

**STUDENTS' PERCEPTION ON BENEFIT OF ENGLISH SITES TO  
IMPROVE ENGLISH READING COMPREHENSION**

**Thesis Submitted**

**By**

**DITA AMINDRI**

**NIM. 231324215**

**Student of Faculty of Education and Teacher Training**

**Department of English Language Education**

**UIN**



**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**

**2019 M/1440 H**

**A R - R A N I R Y**

**THESIS**

Submitted to Faculty of Tarbiyah and Teacher Training of UIN Ar-Raniry

Darussalam, Banda Aceh as a partial fulfillment

of the requirements for Sarjana Degree (S-1)

on Teacher Education

By

**DITA AMINDRI**

**Fakultas Tarbiyah dan Keguruan**

**Reg. No: 231324215**

Approved by

Main Supervisor,

Co-Supervisor,

  
**Habiburrahim, M.Com., M.S., Ph.D**  
**NIP: 197208062003121002**

  
**Syarifah Dahliana, M.Ag., M.Ed., Ph.D**  
**NIP: 197504162000032001**

It has been defended in SidangMunaqasyah in front of the council of Examiners for Working Paper and has been accepted in Partial Fulfillment of the Requirements for Sarjana Degree S-1 on Teacher Education

On:

Friday, January 25<sup>th</sup>, 2019 M  
19 Jumadil Awwal 1440 H

Darussalam - Banda Aceh

Chairperson,



Habiburrahim., M. Com., MS., Ph. D

Secretary,



Ikhwana Dhivah, S.Pd

Member,

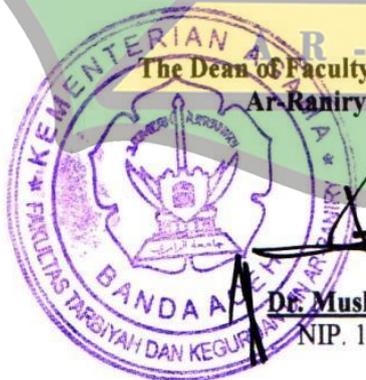


Syarifah Dahliana., M. Ag., M. Ed., Ph. D

Member,



Dr. Syarwan Ahmad, M. Lis



Certified by:

The Dean of Faculty Education and Teacher Training  
Ar-Raniry State Islamic University

Dr. Muslim Razali, S.H., M. Ag

NIP. 195903091989031001



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln. SyekhAbdurRaufKopelma Darussalam Banda Aceh  
Email:pbi.ftk@ar-raniry.ac.id, Website: http://pbi.ar-raniry.ac.id/

**SURAT PERNYATAAN**

Saya yang bertanda tangan di bawah ini :

Nama : Dita Amindri  
NIM : 231324215  
Tempat/Tgl. Lahir : Nagan Raya, 08 November 1995  
Alamat : Jln. Nasional, Keude Seumot, Beutong, Nagan Raya  
Judul Skripsi : Students' Perception on Benefit of English Sites to Improve English Reading Comprehension

Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya

Banda Aceh, 17 Januari 2019,  
Saya yang membuat surat pernyataan,



Dita Amindri

## ABSTRACT

The title of this study is “Students’ Perception on the Benefit of English sites to Improve English Reading Comprehension”. The purpose of this study is to discover students’ perceptions on the benefit of English site in improving reading comprehension, and to find out students’ perceptions on the most favorite site for learning English reading. The writer distributed a set of questionnaire to 35 participants to collect the data. The result revealed that the use of English Site in learning English Reading comprehension gives many benefits to students; encouraging the students’ to learn English reading independently; raising students’ enthusiasm to learn because of its provide many interesting material; easily accessing to English reading text needed. The findings also indicated that the British council becomes the most favorite site. Hence, it can be concluded that the use of English site can improve students’ English reading comprehension.

Keyword: Perceptions, English Sites, Reading Comprehension



## ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Alhamdulillah, all praises be to Allah ‘azzawajalla, the most gracious, the most merciful, who has given me love and blessing that made me able to finish this research and write this thesis. Peace and salutation be upon our beloved prophet Muhammad SAW, and his family who have struggled whole heartedly to guide ummah to the right path.

First of all, I would like to dedicate my deepest gratitude and appreciation to my beloved supervisors Habiburrahim, M.Com., M.S., Ph.D and Syarifah Dahliana, M.Ag., M.Ed, Ph.D for their valuable guide, advices, support, kindness, insightful comment, and immense knowledge in completing this thesis entitled: “students’ perception on benefit of English sites to improve English reading comprehension”. I am extremely grateful to be supervised by them. If there is a word more honored than thank you very much, I will choose it to express my respects.

Also, my greatest appreciation is addressed to the department head of English Language Education Department, Faculty of Education and Teacher Training, Mr. Dr. T. Zulfikar., M.Ed and all staff of English Language Education Department, my Academic Advisor Qudwatin Nisak M.Isa, M.pd., M.Ed and all lectures, both English Language Education and non English Language Education Department who guided.

and helped me during my study in English Language Education Department of UIN Ar-Raniry.

Then, I would like to dedicate my uncounted thanks to my parents, my beloved father Adi Satria and my beloved mother Tapsiah Bancin who always support me with their endless love and always fight the best for me. Then, I also like to devote my love to my beloved sister and brother Tamardi Arief, S.H and Anggi Pratiwi. Then, special thanks to my beloved husband Aguswandi, S.Sos who always stays loyal waiting and supporting in the execution of mythesis.

Then, I would like thank to my beloved friends Khairunnisa, SE, and also all of my friends in English Language Education Department year 2013, especially Munira, Nadia Mahdiyah, Rima Asmaul Munawarah, Zalvi Rahmi, Nurhaliza Umri, Miftahul Jannah, Putri Rumaiza Ulfa, and all those whom I cannot mention their names, who have always stay with me during completing this thesis.

Finally, I realize this thesis needs for the constructive ideas in order to fulfill its weakness. I hope this thesis is useful for learning English reading comprehension, the future researcher, and English Language Education Department of UIN Ar- Raniry.

جامعة الرانيري

Banda Aceh, 17 January 2019

A R - R A N I R Y

Dita Amindri

## TABLE OF CONTENTS

**COVER**

**APPROVAL LETTER FROM SUPERVISOR**

**SIDANG MUNAQASYAH-EXAMINER SIGNATURE**

**DECLARATION LETTER**

**ABSTRACT..... v**

**ACKNOWLEDGMENTS ..... vi**

**TABLE OF CONTENTS ..... viii**

**LIST OF TABLE ..... x**

**LIST OF APPENDICES ..... xi**

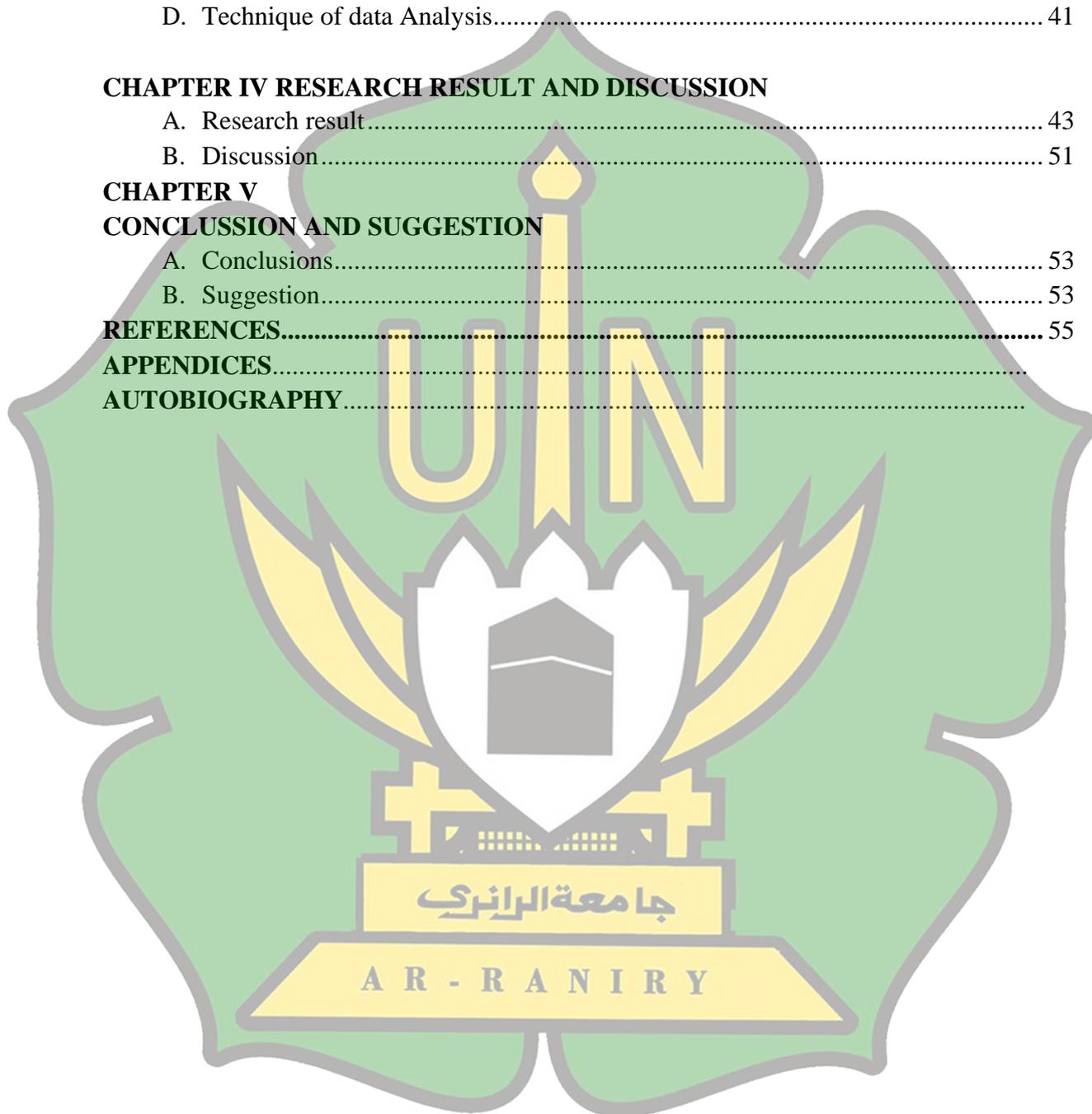
### **CHAPTER 1 INTRODUCTION**

A. Background of study.....	1
B. Research question.....	3
C. Aim of study.....	3
D. Significance of study.....	4
E. Research terminology.....	4

