoid misunderstandings and to obtain clear, precise answers without limiting or hindering them. These interviews were used to obtain data on students' opinions regarding the use of reading strategy training in Web-based conditions required for EFL students' reading comprehension skills. Below is a table of questions that will be used for the interview.

Table 3.3

Interview Guidelines for Student

No	Question
1.	Do you think reading strategies are essential to know? Why?
2.	Do the online reading strategies help to improve your reading comprehension skills? Why?

3.   What reading strategies do you often use and
        are efficient when reading?

(Adapted from Soonthornmanne, 2002)

F. The Technique of Analyzing Data

In arranging and looking for the results of the study, the researcher will use qualitative techniques to analyse the data. Reading tests, questionnaires, and interviews can be used in qualitative research. Need analysis tried to find out the English reading proficiency of the students, the students' needs in terms of reading proficiency, and instructional materials to improve the students' reading comprehension (Hamra & Syatriana, 2012). Validity is the degree to which the data collection procedure measures what it intends to measure (Brown, 2004).

Students used data from the reading test and the interview as sources that were analysed using qualitative methods. The frequency of use of participants' reading strategies in understanding reading is a finding of the results of an open questionnaire that EFL students had answered. As a result, both the researcher and the

readers will have no trouble understanding it. According to the (Huberman et al., 2019) interactive analysis model, the steps are data reduction, data display, and conclusion.

Data analysis can be defined as a process of looking for and arranging the data systems taken from questionnaires, interviews, and reading tests. As a result, it can be understandable for the researcher and others to understand the findings. Concluding is the final step of data collection, which must follow data reduction and presentation of previous data. Then, the conclusion can be supported through valid and consistent evidence that has been accumulated. Researchers will analyse statements from participants and describe the efficiency of reading strategies on EFL students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings and the discussion. The researcher provided the data from the questionnaire and interviews in this chapter. This section also answered the research question which has been formulated.

A. Research Finding

In this chapter, the researcher will describe the findings about EFL students' perceptions regarding the efficiency of reading strategies and the frequency of the participants' reading strategies usage in comprehending the hypertext. The researcher conducted questionnaires, interviews, and reading tests that were adjusted to obtain data. To find out the complete research results, data analysis will be presented as follows:

1. Findings from the Reading Test

The findings of the reading test are to decide the efficiency of reading strategies on EFL students

in the eighth graders of SMP Hj. Isriati. The test
consists of three reading texts followed by five
multiple-choice questions. On the paper-based test,
it would take about 40 minutes to complete five
questions in the reading test. Most participants only
took 25 minutes to complete the test. This depends
on the level of understanding of the students
themselves. As shown in Table 4.1

Table 4.1 Descriptive statistics for reading test
scores

	N	Mean	Std. Deviation	Std. Mean	Error
Test scores	23	81.74	13.37	2.79	

It can be seen that the participants' mean
score on the reading test ($M = 81.74$) is larger. High
scores reflect that students can determine accurate
and faster strategies on reading tests, respectively.

2. Findings from the Questionnaire

The findings of a questionnaire to explain the frequency of EFL students' using reading strategies when they are reading. The questionnaire was filled out using a paper form, and 23 students from the 8th grade at SMP Hj. Isriati had completed it. Statements about students' perceptions comprise the stages of note-taking, skimming, inferring, and using context clues from Anderson's cognitive theory.

The study taught the participants to use reading strategies and know which strategies were suitable for them to use. Finding the results of statistical analysis from the questionnaire, we can see the contrast of the frequency range of each participant when using reading strategies in reading comprehension. According to the results obtained (see Appendix 3), the analysis indicated a significant difference in the usage of each strategy. The means of student strategy items ranged from a high of 2.96 to a low of 1.92.

The skimming strategy used most by the student in preparing to read the online text was the

item *"I scan the online text to get a basic idea of whether it will serve my purpose before choosing to read it,"* with a mean score of 2.96. It can be concluded that the skimming strategies enhance students' understanding while reading online texts.