### **CHAPTER II REVIEW OF RELATED LITERATURE**

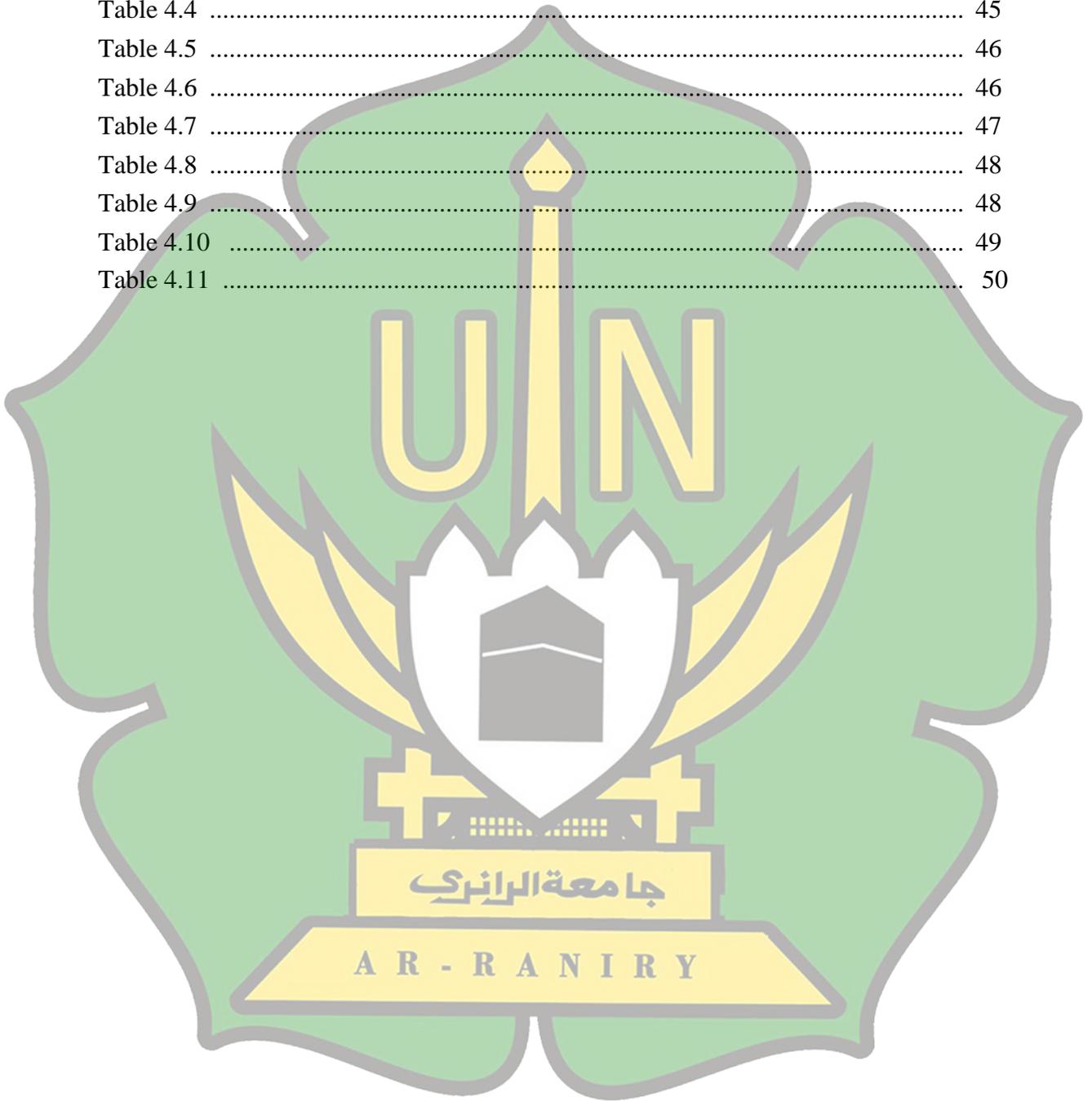
<b>1. An overview of reading comprehension</b>	
2. Definition of reading comprehension.....	7
3. Component of reading.....	10
4. Technique of reading.....	13
5. Elements of reading.....	16
6. Reading comprehension skill.....	18
<b>B. Learning media</b>	
1. The definition of learning media.....	19
2. Function and benefit of using media in learning.....	21
3. Internet as media.....	23
<b>C. ENGLISH SITE</b>	
1. Definition of English site.....	25
2. Kinds of English Site.....	26
3. English Reading Site.....	32

<b>CHAPTER III RESARCH METHOD</b>	
A. Research Design .....	36
B. Research location .....	
1. A brief description of research location.....	37
2. Sample and population.....	39
C. The technique of data collection.....	40
D. Technique of data Analysis.....	41
<b>CHAPTER IV RESEARCH RESULT AND DISCUSSION</b>	
A. Research result .....	43
B. Discussion.....	51
<b>CHAPTER V</b>	
<b>CONCLUSION AND SUGGESTION</b>	
A. Conclusions.....	53
B. Suggestion.....	53
<b>REFERENCES.....</b>	<b>55</b>
<b>APPENDICES.....</b>	<b>.....</b>
<b>AUTOBIOGRAPHY.....</b>	<b>.....</b>



## LIST OF TABLE

Table 4.1 .....	43
Table 4.2 .....	44
Table 4.3 .....	45
Table 4.4 .....	45
Table 4.5 .....	46
Table 4.6 .....	46
Table 4.7 .....	47
Table 4.8 .....	48
Table 4.9 .....	48
Table 4.10 .....	49
Table 4.11 .....	50



## LIST OF APPENDICES

- II. Appointment letter of supervisor
- III. Confirmation letter of conducted research from university
- IV. Questionnaires from for students
- V. Responses of questionnaire



## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Reading is an important skill that must be mastered by students, because many sources of knowledge are served in English text. Therefore, understanding English leads students to be able to not only read that English sources but also comprehend the meaning of the contents. Moreover, Reading is one of the English competencies that are usually examined in final examination as their final examination.

Reading a lot can develop one's language skill. Alderson, as cited in Berardo (2006, p.60) defines reading as "...an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed." Reading will be an enjoyable and effective activity if the students engage in it. One of the reasons students involve in reading activity is an interesting text which can be found from websites, books, novels, magazine, and etc. In a classroom, the students who do not have good interest of reading will be very difficult to understand a reading text directly. Berardo (2016, p.62) states that "a reading class can be more interesting if a variety of texts is used. Students very often find it so boring when dealing with only one subject area, as can be the case dealing with English". However, it always becomes main problem in many English classes to attract students' motivation to be active and enjoy reading activity.

Many students can easily read some of the writing text. But, most of the students cannot understand the meaning of the text they read. They are difficult to understand the main idea from the text. They read the whole paragraph in the text, but they cannot reveal the meaning of the text. Thus, students often fail in answering the questions from reading text in their examination because they do not understand what they have read.

In the past, students were lazy to read because they did not find the interesting material due to lack of sources and media. However, students who want to improve their reading skills these days, they can find various sources in internet as it provides a wide range of opportunities, resources, and links that test and challenge students' reading skills.

Technology catches students' interest because for many people, technology is something that is used daily, according to APJJI 2017 report that the number of internet users in Indonesia covered 54.68 % some of them use internet for playing games online, chatting, conduct homework, and also buy things online.(Jakarta,kompas.com, 2018) In other words, because students are using technological devices each day, incorporating them within the classroom setting may heighten their interest. Website or site is a collection of related web pages including data texts, pictures, animations, voice and etc. English sites have attracted a great deal of attention as a tool for supporting students' learning processes. They have been especially useful for improving reading. They are efficient tools to motivate students to improve their reading skill. In addition, English sites give teachers an opportunity

to integrate technology into traditional classes of teaching a language, such as reading, which help teachers to make their classes more interesting for the students of the technology age.

From the beginning till today, with the English sites student can improve reading comprehension because English sites is an effective use of technology tools in learning English which provide a lot of interesting materials, so students can easily practice their reading, and as we know a lot of students in this era using technologies to learn English, technology provides new opportunities to increase the effectiveness of language learning and teaching especially in the field of teaching and learning foreign languages.

This study will discuss the benefits of English sites in improving English reading comprehension from students' perspective. In this case, the writer asks students opinion of every English reading website that they ever use as their learning source.

### **B. Research Question**

- a. What are student's perceptions on the benefit of English site in improving English reading comprehension?
- b. What are student's perceptions on the most favorite English site for learning English reading?

### **C. Aim of Study**

- a. To discover students' perception on the benefit of English site in improving reading comprehension.

- b. To find out student's perceptions on the most favorite English site for learning English reading

#### **D. Significance of Study**

This study is mainly concerned on the perception of student on the benefit of English site to improve English reading comprehension. The results of this study are definitely expected to gain the benefit for teachers, the practitioners of education, and other researchers. For teachers, this study may inspire them to use English site as instructional media. This thesis may also provide benefit to education practitioners in term of policy making related to curriculum and course design. Furthermore, it informs other researchers who are interested in investigating similar topic of study.

#### **E. Research Terminology**

This sub chapter explains about some keywords that need further explanation in order to prevent misunderstanding between the researcher and the reader. They are:

1. Perception

According to Webster's (1980, p.718) "perception is awareness, consciousness or knowledge obtained through sense or a way of seeing or understanding something." In this research perception is the students' opinions toward using English site in improving English reading comprehension.

## 2. English Site

Site or usually called by A website is “a collection of related web pages including multimedia content, typically identified with a common domain name, and published on at least one web server” (The free dictionary). A website may be accessible via a public Internet Protocol (IP) network, such as the Internet, or a private local area network (LAN), by referencing a uniform resource locator (URL) that identifies the site.

WWW (World Wide Web) is a technology which is the most popular and used Internet tools, serves increasingly as a communication facilitator. The web also serves as an instructional delivery medium. Khan and Vega, (1997, p.378) state that “numerous web sites provide digital educational activities and network based courses for all grade levels in a large number of subjects. Web-based learning is an important medium for designing and delivering instruction by addressing a variety of learning strategies”. “The learners in website generally are responsible for their own process of learning and results”(Reeves and Reeves, 1997, p.60). This gives them the freedom of moving everywhere all over the world whenever they want.

English sites is every websites that comes or created in English which can help everybody especially student in developing their ability in English, English sites is very helpful website to student in teaching process, example

from English site that want to be researched by the researcher are national geographic channel and British council

### 3. Reading comprehension.

According to Macmillan (1996, p.350) “The word reading comes from “read” adding “ing”. Read means look at, understand, (and speak) something written or printed. Whereas reading is a noun form of “read” that means the activity of looking at and understanding the written message.”

Meanwhile, the “comprehension comes from word “comprehend” that means understanding something fully and comprehension means ability to understand something” (Oxford, 2008 p.86). According to Grellet (1981, p.3) “understanding the written text means extracting the required information it as efficiently as possible.” So, reading comprehension is the total ability of understanding and getting the information in the written message.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. An Overview of Reading Comprehension

##### 1. Definition of Reading Comprehension

Reading is possibly the most important learning tool that can be a source of pleasure and satisfaction. It has main role to most knowledge because it provides access to information, ideas, inspiration, in both the past and the present. Realizing the importance of reading it is necessary for people to know the definition of reading.

According to Kalunger and Kolson (1978, p. 21) “the word reading can only be defined in terms of who is reading what and for what reason.” It means that the meaning of reading can be defined variously based on purposes of reading itself. For instance, sociologist studies the interaction of reading and culture; while psychologist is interested in reading as a thought process. Linguist concerns himself with relationship between sounds of a language and its written form, and semantic considers the printed page of the graphic representation of speech. These examples show that the term of reading can have different meaning.

Gipe (1987, p. 109) defines reading as process begins by perceiving such visual stimuli as letters, words, and sentence. Morrison (1986, p. 22) seems to support this idea by saying: “reading make use the ability to see and distinguish black letters on light paper and to perceive groups of letter as words that stand for

ideas.” Nuttal (1988, p. 14) describes reading as a result of the interaction between the perception of graphic symbols that represent language and the reader’s language skills, and the knowledge of the world. Singer and Ruddell (1976, p. 470) define that reading is the complex process by which the readers reconstructs, to some degree, a message encoded by a writer in graphic language. To understand this process, one must understand how a writer uses language, how much meaning depends on the reader’s prior knowledge and experiment in the construction of meaning.

It is obvious that reading is considered accurate when readers perceive and apprehend the words as authors wrote them and understand the meaning as intended by the author. Space and space (1989, p. 27) say that “reading is hiking process, which is viewed as an effort to understand what is read and the effort to apply it”. Dechant (1973, p. 21) states that “reading is a process of giving significance intended by the writer to the graphic symbols by relating them to one’s experience, and the reader must be able to associate meaning suitable with the symbols.”

From the expert’s statement above, it may be inferred that reading is a complex skill which involves all of the higher material process in order to understand what is read. When trying to grasp information from reading text, he or she not only knows how to read appropriately with the correct pronunciations, but also understands it; to understand here means to be able to comprehend it. Therefore, reading comprehension skill become vital in reading process

Reading comprehension is a skill that includes a complex process in achieving its goals. Afflerbach (2009, p. 12) says that “reading is a dynamic and complex process that involves skill, strategist, and prior knowledge that interact to make reading successful”. Afflerbach (2009, p. 2) asserts that “reading improve a great deal of conscientious knowledge that must be learned and many strategies that must be practiced in reaching the comprehension in reading”. In conclusion, reading comprehension is a complex process that concern with skills, strategist and knowledge that should be prepared so that the comprehension of the text can be reached.

In addition, reading comprehension is an active skill that includes guessing, predicting, checking and asking oneself question. When the people read the passage, they will check whether their guessing and predicting are appropriate or not to the content of the passage, and try to relate it to their background knowledge so that they are able to understand the content of passage. Dechant (1991, p. 339) said that “reading comprehension is also a cognitive process that involves inference, verifying, correcting and confirming the meaning of the text”. It means reading is the thinking process; the reader will draw conclusions from what they had read and make sure what she or he has read right or wrong.

In short, the writer can conclude that reading comprehension is a complex process. It includes strategist, skill, and knowledge that should be applied when a reader reads. It is also a cognitive process where the reader has to think, absorb and understand the information that they got.

## 2. Component of Reading

Wardhaugh (1969, p. 183) as cited in Betty Wallace Robinet says that the important components of comprehensive reading should contain with various knowledge as follow: knowledge of probabilities of occurrence which help readers guess what word should occur in reading statement, including to get meaning of statement because words in statement occur from the grammatical rules, contextual pragmatic knowledge which helps readers guess word meaning from another words in phrase, subordinate clause, one sentence of many sentence. And the final component is syntactic and semantic knowledge dealing with structure of statement and word meaning, group of word or sentence and statement.

According to Chapman (1979 p. 36) there are three component of comprehensive reading: text linguistics knowledge, one's general experience, and specific content knowledge. For the text linguistics knowledge, the reader should know the technical word, the structure of sentence, writing strategies and the writing styles of the writer. It involves words that show the notions of coherence of context. This knowledge makes readers understand the context. Moreover, reading depends on each reader's general experience because it influences them to understand the text. The readers could take the knowledge of another content to help them understand the context. Phillips (1984 p. 286) "classifies the important component of comprehensive reading in three ways; knowledge competence in

language; reader's intelligence or competence to use reason and thinking in the text, and previous experience and the special knowledge of readers." In this view, the components of reading concern with readers' mind such as interesting, motivation, opinion, belief, the purpose of reading, particularly previous knowledge and language competence are the important components that help the readers to understand the context.

Besides, Conley (1995, p. 50) state that "the components of perception reading are learners' old experience involving the knowledge what is read, acquaintance with the language in the article and the comprehension in reading, and the ability of reader that a good reader has to be strategist who can apply own knowledge or abilities improving the skill of reading." In addition, the readers must have the text comprehensions which includes understand vocabulary or group of words, distinguish fact and opinion and interpret the context, and involving learners' understanding by using their knowledge to create or perceive the meaning of the context.

Therefore, it could be summarized that the important components of comprehensive reading contain the language competence of the reader about vocabulary and the structure of the text, the competence to use the previous knowledge for understanding the text and the competence to think about another strategy to understand the text.

Gray (1960, p. 8) suggests that “word recognition or word perception and comprehension do not comprise the total of the reading act so he also includes reaction and fusion.” By reaction he refers to the reaction of the reader to what he has read. This aspect of reading may be considered as critical reading. And by fusion gray refers to the assimilation of ideas gained through reading with the reader’s former experience.

However, to understand reading text well in reading comprehension activity, the readers should concern on many components that affecting reading ability. Rost (1993, p. 80) state that “the comprehensive components of reading comprise two factors that are vocabulary or literal reading and general reading comprehension on inferential reading.”

Furthermore, Bachman (1990, p. 89) suggests “the component of concerning reading comprehension depending on various factors that intelligence concerning with the level of ability, attitudes toward reading and learning from the text leading to the success in reading as the desire to learn and understanding of readers, and individual differences in reading achievement.

Nevertheles, are some components preventing the reading comprehension such as elaborately reading or interest in all details, quickly reading and imaginatively involving to the interpretation on the context according to own experience and attitude of readers. However, the progress of reading bases on the process or stage of efficient reading.

### 3. Technique of Reading

According to Martin and Manser (1995, p. 425) “technique is one of the most important things in language teaching learning. It determines the success of teaching learning process. In this case, Oxford Learner’s Pocket dictionary defines “technique as a method of doing something that need skill; skill in art, music, etc.” Moreover, Hornby (1995, p. 425) states that “technique is the process of planning something or carrying out a plan in a skillful way.” It can be understood that teachers should understand which strategy is good and appropriate to teach their students in order to increase the students’ interest in reading.