The differences advised that there were specific online reading strategies that EFL students tended to use significantly more frequently than other strategies. Almost half of the EFL students used skimming strategies such as scanning online text, paying closer attention when reading complex online text, and deciding what to read and ignore to get basic ideas significantly more frequently than other strategies. Nor could they actively engage in social learning opportunities to enhance their online reading performance, including online speaking to native or non-native speakers of foreign languages.

Compared to frequently undertaken reading strategies, the reading strategies with the lowest levels of which students used, the participants were less likely not to use context clues such as using online dictionaries (2.54) and note-taking such as

printing out an online text and then highlighting to facilitate comprehension (1.92). They have also been unfamiliar with inferring, such as increasing their verbal and visual reading strategies in picturing the information they received from the online reading text (2.46).

3. Findings from the Interview

This interview was conducted to obtain data on students' opinions regarding reading strategy training in Web-based conditions required for EFL students' reading comprehension skills. This interview consists of three questions. In the following, the researcher will present the results of the interviews that have been conducted.

Respondent B1

"Yes, these strategies help improve our understanding of passages, even though summarizing or asking questions may have initially felt challenging. It is great that I have developed the habit of summarizing every time I read. When I understand the text better, I can remember it more easily. So summarizing and understanding what I read make it easier to remember and learn."

It is common for these reading strategies to seem difficult initially, but with practice, they become more natural and can significantly improve reading comprehension. The fact that students have learned to summarize every time is an outstanding achievement and shows a commitment to improving reading skills. The student became increasingly comfortable, skilled, and critical when reading the online text.

> Respondent B1
>
> *"Yes, I feel more confident when reading longer passages, even if there are some difficult words that I do not know. Using this strategy consistently can improve our understanding over time. Applying these four strategies as I read in the future will likely improve my comprehension even more"*

From the student statement, applying those reading strategies is helpful in quickly recognizing the reading text's main idea. The student realized the weaknesses in online reading and knew how to overcome the problems in reading text. Even though

students usually used similar strategies when reading both complex and accessible texts.

When language proficiency and the difficulty level of the text were taken into consideration at the same time, distinctions in approach use were seen. In order to overcome the problems encountered when reading online, the students have been employing not just one approach but a variety of strategies as well as combining the strategies employed when reading text.

Respondent B1

"While reading, I tried to figure out what would happen next in the passages, which made reading more fun because I could see if my guess was correct. Sometimes, I circled every word to analyze the information I read carefully. I think the strategies worked well for me"

The interviewed student also stated other strategies, including taking notes (e.g., selecting keywords and highlighting words that often occurred in bold or italics, using references, and evaluating the information before usage), which can enhance comprehension and overall reading skills.

This statement above suggests that the student was developing an ability to analyze and assess. These strategies are valuable tools for becoming a more skilled and confident reader.

B. Discussion

As previously stated, little knowledge is available on reading comprehension skills for pre-intermediate EFL students when using Web-based reading strategies. Several studies evaluated the outcomes of teaching reading methods to undergraduate or graduate students in regular education or over the Internet. Hence, it is challenging to discover sufficient supporting studies in online training for this research with the purpose of assisting its effectiveness.

This study initially aimed to determine the efficiency of reading strategies on EFL students. Moreover, the second one explained the frequency of EFL students' usage of reading strategies. The final goal focused on the importance of reading strategies comprehension in Web-based conditions that required reading comprehension skills for EFL students.

A more thorough analysis of the reading test score results, which served the first objective, revealed that online reading practices effectively help EFL students increase their reading comprehension. Similar results were obtained by Singhal (1999), who showed that after online reading instruction, students' reading comprehension improved, and their usage of reading strategies also increased.

According to the results obtained from the questionnaire, EFL students used skimming strategies more often than any other available strategies. Strategies that serve as essential support to aid comprehension include scanning online text, paying closer attention when reading complex online text, and deciding what to read and ignore. It is not unexpected that strategies aimed at helping readers complete reading tasks are the most frequently used because the strategies outlined in this study are abilities and techniques used by readers to complete their reading assignments.

The research results (N. J. Anderson, 2003) in which the researcher concluded that the students had used general reading strategies (i.e., cognitive strategies)

that consist of skimming and context clues to read the text are supported by the findings regarding general reading strategies (e.g., skimming and context clues). The finding is also consistent with (Afflerbach et al., 2015; Reiber-Kuijpers et al., 2020; Wu & Peng, 2017), who reported that the students had read the texts using strategies like skimming, inference, and context clues.