There are different styles of reading for different situations. The technique you choose will depend on the purpose for reading. In teaching learning process, teacher should know how to present the material to students; the technique of teaching has its formal rule to be applied. In teaching reading, many techniques can be applied:

#### a. Skimming

Skimming is a technique used to look for the “gist” of what the author is saying without a lot of detail. Kustaryo (1988, p.5) states that “this reading technique is used if one wants to get a general impression of a book, essay, article and determine whether or not to read it more carefully.” Moreover, Skim reading is used to get a global impression of the content of a text. An example would be previewing a long magazine article by reading rapidly, skipping large chunks of information, and focusing on headings and first lines of paragraphs.

Thus, in skimming the text, a reader needs to practice in order they can learn the key words and phrases which can cover all the material they are reading.

To do the skimming, the reader should go through a passage quickly, jumping over parts of it, in order to get a general idea of what it is about.

#### b. Scanning

Brown (2001, p. 308) defines Scanning is quickly reading to find the specific information. Brown states that, scanning is quickly searching for some particular piece or pieces of information in a text. When scanning the reader lets their eyes wander over the text until they are looking for, whether it is a place, a kind of food, a kind of verb, or specific information. To enable the student to scan effectively, they should know what kinds of information they needs; also, they should have the strong belief where they will find such information needed from the text.

#### c. Intensive reading

Intensive reading involves looking carefully at a text, as a student of literature would look at a poem to appreciate the choice of words, or as a solicitor would study the precise wording of a legal document". Beside, Grellet (1999, p.4) defines that "intensive reading as reading shorter text, to extract specific information."

On the other hand, in intensive (or creative) reading, students usually read a page to explore the meaning and to be acquainted with writing mechanisms.

Furthermore, Brown (1989, p. 1) explains that "intensive reading as a calling attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like". So, intensive reading is 100 % understanding of text, limited reading, difficult texts, read word of word and use the dictionary.

#### d. Extensive reading

According to Maria (2012, p. 26), extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text.

In the article of Maija McLeod, Long and Richards (1971, p. 216) identify extensive reading as "occurring when students read large amounts of high interest material, usually out of class, concentrating on meaning, "reading for gist" and skipping unknown words." Extensive reading, on the other hand, Andrew (2012, p. 26) says that "can be defined as reading a large quantity of text, where reading confidence and reading fluency are prioritized."

Furthermore, Day and Bamford (1998, p. 20, as cited by Yurika) state that "extensive reading is referring to a large amount of reading with a focus on the meaning of the text." Then, she states that reading extensively has the advantage of being both informative and pleasurable and it has real-world purposes in reading. The writer concludes that extensive reading is reading long texts or large quantities for general understanding, with the intention of enjoying the text.

#### 4. Elements of Reading Comprehension

In reading comprehension there are three elements than cannot be separated each other, those are: **A R - R A N I R Y**

##### a. The reader

Comprehension occurs when there is transaction between the reader and the text. It means the reader has biggest role in the process understanding the text. According to Sweet and Snow (2003, p.2) "a reader should have capacities, abilities, knowledge and experiences that they can bring to the act of reading".

Those elements serve as a bridge that the readers need in order to comprehend easily what the text is talking about.

In conclusion, the reader is a part which cannot be separated in reading comprehension. In considering the readers, they should have some kinds of abilities that they should apply in comprehending the text like skimming, scanning etc. Therefore, the reader must be able to choose the suitable strategies to be applied in comprehending the text, so that the goal of reading can be achieved.

b. The text.

Whether it is easy or difficult to have comprehension in a reading activity, it will depend on the text. According to Sweet and Snow (2003, p.5) “the text that are badly written and structured are harder to comprehend, it is also hard to understand if the reader’s background knowledge is unavailable”. In other words, beside the readers’ background knowledge, the structure and writing of a text will affect the comprehension process of reading.

c. The activity

Comprehension is a part of activity in reading. It means, the core of reading is to comprehend the text that is being looked at. According to Snow and Sweet (2003, p.4) “different readers can engage different activity in reading. For example, some of them understand in fiction text, while others do not. Some of them comprehend easily in an information text, but others need some strategies such as rereading and taking note in order to get the point from the text”.

In short, in conducting activity of reading, comprehension is the main part of activity. Furthermore, the readers have different ability in doing this activity. Some of them can easily comprehend the text, but some others should give some

strategies in comprehending the text. Those three elements are the important thing in reading activity, if one of those elements does not exist, the reading activity does not happen. Therefore, those elements cannot be separated each other.

## 5. Reading comprehension skill

Comprehending knows the content or message in the language; it is one of the reasons why someone reads. In order that a reading passage is well understood or a reader wants to have a good comprehension in reading, of course they should have comprehension skill to lead them to the total understanding of the passage.

Reading comprehension, as defined by Grellet (1981, p.8) “understanding written text by means of extracting a required information from it as efficiently as possible”. This means that when the students read a written text, meaning they not only recognize the printed symbols in the text, such as letters, words and sentence, but also should try to comprehend all of what they read and try to extract the required information from it as efficiently as possible.

Reading comprehension is also an active thinking process that depends on students experience, their prior knowledge and some other skills, such as writing, listening and speaking skills. Specific comprehension skill cannot be completely isolated because they are so interrelated that one skill depends on some degrees and another skill.

To make reading become more effective and useful, Barcher (1998, p.20) has made many conclusions in mastering and improving reading skills, they are:

- a. Develop a broad background.
- b. Know the structure of paragraph.

- c. Identify the type of reasoning.
- d. Anticipate and predict.
- e. Look for the method of organization.
- f. Create motivation and interest.
- g. Pay attention for supporting cues.
- g. Highlight, summarize and review.
- i. Build a good vocabulary.
- j. use a systematic reading technique.

Hence, mastering in improving reading skills is important because it will help readers to increase their vocabulary and to develop their knowledge. Besides, it enables the readers to summarize, review, and draw attention to what is being read with a purpose to make their reading becoming effective and useful.

## **B. Learning media**

### **1. The Definition of Learning Media**

Etymologically, the word “media” comes from Latin language “medius”. Literally, it means mediator or companion. So, media is the messages mediator or companion from the sender to the receiver. Scientifically, some experts have defined about the definition of media into several opinions.

Firstly, Smaldino, *et al.* (2005, p. 9) defines that medium media is a means of communication and source of information. It means that media is instruments to help teacher to provide the information so that the communication can be occurred between teacher and students creatively. Examples of the media that can be used in teaching English are video, televisions, diagrams, printed materials, computer programs, and instructors.

Secondly, Sadiman, *et al.* (2008, p. 7) defines that media is everything that can be used to deliver messages from the sender to the receiver in order to stimulate the thoughts, feelings, concerns, interests and attention of students such a way so that the learning occurs. It means that media is a tool that is used by the teacher in delivering messages or information to the students.

The last, Gagne and Briggs (1979, p. 175) define that media is the physical means of communication (book, printed modules, programmed texts, computers, slide/tape presentation, film, videotapes, and so on) which enable students to learn. It means that media is a component of the learning resources that contain instructional materials that can stimulate students to learn.

In summary, based on those definitions above, it can be concluded that media is all things that can be used to deliver the message from teacher to students so it can stimulate students mind, feeling, attention, and the students' interest in order to attain the teaching and learning process. Therefore, the teacher should provide media to help the students in learning English especially in reading comprehension.

## **2. Function and Benefit of Using Media in Learning**

According to Hamalik (1986) in Arsyad (2011, p. 15-16 ), the use of learning media in learning process can arouse new desires and interests, generate motivation and stimulation of learning activities, and even bring the psychological effects on students. The use of learning media at the stage of learning orientation will greatly assist the effectiveness of the learning process and the delivery of messages and content.

Further, Levied and Lentz (1982) in Arsyad (2011, p. 16-17) suggests four functions of learning media especially the visual media, there are:

The attention function of visual media is at the core, which is attractive and direct students' attention to concentrate on the content related to the meaning of the displayed visual or text accompanying the subject matter.

- a. The affective function of visual media can be seen from the enjoyment of students when learning a text with a picture.
- b. Cognitive function of visual media can be seen from the findings of the study revealed that the visual symbol or picture facilitate the achievement of the goal to understand and remember information or messages contained in the image.
- c. Compensatory function of learning media can be seen from the findings that the visual media that provide the context for 19 understanding the text help students who are weak in reading to organize information in the text and recall.

The usefulness or the contribution of learning media according to Kemp and Dayton (Daryanto, 2011, p. 106) is as follows:

- a. Submission of instructional messages can best and ardzied.
- b. Learning can be more attractive
- c. Learning can be more interactive by applying learning theory.
- d. The timing of the learning can be shortened.
- e. The quality of learning can be improved.
- f. The learning process can take place whenever and wherever needed.
- g. A positive attitude of students towards learning material and the learning Process can be improved.
- h. The role of the teacher changes toward positive

Wina sanjaya (2008, p. 171-172 ) said that the benefits of learning media as follows:

- a. Limiting the limitations of the experiences of the students.
- b. Addressing classroom space limit.
- c. Allows for direct interaction between students and the environment.
- d. Generate the uniformity of understanding.
- e. Instill the basic concept of the true, real, and right.
- f. Generating motivation and stimulate students to learn well.
- g. Generating new desires and interests.
- h. Control the speed of student learning.
- i. Provide a thorough experience of concrete things to abstract

In short, by using the media many benefits that can be used by teachers in attracting and focusing student's attentions, media also create teaching materials more interesting and easier to understand so it can help students understand the materials quickly and easily.

### **3. Internet as Media**

Technology is becoming increasingly important in academic or education coverage. One of them is internet. The Internet is a rich resource for teaching and learning. Web 2.0 refers to a more recent 2nd generation collection of web-based tools, usually involving social networking sites (like face book) and amateur publishing (like blogs, websites and YouTube).

In education, internet has a great role in managing education problem specifically. For instance, internet helps the teacher to create curriculum design, material, media etc. In this case, Baggaley (2016, p. 21) states that “over the past decade, countless efforts have sought to integrate emerging Internet technologies into the teaching and learning process in higher education.” Internet is very useful

in conducting teaching learning process. By using internet, many university students could study online class. Implementing internet and online class as education system can be facilitated in getting the easy and cheap education. As a matter of fact, all of assignments can be accessed through internet and the cost is relatively suitable to the students. Then, using computer tools can give learners exposure to and practice all the main language skills; listening, speaking, reading and writing.

Furthermore, internet technology is not new in our life, but implementing internet or computer in teaching English is becoming a new model in our country. In the past decade, teaching English was conducted in traditional class (learning face to face) in which the students and teachers studied in the classroom circumstance. However, the presence of computer and internet has changed the model or method in teaching English. Nowadays, teaching English can be done by using computer and internet. Computer and internet offer new ways for practicing language assessing performance, By using the computer students can access the internet which is provide a lot of learning materials that can you get quickly, easily.

The internet now offers a wide variety of materials that include the following:

- a. Podcasts: Websites that include digital listening and video materials, you can hear a lot of material about anything through this podcast, there are more than 200,000 podcasts in every category and it keeps growing, so lots of material you can listen to anytime
- b. Video Sharing Websites: Websites that include videos with a variety of topics (such as Google Video or Youtube). there are many videos with variations of

topics, which can be used comfortably by the teacher as a source of learning, besides the use of video is very popular among students now, so it is very easy for students to study in class or independently use this video sharing website

- c. Wikipedia: This site has some good articles, which may be helpful in learning. It is also a very good source of input and provides writing models for academic and scientific writing.
- d. Dictionaries: Some English for specific purposes dictionaries are available online for free, such as : Oxford dictionary, Cambridge dictionary, dictionary.com, Google translate, and etc, dictionary as an online translator application greatly lets users translate vocabulary or sentence easily and practically.

Furthermore, Students need internet in the teaching learning process, because Internet is a rich resource for teaching learning materials, also including the tests, listening audio and etc, which can be used by students in helping their learning process.

### **C. English Site**

#### **1. Definition of English Site**

Website is a collection of related web pages including data texts, pictures, animations, voice and etc. English sites have attracted a great deal of attention as a tool for supporting students' learning processes. They have been especially useful for improving reading. They are efficient tools to motivate students to improve their reading skill. In addition, English sites give teachers an opportunity to integrate technology into traditional classes of teaching a language, such as reading, which help teachers to make their classes more interesting for the students of the technology age.

Web sites have been developing with Web since 1990. Since then, Websites evolved rapidly to Web applications. Today, Web site/application developers are using a mix of concepts, tools, methods and best operation practices from several scientific fields like software engineering and information systems to address the specificity of the Web

## 2. Kinds of English Site

English website is a collection of related web pages including data texts, pictures, animations, voice and etc that we use to learn English in the internet, Many English website are available right now.

### 1. BBC Learning English

BBC Learning English is a department of the BBC World Service devoted to English language teaching. The service provides free resources and activities for teachers and students, primarily through its website. It also produces radio programmers which go out on some of the BBC World Service's language services and partner stations.

The department was established in 1943. Since then, it changed name multiple times, for example "English by Radio" (or ExR), "English by Radio and Television" and "BBC English", before arriving at "BBC Learning English" as it is known today. BBC World Service started broadcasting English language teaching programmers in 1945. There were programmers for beginners, for intermediate and advanced learners, for adult learners and children. There were number of series for teaching language comprehension with a help of song lyrics, such as *Pop Words*. It was usual for the major broadcasters in the 1950s to have a programmed teaching the language of the country the broadcaster served.

## 2. TED.COM

TED (Technology, Entertainment, Design) is a media organization which posts talks online for free distribution, under the slogan "ideas worth spreading". TED was founded in February 1984 as a conference, which has been held annually since 1990. (ted 2011) TED's early emphasis was technology and design, consistent with its Silicon Valley origins, but it has since broadened its focus to include talks on many scientific, cultural, and academic topics.

The main TED conference is held annually in Vancouver, British Columbia, Canada at the Vancouver Convention Centre. Prior to 2014, the conference was held in Long Beach, California, United States. (TED 2012) TED events are also held throughout North America and in Europe and Asia, offering live streaming of the talks. They address a wide range of topics within the research and practice of science and culture, often through storytelling. The speakers are given a maximum of 18 minutes to present the ideas in the most innovative and engaging ways they can. Past speakers include Bill Clinton, Elon Musk, Ray Dalio, Cendric Vilani, Stephen Hawking, Jane Goodall, Al Gore, Temple Grandin, Gordon Brown, David Cameron, Billy Graham, Richard Dawkins, Bill Gates, Shah Rukh Khan, Dolph Lundgren, Bono, Google founders Larry Page and Sergey Brin, And many nobel prize winners. (TED coffereces) TED's current curator is the British former computer journalist and magazine publisher Chris Anderson.

Since June 2006, TED Talks have been offered for free viewing online, under an Attribution - Non Commercial – No Derivatives Creative Commons license, through TED.com. (TED 2014) As of January 2018, over 2,600 TED Talks are freely available on the website. In June 2011, TED Talks' combined viewing figure stood at more than 500 million, and by November 2012, TED Talks had

been watched over one billion times worldwide.

### 3. National geographic channel

National geographic channel is an American digital cable and satellite television network that is owned by National Geographic Partners, majority-owned by 21st Century Fox (sale pending to The Walt Disney Company) with the remainder owned by the National Geographic Society. The channel features documentaries with factual content involving nature, science, culture, and history, plus some reality and pseudo-scientific entertainment programming. Its primary sister network worldwide, including the United States is Nat Geo Wild, which focuses on animal-related programming.

Below are some other national geographic channels, which can be a learning reference for us;

#### a. Nat Geographic Music

Nat Geo Music is designed to offer an alternative music video channel for both international and smaller independent local labels with a focus on cultural lyrics and rhythms.

#### b. Nat Geographic Kids

National Geographic Kids is the child-focused brand of National Geographic Partners. Nat Geo Kids inspires young adventurers to explore the world through award-winning magazines, books, apps, games, toys, videos, events, and a website, and is the only kids brand with a world-class scientific organization.

#### c. Nat Geo Wild

Nat Geo Wild (stylized as Nat Geo WILD or abbreviated as NGW) is a cable/satellite TV channel focused on animal-related programs. It is a sister network to National Geographic Channel and it is the latest channel to be jointly

launched by the National Geographic Society and Fox Cable Networks, the channel remains the world's first bilingual wildlife service.

#### 4. British council

British Council is a British organization specializing in international cultural and educational opportunities. It works in over 100 countries, promoting a wider knowledge of the United Kingdom and the English language; encouraging cultural, scientific, technological and educational co-operation with the United Kingdom; and changing people's lives through access to education, skills, qualifications, culture and society.

The British Council was founded in 1934 as a charitable organization in England shaded by Royal Charter and British public bodies. In 1948, "British Council Indonesia was first established in Bandung, West Java. At that time known as The Council, in 1953 the council moved its headquarters to Jakarta in an old house on the street of Jambu Menteng, Jakarta. in 1995, the British took over the former Dutch consulate office on the street Merdeka Barat, Jakarta. Until today British Council has reached more than 65 million people through face-to-face methods and over 731 million people online, radio broadcasts and publications. The British Council was founded in 1934 as a charitable organization in England shaded by Royal Charter and British public bodies.

British Council has been working in Indonesia since 1948. Every year, we reach thousands of students, educators, policymakers, academics, researchers, entrepreneurs and creative talents in Indonesia You can learn English online through the free British Council website for adult learners. The site contains hundreds of audio pages, text, video content, and over 2000 interactive exercises. Learn English British Council website

a. Learn English with games

You can learn English while having fun with games and jokes. You can find games for all tastes to help you practice your English or just to have fun. There are also hundreds of illustrated jokes to help you play, enjoy and learn.

Learn English website: Fun & Games

b. Learn English with audio and video

British Council provides lots of audio and video materials for language practice. The materials include podcast stories, an audio soap opera, and series of English language teaching programmes produced with BBC and videos that show how to say things correctly in very different situations. Click Learn English website: listen and watch to listen audio and see video.

c. Learn English for Kids

Learn English for kids is a fun, educational website for children aged 5-12 years who are Learning English. There are online vocabulary and grammar games, songs, stories, videos and range of activities which focus on developing literacy skills. Learn English Kids is also for teachers and parents with hundreds of free print able resources and support section for parents with hundreds of free Print able resources and support section for parents who want to help their children learn English outside of the classroom.

d. Learn English for Teens

Learn English Teens website is designed especially for 13-17 year olds, on the site they can find language practice, tips for exam, and help with grammar and vocabulary, as well as fun activities, video, games and puzzle.