When comparing the findings of each part on their own, we can observe that there were some differences in the frequency with which the participants used these types of strategies. In summary, inferring strategy was difficult for the participants compared to other strategies. Suggesting longer and more complicated lessons can improve EFL students' comprehension. Moreover, persuading EFL students to practice and utilize this strategy extensively will promote their familiarity. In addition, these ways could enhance their development of effective reading strategies.

The third focus of the study was on the importance of understanding reading strategies in Web-based conditions that EFL students use reading

comprehension skills. Students demonstrate that Web-based reading strategy training can significantly improve reading comprehension skills. These skills include text comprehension and the ability to analyze, assess, and adapt to various reading challenges, ultimately encouraging students to be more confident and capable. (Gil-Flores et al., 2012) they have argued that specific online tasks permit the development of online reading strategies and experiences that may contribute to student learning.

Various Web-based environments will begin to create a more profound knowledge of the learning process to be accomplished. It can also change teacher demeanour and behaviour concerning the advantages of integrating technology into teaching. However, there are also challenges that teachers and students may face in this environment. It provides a new way of teaching as well as learning. The integration of the Internet into the educational curriculum can provide significant benefits. This can improve the quality of learning; therefore, this approach can be positive for teachers and students if

managed well. Research indicates that students generally have a favourable opinion regarding reading strategies.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the researchers' suggestions for the teachers, students, and other researchers who will conduct similar research.

A. Conclusion

Based on the result of the present study, the researcher found how EFL students use reading strategies to influence reading comprehension. The results of this study can enhance our comprehension of how students approach online texts and their motivation to move through different texts. Furthermore, the data acquired through questionnaires and reading tests revealed their greater use of reading strategies.

This study can help EFL students understand the advantages of using practical reading strategies in a Web-based environment to enhance their reading comprehension. They can raise their overall grade by comprehension tasks that are more difficult in this way. According to students' perceptions, the most frequently

used reading strategies used in preparing the reading online text was skimming, with a mean score of 2.96, and the least frequently used was note-taking, with a mean score of 1.92. Therefore, students widely adopting skimming strategies may help in enhanced comprehension while reading a complex text.

Skimming is the most effective strategy that must be explicitly taught in the classroom. It could help students determine their reading goals and evaluate their reading processes, enabling them to comprehend the text and retain the information more effectively. They give a positive perception of online reading strategies, meaning they will continue to use them. These findings provide perspectives and recommendations for how to help students enhance their EFL reading abilities and prepare them for the increasing literacy demands of the twenty-first century.

B. Suggestion

The following implications and suggestions for future education and research are based on the current study findings. First, it is proposed that teachers place a

greater emphasis on the social aspects of online reading. The teacher should concentrate on educating students about a broader range of strategies and assisting students in developing a variety of possible strategies for online reading.

Most importantly, the teacher can help and encourage students to comprehend the reading strategies and demonstrate their skill in using them easily, proficiently, and automatically (Afflerbach et al., 2008). Furthermore, it is proposed that researchers use different instruments or research methods in future studies on how EFL students implement online reading strategies.

Future research should inquire about other language abilities (such as listening) and language grammar and vocabulary characteristics. Researchers should also conduct studies or analyses to determine students' strategies when reading online for different purposes. In addition, investigating how EFL students feel about utilizing a Web-based approach to apply reading skills can offer obvious insights for materials makers.

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APPENDIX

Appendix 1: Reading Test Guidelines

Name: _____

Class: _____

Reading Comprehension

Directions: Read the passage. Answer the question below.

Student Volunteers Needed!

On Saturday, December 12th, from 10 A.M. until 4 P.M., Carverton Middle School will be holding a music festival in the school gymnasium. The special event will <u>feature</u> a variety of professional musicians and singers.

We are looking for Carverton students to help with the jobs listed below.