In short, there are many English Site available in the internet which can attract the attention of students to learn and improve their English reading

comprehension.

### 3. English Reading Site

English reading sites are sites that provide reading in the form of books, articles, news, and others which can be read freely in the internet, and here are some of reading sites that you can use to learn reading comprehension.

#### 1. Newsela

Newsela is an English reading site for learning English reading comprehension where it provides many articles that can be read by students, Newsela updated articles are grouped by age, based on subject matter and background knowledge needed to read, students only need to choose the version they want. This site also offers multiple choice exercises to approve you regarding articles that you have read.

#### 2. Dream readers

Dream readers is a free website with more than 500 reading lessons. Each lesson is equipped with free audio, printed worksheets, and multiple choice quizzes and all access in the dream readers website provides freely

This site offers 5 reading categories namely:

- a. The “Easy English” section is geared towards beginner learners and tests basic sentence-level reading comprehension. In these lessons, learners look at a photograph and answer questions about it.
- b. In the “Interesting English” section, learners who are interested in the “nuts and bolts” of English can find articles about English grammar and usage.
- c. The “Practical English” section gives learners a taste of English being used in authentic materials (such as reading road signs, coupons, or business memos).

- d. The “Fun English” section is meant to offer learners a chance to read short articles on a mix of interesting topics such as video games and pop music.
- e. Finally, the “Academic English” section is full of lessons and quiz questions in the style of a standardized English test.

### 3. Internet Archive

Internet Archive, founded in 1996, is a non-profit organization offering free access to digital or digitized content: books, images, videos, or audio files. The catalog includes well over 6,000,000 fully accessible public domain e books and other text files. The section can be reached at this link: [archive.org/details/texts](http://archive.org/details/texts).

Use the search box in the top left corner to find the book. By default, the list of results will be limited only to texts. You can sort the results by relevance, rating, download count, and the date of adding the item to the catalog. One of the most amazing things on Internet Archive is the text-to-speech function. You can turn it on by clicking on the speaker icon in the top right corner of the book viewer.

### 4. Open Library

Open Library is an online project intended to create "one web page for every book ever published". Created by Aaron Swartz, Brewster Kahle, Alexis Rossi, Anand Chitipothu, and Rebecca Malamud, (Open Library 2018) Open Library is a project of the non-profit Internet Archive and has been funded in part by a grant from the California State Library and the Kahle/Austin Foundation. It provides access to many public domain and out-of-print books, which can be read online.

Its book information is collected from the Library of Congress, other libraries, and Amazon.com, as well as from user contributions through a Wiki-like interface. If books are available in digital form, a button labeled "Read" appears next to its catalog listing. Links to where books can be purchased or borrowed are also provided.

There are different entities in the database:

- a. Authors
- b. works (which are the aggregate of all books with the same title and text)
- c. editions (which are different publications of the corresponding works)

Open Library claims to have 6 million authors and 20 million books (not works), and about one million public domain books available as digitized books.(Open Library 2015) Tens of thousands of modern books were made available from four, and then 150 libraries and publishers for e-book digital lending

In short, from all website above students can learn reading comprehension, and students also can learn using other site that they like the most because there are so many English reading sites provides on the internet

جامعة الرانيري

A R - R A N I R Y

## CHAPTER III

### RESEARCH METHODS

#### A. Research Design

Research design is one of the most important sections in the process of research. As stated by Ary *et.al* (1985, p. 21) “research may be defined as the application of the scientific approach to the study of a problem”. Problem is something has to be solved. Thus, research is required to look for the answer related to the problems which want to be solved.

In research, the researcher must have a design to make easy in analyzing the data. A research design is a plan or strategy for conducting the research. It is required to get dependable and useful information. So, a research is conducted to solve the problem or to answer the question. In order to solve the problem, a researcher needs to collect some data related to the problem of a research.

Thus, an appropriate method needs to be chosen by a researcher in collecting the data. This research was designed by using a quantitative method. By using this quantitative method, it is hoped that the writer can find out students’ perception about English website in improving their reading comprehension, and their perception about the most favorite website.

## B. Research Location

### 1. A Brief Description of Research Location

The research took place at Ar-Raniry State Islamic University (UIN Ar-Raniry) Darussalam, Banda Aceh. UIN Ar-Raniry is the Islamic university under the authority of the department of religious affairs. The previous name of UIN Ar-Raniry was IAIN (State Institute for Islamic Studies). UIN Ar-Raniry was firstly established on October 5<sup>th</sup> 1963. It is located at Ar-Raniry kopelma Darussalam (Lingkar Kampus) Banda Aceh.

The name of Ar-Raniry initially was taken from Syeikh Nuruddin Ar-Raniry who reigned in 1637-1641. Syeikh Nuruddin Ar-Raniry has contributed a very valuable thing in developing Islamic though in South East Asia, especially in Aceh. UIN Ar-Raniry has graduated thousands scholars and some doctors. As an Islamic university, it is not only concerned about Islamic teaching but also focuses on general knowledge with some branches.

There are nine faculties in UIN Ar-Raniry; the Faculty of Education and Pedagogy, the Faculty of Syariah and Law, Faculty of Ushuluddin and Philosophy, the Faculty of Dakwah and Communication, the Faculty of Adab and Humaniora, the Faculty of Social Knowledge and Government, the Faculty of Psychology, the Faculty of Science and Technology, the Faculty of Economic and Islamic Business.

The faculty of education and pedagogy provides twelve departments which are classified based on their specific study programs, including Pendidikan

Agama Islam/PAI (Islamic Education Department), Pendidikan Bahasa Arab/PBA (Arabic Language Education Department), Pendidikan Bahasa Inggris/PBI (English Language Education Department), Pendidikan Matematika/PMA (Mathematic Education Department), Pendidikan Fisika/PFS (Physics Education Department), Pendidikan Biology/PBL (Biology Education Department), Pendidikan Kimia/PKM (Chemistry Education Department), Manajemen Pendidikan Islam/MPI (Islamic Education Management), Pendidikan Guru Ibtidaiyah/PGMI (Elementary School Department), Pendidikan guru RaudhatulAthfal/PGRA (Kindergarten Department), Pendidikan Teknik Elektro/PTE (Electrical engineering education), and Pendidikan Teknologi Informatika/PTI (Information and Technology Department).

The English Language Education Department has 50 lectures which consist of 32 permanent lectures and the rest of them are part time, some of the lectures graduated from overseas Universities, and the other graduated from Indonesian universities. This research took place in English Language Education Department which is headed by Mr. T. Zulfikar M. Ed. This department is specialized in teaching learning English. It is supported by facilities such as a library which provides many books, journals, novels, dictionaries, and various topics of previous thesis written by the alumni.

In supporting the students to study, there are some facilities provided by English Language Education Department, there are multimedia rooms, and reading room. Multimedia room is usually used to teach listening and held a TOEFL test. The reading room is used by students to look for and read book for reference and source which related to their subject.

The vision of English Language Education Department is to be an excellent institution that produces the graduates who are qualified, competitive, creative, innovative, pious, and able to give positive contribution to others, and also to make this department as a superior and innovative English training center that attaches to Islamic principles and values.

The mission of English Language Education Department is to improve the quality of English in Aceh in particular and in Indonesia is general by:

1. Educating its students to be qualified future English teachers.
2. Producing English teachers who are ready to compete and able to develop their ability as well as positive contribute to the development of their country or continue their studies to the higher level.
3. Developing the practical, applicable and modern methods for the English Education Department (Tim Revisi/Buku Panduan Akademik, 2010/2011, P.66)

## **2. Sample and Population**

According to Kitchenham (2002, p. 17) “the target population is the group or the individuals to whom the survey applies”. Barbara and Shari have noted, “to obtain a sample, you must begin by defining a *target population*”. The target population for this research defined to students of English Department registered in the year of 2016. It has seventh classes/units in this force.

For some studies, the population may be small enough to warrant the inclusion of all of them in the study. But a study may entail a large population which cannot all be studied. According to Nworgu (1991, p. 69) “that portion of the population that is studied is called a sample of the population”. The writer took the sample from student

in 4<sup>th</sup> semester, which consists of seventh unit. Then, the writer took five students randomly each unit. So, there are 35 students as samples, the writer chose students in 4<sup>th</sup> semester because they have studied the Academic Reading topic (the top level the of readingsubject/topic)

### **C. The Technique of Data Collection**

To answer the questions in this research, the writer applied appropriate technique to collect the data, namely, questionnaire. Questionnaire is one way to achieve more concrete data concerning students' perception on the benefit on English website to improve their reading comprehensions. Suharsimi, (2009, p.103) state that "Questionnaire is a way used to know the true answer of something that we want to know".

Questionnaires were given in accurate time in order to obtain more valid and reliable data. The questionnaire consisted of 10 questions which are arranged with close ended questionnaire. Closed ended questionnaire is any question which can be answered with a simple "yes" or "no", or with a specific piece of information The form of questions is close which the alternative answers and students' preference that can be chosen by participant. And there is 1 question which arranged with open ended questionnaire to answer how students perception about the most favorite website, open ended questionnaire are defined as free-form survey questions that allows a respondent to answer in open text format such that they can answer based on their complete knowledge, feeling, and understanding. This means that response to this question is not limited to a set of options.

### **D. Technique of Data Analysis**

The questionnaires were given to discover how students' perception about

the benefit of English site to improve their English reading comprehension, and to find out students' perceptions on the most favorite site for learning English; to answer both of questions above then the writer used statistic formula. It is statistical method applied by frequency distribution. The data of the questionnaire would be presented in percentage. According to Sudjana (2016, p. 79) the questionnaires analyzed by using the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

Which:

P =percentage

F =frequency

N = the number of  
sample 100% =  
constant value

The data were analyzed using descriptive analysis to find the highest, medium and lowest score. In addition, in analyzing the preferences in the questionnaire, the study was analyzed conventionall

جامعة الرانيري

A R - R A N I R Y

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. Research Result

The data was collected through questionnaire which was given to the students of English Language Department who registered in the years of 2016 where they had 7 units; and 5 students were randomly selected in each unit. The questionnaire was distributed by using Google form.

Based on the data, the writer would explain the students' perception about the benefit of English site in improving their reading comprehension and their most favorite site for learning English. The questionnaire was designed to ascertain the benefit of English site for students.

Furthermore, the data obtained can be seen in the following tables and description:

**Table 4.1: The use of English site encourages / supports students in improving reading comprehension.**

NO	Option	Frequency	Percentage
1	Strongly agree	16	45,7%
	Agree	19	54,3%
	Disagree	0	0%
	Strongly disagree	0	0%

Based on the table above, it can be seen that for question number 1, the use of English site encourages / supports students in improving reading comprehension. There were about 16 student's (45,7%) answer strongly agree and 19 student's (54,3%) answer agree about it, the students are encouraged to learn English because the material given through this media helped them to learn easily and they could understand the material well. English Site created the stimulated situation in learning and it did not make the students feel bored in learning.

**Table 4.2: The use of English site can increase the chances for students to be more exposed in reading comprehension.**

NO	Option	Frequency	Percentage
2	Strongly agree	11	31,4%
	Agree	24	68,6%
	Disagree	0	0%
	Strongly disagree	0	0%

For the question number 2, it informs that the use of English site can increase the chances for students to be more exposed in reading comprehension. Based on student's answer, 11 students (31,4%) answered strongly agree and 24 students (68,9%) said that they agree about this statement. Students can get a lot of material in learning English by using the English website. They could get material which was not given by the lecturer in the classroom. Then, they also could find new words and experience in learning English by reading the book, novel on online website.

**Table 4.3: The use of English site is suitable for the purpose of the reading classes.**

NO	Option	Frequency	Percentage
3	Strongly agree	6	17,1%
	Agree	29	82,9%
	Disagree	0	0%
	Strongly disagree	0	0%

For question number 3, it shows that the use of English site is suitable for the purpose of the reading classes, There were 6 students (17,1%) answered strongly agree and 29 students (82,9%) said that they agree about this statement. From the table, it could be summed up that students 'agree' that English website suitable to the purpose of reading class.

**Table 4.4: When I use English site in reading classes, I become more motivated for the lessons.**

NO	Option	Frequency	Percentage
4	Strongly agree	9	25,7%
	Agree	26	74,3%
	Disagree	0	0%
	Strongly disagree	0	0%

For question number 4, there were 9 Students (25,7%) answered strongly agree and there were 26 students (74,3%) said that they agree about it. Students can be motivated by using online sites because there are various kinds of varied material and types of lessons about reading that can be obtained on the internet

**Table 4.5 Using English site in reading classes has a positive effect on me.**

NO	Option	Frequency	Percentage
5	Strongly agree	8	22,9%
	Agree	27	77,1%
	Disagree	0	0%
	Strongly disagree	0	0%

For question number 5, it can be seen on the table 4.5 there were 8 students (22,9%) chose strongly agree and there were 27 students (77,1%) agree about it, Many positive thing that were found when students are using English site, one of them is the student more motivated, students can be more flexible in learning reading comprehension, because students can learn anytime and any where.

**Table 4.6: The use of English site helps me improve my reading comprehension skills in English.**

NO	Option	Frequency	Percentage
6	Strongly agree	7	20%
	Agree	28	80%
	Disagree	0	0%
	Strongly disagree	0	0%

For question number 6, it can be summarized that the use of English site help students improve their reading comprehension skills in English, There were 7 students (20%) answered strongly agree that it could give the chance to learn by themselves outside the classroom and 28 students (80%) said that they agree about this statement. It can be seen that the students could learn much by using English site and it improved their ability in reading comprehension; and the students also had time to learn the material when the lecturer asked them to learn outside of class by using English site.

**Table 4.7: The use of English site can enrich the material in reading comprehension.**

NO	Option	Frequency	Percentage
7	Strongly agree	14	40%
	Agree	21	60%
	Disagree	0	0%
	Strongly disagree	0	0%

For the question number 7, it informs that the use of English Site can enrich the material in reading comprehension. There were 14 students (40%) who answered strongly agree that English site help the students enrich the material for reading and 21 students (60%) also said they agree about this statement. Students can get lots of material on any English reading site on the internet, so it helps them to upgrade their skill on reading comprehension, and also they can use a lot material in the website for some reference to do task which is given by teacher in the classroom.

**Table 4.8: The use of English site encourages students to be more active and independent in learning reading comprehension.**

NO	Option	Frequency	Percentage
8	Strongly agree	9	25,7%
	Agree	26	74,3%
	Disagree	0	0%
	Strongly disagree	0	0%

For the question number 8, it can be seen that the use of English site encourages students to be more active and independent in learning reading comprehension. There were 9 students (25,7%) answered strongly and 26 students (74,3%) said that they agree about this statement. The students can be more active and independent in learning reading comprehension because English site can be accessed

anytime and anywhere when they need it.

**Table 4.9: The use of English site can help student's access information from various sources.**

NO	Option	Frequency	Percentage
9	Strongly agree	16	45,7%
	Agree	19	54,3%
	Disagree	0	0%
	Strongly disagree	0	0%

For question number 9, it can be seen that the use of English site can help student's access information from various sources. There were 16 students (45,7%) answered strongly agree for that statement and 19 students (54,3%) said that they agree about this statement. Students can access information from any English reading site; there are many free websites that can facilitate students to experience their reading comprehension skills.

**Table 4.10: The use of English site can enable students to learn reading comprehension anywhere and anytime.**

NO	Option	Frequency	Percentage
10	Strongly agree	12	34,3%
	Agree	23	63,7%
	Disagree	0	0%
	Strongly disagree	0	0%

For the question number 10, it can be seen that the use of English site can enable students to learn reading comprehension anywhere and anytime. There were 12 students (34,3%) answered strongly agree about that statement and 23 students (63,7%) said that they agree about this statement. English site can be accessed via the internet on a computer or Smartphone so that it can make it easier for students to

access it anytime and anywhere.

**Table 4.11: English websites that help students learning English reading comprehension.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
British council	15 (42,9%)	20 (57,1%)	-	-
BBC.COM	12 (34,3%)	23 (65,7%)	-	-
Nat Geographic	7 (20%)	27 (77,1%)	1 (2,9%)	-
Other Websites	12 (34,3%)	23 (65,7%)	-	-

Based on the table above there were 15 students (42,9%) chose strongly agree and 20 students (57,1%) agree about British Council website, and there were 12 students (34,3%) answer they are strongly agree and there were 23 students (65,7%) answer they agree if BBC.COM can help them learn English reading comprehension, and for National Geographic Channel there were 7 (20%) students said they are strongly agree, 27 (77,1%) students said agree, and 1 (2,9%) students said he disagree with the website, for other websites there were 12 (34,3%) students answer they are strongly agree about the statement, there were 23 (65,7%) students answer they agree about the statement. So, from the explanation above It can be inferred that the students 'agree' that those website can help them in learning English reading comprehension.

This is a list of websites written by students as other websites which they think that they can help in their English reading comprehension learning process.

No	The name of websites	the number of students who choose the website
1	English Focus	4
2	Interesting Engineering	2
3	Jakarta Post	8
4	New York Times	3
5	Newsela	1
6	On the ground news	1
7	Al- Jazeera	3
8	VOA	2
9	CNN.COM	4
10	Engvid.com	1
11	TED.COM	5
12	British Council	1

## B. Discussion

In this thesis two research questions are provided. The first question is students' perceptions on the benefit of English site in improving reading comprehension. Based on the disseminated questionnaire, it can be seen that the use of English site in learning reading comprehension gives many advantages to the students in improving their English Reading comprehension. From the questionnaire answer, some points were noted, they are; encouraging the students' to learn English reading independently; raising students' enthusiasm to learn because of its provide many interesting material; easily accessing to English reading text needed. English site has been taking advantage of advanced technological facilities to create the highest interactive language learning environments for activities that develop reading, all language centres agree that it is not possible to make progress without high technology and computers. According to

Arzu (2013), the technology can contribute to the development of learners language learning strategies by exposing learners to the digital social environment.

English site created the stimulated situation in learning and it did not make the students feel bored in learning. The students could get materials which were not given by the lecturers in the classroom. Then, they also could find new words and experience in learning by using it. They could train themselves in learning and mastering the English skills. The students had time to learn the material when the lecturer asked them to learn in the house.

The result of the study also described that English site allows learners to control their own learning process and progress. Using effective and suitable software applications, English site can provide communicative meaningful language learning environments; with technology advance in the future students can absorb some of the functions of the teaching.

The second research question is student's perceptions on the most favorite site; based on the data the highest percentage strongly agree falls into the British Council (42,9%); it means that British Council become the most popular site for students in helping them learn reading comprehension.

The complete conclusion of this thesis study and some suggestion for future researcher will be explained in the next chapter.