Task	Time	Date
Make posters	1 P.M.–4 P.M.	December 5th
Set up gym	11 A.M.–4 P.M.	December 11th
Help performers	9 A.M.–4 P.M.	December 12th
Welcome guests	10 A.M.–2 P.M.	December 12th
Clean up gym	4 P.M.–7 P.M.	December 12th

Interested students should speak with Ms. Braxton, the music teacher. Students who would like to help at the festival must have written permission from a parent or guardian.

(Sources from www.test-english.com.)

1. What time will the festival begin?

A. 10 A.M.

B. 11 A.M.

C. 1 P.M.

D. 2 P.M.

2. What job will be done the day before the festival begins?

A. Making posters

B. Setting up the gym

C. Cleaning up the gym

D. Helping the performers

Active Villagers

Ten years after buying the outpatient clinic, residents of a small Welsh-speaking community have to buy the post office and shop.

The people of Llithfaen were determined to prevent their village from losing its focal point. Ten years ago, they paid £40,000 for the outpatient clinic, and now they have helped keep it open. Most of the cost, £19,500, was met by the local council and a European Union grant, but the villagers needed to raise a further £6,000 to buy the shop from the retiring owner.

John Jones, chairman of the community committee, said: "We went around every house and returned with £500 more than we needed. The post office and the outpatient clinic are essential to the life of the village. There are no other amenities.

"We were not prepared to stand by and let the heart and soul be ripped out of our community. No one else would help us, so we decided to buy them ourselves." Llithfaen had a population of 600, halved when nearby granite quarries were closed. The primary school was shut because of the population decline, but the locals turned it into a leisure centre.

The shop has been leased to Fion Medi Llywelyn, 24, who lives in the village with her husband, Dillon. She said: "There is a wonderful community spirit here."

(Sources from www.test-english.com.)

3. The Llithfaen Post Office …

    A. closed ten years ago.

    B. has been saved by the local people.

    C. turned into a leisure centre.

    D. has now closed.

4. The shop has been bought …

    A. by the local council.

    B. for £40,000.

    C. a European Union grant.

    D. with the help of the people who live in the area.

THE BENEFITS OF NUTS		
A. CASHEWS		Gold medal-winning Olympic sprinter Kelly Holmes says she ate a bag of these wonder nuts after every race to help her recover. They are packed with zinc - brilliant for your immune system.
B. PISTACHIOS		Tony Blair's favourite, these cut cholesterol and are rich in vitamins B and E - great for glowing skin.
C. BRAZIL NUTS		A study from the University of Illinois suggests brazils might help prevent breast cancer, thanks to their high selenium content. They give you an energy buzz, too.
D. ALMONDS		These are real heart savers, as they are rich in vitamin E called alpha-tocopherol, which lowers your risk of cardiac disease.

E. MACADAMIAS		The University of Hawaii found that people who ate high-fat macadamias had the same cholesterol levels as those on a low-fat diet.
F. WALNUTS		If you are worried about diabetes or cholesterol, you should stock up on walnuts. They are full of alpha-linoleic acid, which boosts your "good" cholesterol and stops fatty deposits from sticking to arteries.

5. A thin person who has cholesterol problems.

    A. cashews

    B. almonds

    C. macadamias

    D. pistachios

    E. brazil nuts

    F. walnuts

Appendix 2: Questionnaire Guidelines

A. DEMOGRAPHIC DATA OF RESPONDENTS
   1. Name   :…………………
   2. Age   : …….. years old
   3. Gender   : ☐ Male

                                      ☐ Female

   4. The length of learning English :………. years

B. ONLINE SURVEY OF READING STRATEGIES
   Instructions:
   1. Read carefully each part of the statement in this questionnaire
   2. Put a checklist (√) in one of the options that applies to you. Note that there are no right or wrong responses to any of the items on this survey.

   Description:
   (1) Never
   (2) Sometimes
   (3) Usually
   (4) Always

No	Statements	Likert Scale
	Note Taking	
1	I take notes while reading online to help me understand what I read. (Saya membuat catatan saat membaca online untuk membantu saya memahami apa yang saya baca)	1 2 3 4
2	I print out a hard copy of the online text and then underline or circle information to help me remember it. (Saya mencetak teks online, kemudian menggarisbawahi atau melingkari informasi untuk membantu saya mengingatnya)	1 2 3 4
	Skimming	
3	When reading online, I decide what to read closely and ignore. (Saat membaca online, saya memutuskan apa yang harus dibaca dengan cermat dan apa yang harus diabaikan)	1 2 3 4
4	When online text becomes difficult, I pay closer attention to what I read. (Ketika teks online sulit, saya lebih memperhatikan apa yang saya baca)	1 2 3 4

5	I use typographical features like boldface and italics to identify key information. (Saya menggunakan fitur tipografi seperti tebal dan miring untuk mengidentifikasi informasi penting)	1 2 3 4
6	I scan the online text to get a basic idea of whether it will serve my purpose before choosing to read it. (Saya memindai teks online untuk mendapatkan ide dasar apakah itu akan membantu saya sebelum memilih untuk membacanya)	1 2 3 4

<div align="center">Inferring</div>

7	I try to picture or visualize information to help me remember what I read online. (Saya mencoba membayangkan atau memvisualisasikan informasi untuk membantu mengingat apa yang saya baca online)	1 2 3 4
8	I critically evaluate the online text before using the information I read online. (Saya mengevaluasi secara kritis teks online sebelum memilih untuk menggunakan informasi yang saya baca online)	1 2 3 4

Context Clues

9	I use context clues to help me better understand what I am reading online. (Saya menggunakan petunjuk konteks untuk membantu saya lebih memahami apa yang saya baca online)	1 2 3 4
10	I use reference materials (e.g. an online dictionary) to help me understand what I read online. (Saya menggunakan bahan referensi (misalnya kamus online) untuk membantu saya memahami apa yang saya baca online)	1 2 3 4

Appendix 3: Descriptive Statistics for Questionnaire Data

Reading Strategies	Never	Sometimes	Usually	Always	Mean	Std. Deviation
Note Taking						
I take notes while reading online to help me understand what I read.	13.0%	43.5%	8.7%	34.8%	2.63	1.07
I print a hard copy of the online text and then underline or circle information to help me remember it.	47.8%	17.4%	26.1%	8.7%	1.92	1.04
Skimming						
When reading online, I decide what to read closely and ignore.	17.4%	21.7%	30.4%	30.4%	2.75	1.05

When online text becomes difficult, I pay closer attention to what I read.	13.0%	21.7%	34.8%	30.4%	2.88	1.01
I use typographical features like boldface and italics to identify key information.	13.0%	34.8%	17.4%	34.8%	2.67	1.11
I scan the online text to get a basic idea of whether it will serve my purpose before reading it.	4.3%	30.4%	30.4%	34.8%	2.96	.89

Inferring

I try to picture or visualise information to help me remember what I read online.	17.4%	34.8%	30.4%	17.4%	2.46	.96

I critically evaluate the online text before using the information I read online.	13.0%	30.4%	39.1%	17.4%	2.63	.9

<div align="center">Context Clues</div>

I use context clues to help me better understand what I am reading online.	21.7%	17.4%	43.5%	17.4%	2.58	1
I use reference materials (e.g., an online dictionary) to help me understand what I read online.	13.0%	26.1%	47.8%	13.0%	2.54	.91

Appendix 4: Interview Guidelines

No	Question
4.	Do you think reading strategies are important to know? Why?
5.	Do the online reading strategies help to improve your reading comprehension skills? Why?
6.	What reading strategies do you often use and are efficient when reading?

Appendix 5: Interview Transcript

Q1: Apakah menurut Anda strategi membaca penting untuk diketahui? Mengapa?
(Do you think reading strategies are important to know? Why?)

R. B1:	Ya, strategi-strategi ini membantu kita memahami teks-teks yang kita baca. Meskipun pada awalnya susah merangkum atau mengajukan pertanyaan, tapi sekarang saya sudah terbiasa merangkum setiap kali membaca. Ketika saya dapat memahami teks dengan lebih baik, saya juga dapat mengingatnya lebih mudah. Jadi, merangkum dan memahami apa yang saya baca itu membuatnya lebih mudah untuk diingat dan dipelajari.
	(Yes, these strategies help improve our understanding of passages, even though summarizing or asking questions may have initially felt challenging. It is great that I have developed the habit of summarizing every time I read. When I understand the text better, I can remember it more easily. So summarizing and understanding what I read make it easier to remember and learn)

Q2: Apakah strategi membaca online membantu meningkatkan keterampilan pemahaman bacaan Anda? Mengapa?
(Do the online reading strategies help to improve your reading comprehension skills? Why?)

R. B1:   Ya, saya merasa lebih percaya diri ketika membaca bagian yag lebih panjang, bahkan jika ada beberapa kata sulit yang saya tidak mengerti. Jika kita menggunakan strategi ini secara konsisten, dapat meningkatkan pemahaman kita dari waktu ke waktu. Saya akan menerapkan keempat strategi ini, saat saya membaca di lain waktu. Hal ini mungkin akan meningkatkan pemahaman saya lebih banyak lagi.

(Yes, I feel more confident when reading longer passages, even if there are some difficult words that I do not know. If we use this strategy consistently, we can improve our understanding over time. Applying these four strategies as I read in the future will likely enhance my comprehension even more)

Q3: Strategi membaca apa yang sering Anda gunakan dan efisien saat membaca?
(What reading strategies do you often use and are efficient

when reading?)

R. B1:	Saat membaca, saya mencoba mencari tahu apa yang akan terjadi selanjutnya di bagian-bagian itu, ini yang membuat membaca lebih menyenangkan karena saya bisa melihat apakah tebakan saya benar. Biasanya, saya menggarisbawahi atau melingkari setiap kata untuk menganalisis informasi yang saya baca dengan cermat. Saya berpikir strategi ini bermanfaat bagi saya.

(While reading, I tried to figure out what would happen next in the passages, which made reading more fun because I could see if my guess was correct. Sometimes, I underline or circle every word to analyze the information I read carefully. I believe the strategies worked well for me)

Appendix 6: Research License

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024–7615387
www.walisongo.ac.id

Nomor: 3368/Un.10.3/D1/TA.00.01/ 07/2023   Semarang, 7 April 2023
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Emanasi Nous Qana'ah
NIM   : 1903046020

Yth.
Kepala Sekolah SMP Hj. Isriati Semarang
di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa:

Nama	:	Emanasi Nous Qana'ah
NIM	:	1903046020
Alamat	:	Perum Bhakti Persada Indah Blok N No. 17, Ngaliyan Kota Semarang, Jawa Tengah
Judul Skripsi	:	ONLINE READING STRATEGIES USING A WEB-BASED APPROACH FOR EFL STUDENTS
Pembimbing	:	Sayyidatul Fadlilah, S.Pd.I., M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 7 hari,
mulai tanggal 30 Juli 2023 sampai dengan tanggal 5 Agustus 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai
laporan)

Appendix 7: Certificate of Completion of Research

SMP H. ISRIATI SEMARANG
STATUS : TERAKREDITASI "A"
Jl. Abdul Rahman Saleh No. 285 Semarang Telp. (024) 7618268 - 7618269

SURAT KETERANGAN RISET
No. 021/I03.33/SMP-Is/LL/2023

Assalaamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini :

Nama   : **Eka Putranto Hadi, M.Pd**
Jabatan   : Kepala SMP H. Isriati Semarang

menerangkan bahwa :

Nama   : **Emanasi Nous Qana'ah**
NIM   : 1903046020
Progdi   : Pendidikan Bahasa Inggris

benar – benar telah melaksanakan riset di SMP H. Isriati Semarang dengan tema /judul skripsi Online Reading Strategies Using A Web-Based Approach For Efl Students dengan baik.

Waktu Penelitian   : 30 Juli s.d 5 Agustus 2023
Pendamping   : Mochammad Syiaruddin Basya, S.S.

Demikian, surat keterangan ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Wassalaamualaikum Wr. Wb.

Semarang, 05 Agustus 2023
Kepala Sekolah

Eka Putranto Hadi, M.Pd
NIY.

Appendix 8: Documentation

7.1 The students answered the reading test question

7.2 The environment in the English class 8

7.3 The students answered the questionnaire

7.4 The researcher interviewed the student

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