AR - RANIRY

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

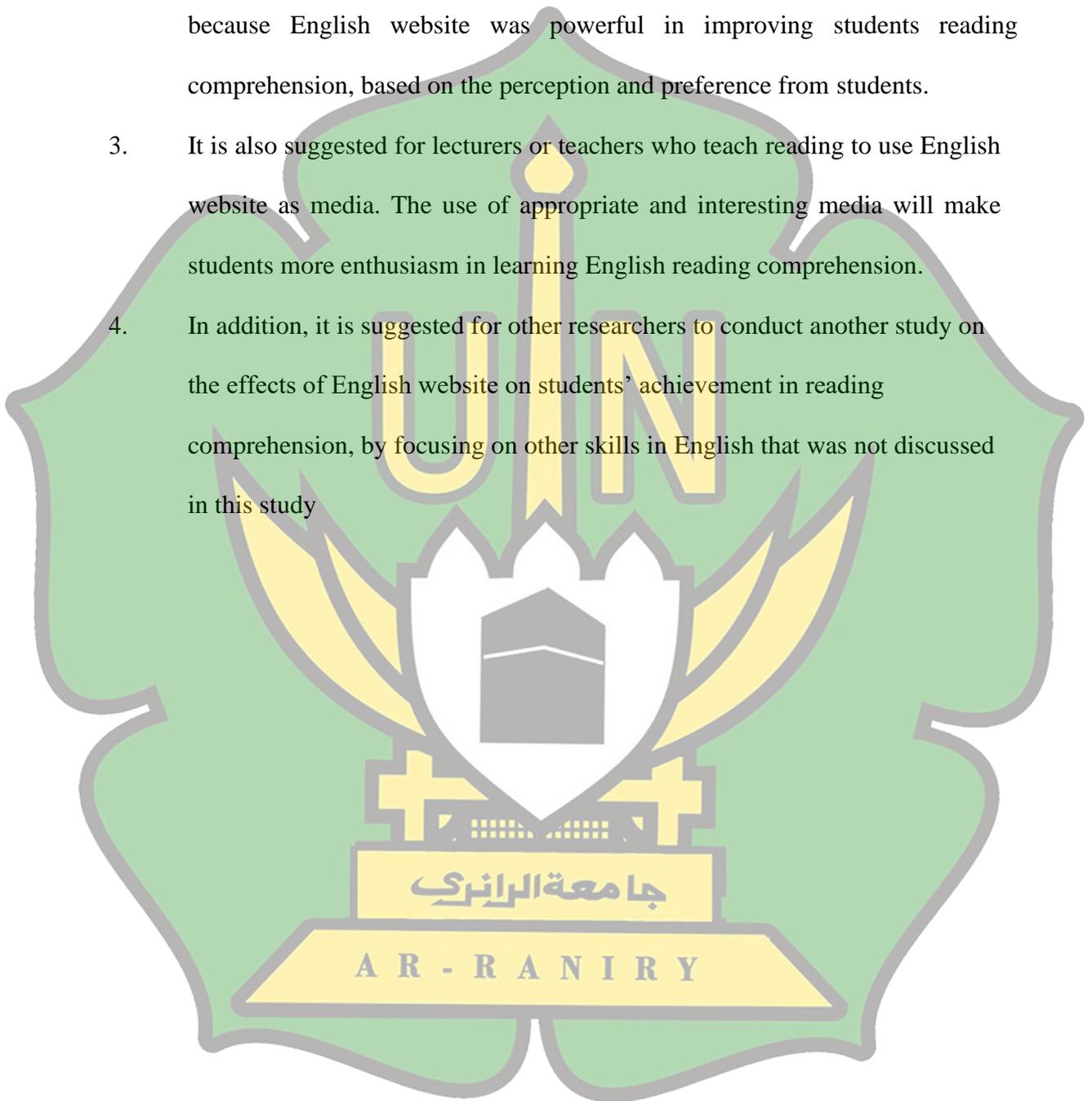
#### A. Conclusion

As already mentioned in the first chapter of this thesis, the aims of this study were to find out the perception of students on the Benefit of English site to improve their English reading comprehension, and the most favorite website for students. Based on the questionnaire analysis, it can be seen that the use of English site in learning English reading comprehension gives many benefit to the students; encouraging the students' to learn English reading independently; raising students' enthusiasm to learn because of its provide many interesting material; easily accessing to English reading text needed. From the data in chapter IV, it also can be found that British Council becomes the most favorite website for the students. From 35 students there were 15 students (42,9%) answered British Council as their favorite website. In short, students can make the British Council as an English website that helps them learn to improve their reading comprehension skills.

#### B. Suggestion

1. Based on the findings above, the researcher suggests the following recommendations: It is expected that each student would like to study using English website to support and make them more active and independent in learning English reading comprehension.

2. For education practitioners, this thesis may provide benefit to education practitioners in policy making related to curriculum and course design, because English website was powerful in improving students reading comprehension, based on the perception and preference from students.
3. It is also suggested for lecturers or teachers who teach reading to use English website as media. The use of appropriate and interesting media will make students more enthusiasm in learning English reading comprehension.
4. In addition, it is suggested for other researchers to conduct another study on the effects of English website on students' achievement in reading comprehension, by focusing on other skills in English that was not discussed in this study



## REFERENCES

- Afflerbach, p, Cho, B. (2009). Identifying and describing constructively responsive comprehensions strategies in new and traditional reading: *handbook of research on reading comprehension pp. 69-90*. New York: Routledge
- Ary,D. (1985). *Introduction to Research in Education*. New York: Rinehart and Winston.
- Arsyad, A. (2011). *Media pembelajaran*. Jakarta: Rajawali Pers.
- Bachman, L. F. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.
- Barchers, S.I. (1998). *Reading: from Process to Practice*. USA: Wards worth Publishing company.
- Berardo, S.A. (2006). *The Use of Authentic Material in the Teaching of Reading (Vol. 6/2)*. The Reading Matrix, pp.60-69.
- Brown, H. D. (1989). *Principles of language learning and teaching (3rd ed)*. New York: Pearson Education.
- Brown, H. D. (2001). *Teaching by Principles: An Integrative Approach to Language Pedagogy*. New Jersey: Prentice Hall.
- Chapman, J. (1979). *The Perception of Language Cohesion during Fluent Reading* . New York: Plenum.
- Conley, M.W. (1995). *Content Reading Institution: A Communication Approach*. New York: McGraw-Hill.
- Day, R.R., and Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Daryanto. (2011). *Media Pembelajaran*. Bandung: Satu Nusa.

- Dechant, E. (1991). *Understanding and teaching reading: An interactive model*. New Jersey: Lawrence Erlbaum.
- Dechant, E. (1973). *Reading Improvement in the Secondary School*: New Jersey, prentice Hall, Inc.
- Gagné, R.M., Wager, W.W., Golas, K.C., and Keller, J.M. (2005). *Principles of Instructional Design*. Belmont, CA: Thomson/Wadsworth.
- Gipe, Joan P. (1987) For the Classroom Teacher: *Corrective Reading Techniques*. Scotscale: Gorsuch Scarisbrick Publishing.
- Gray, W.S. (1960). *The Major Aspects of Reading: Sequential Development of Reading Abilities*. Chicago: The University of Chicago Press.
- Grellet, F.A. (1989). *A Practical Guide to Reading Comprehension Exercise*. London: Cambridge University press.
- Hornby, A.S.(1995). *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press.
- International Geographic. (1997). *Television Business International*.
- Kaluger, G., Kolson, C.J. (1969) *Reading and Learning Disabilities*. Columbus, Ohio: Charles E. Merrill
- Kustaryo, S.( 1998). *Reading Technique for College Students*. Jakarta: PPLTK.
- Kitchenham, B. & Pfleeger, S. L. (2002). *Principles of Survey Research Part 5: Populations and Samples*, (vol 27). ACM SIGSOFT. pp 17-20.
- Long, M. and Richards, J. (1971) *Methodology in TESOL*. Boston: Heinle & Heinle Publishers.
- Nuttal, C. (1988) . *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann InternationalPublishing.

Nworgu, B.G. (2006). *Educational research: Basic issues & methodology (2nd ed.)*. Nsukka: University Trust.

*Panduan Program S-1 dan D-3 UIN Ar-Raniry Tahun Akademik 2010/2011*. Darussalam: UIN Ar-Raniry.

Phillips, J.K. (1984). Practical Implications of Recent Research in Reading, *Foreign Language Annals*, 17(4), 285-296.

Rost, D. H. (1993). Assessing the Different Components of Reading Comprehension: *Fact or Fiction*. *Language Testing Journal*, 10 (1), 79 -92.

Space, G.D., and Space, E.B. (1986). *Reading in Elementary School*: Massachusset, Allin and Bacon. Inc.

Singer, H., Rudell, Robert B. (1976). *Theoretical Models and Process of Reading*: Delaware, International Reading Association.

Snow, C.E., & Sweet Polselli, A.P. (2003). *Reading for comprehension*. In A. P. Sweet & C.E.

Snow (Eds.), *Rethinking reading comprehension*. New-York, NY: The Guilford Press.

Smaldino, S.E., Lowther, D.L., & Russell, J.D. (2005). *Instructional Technology and Madia for Learning. (8th ed)*. USA: Pearson Merrill Prentice Hall.

Sadiman, A.S., Raharjo, R., and Anung, H. (2008). *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya*. Jakarta: PT Raja Grafindo Perkasa.

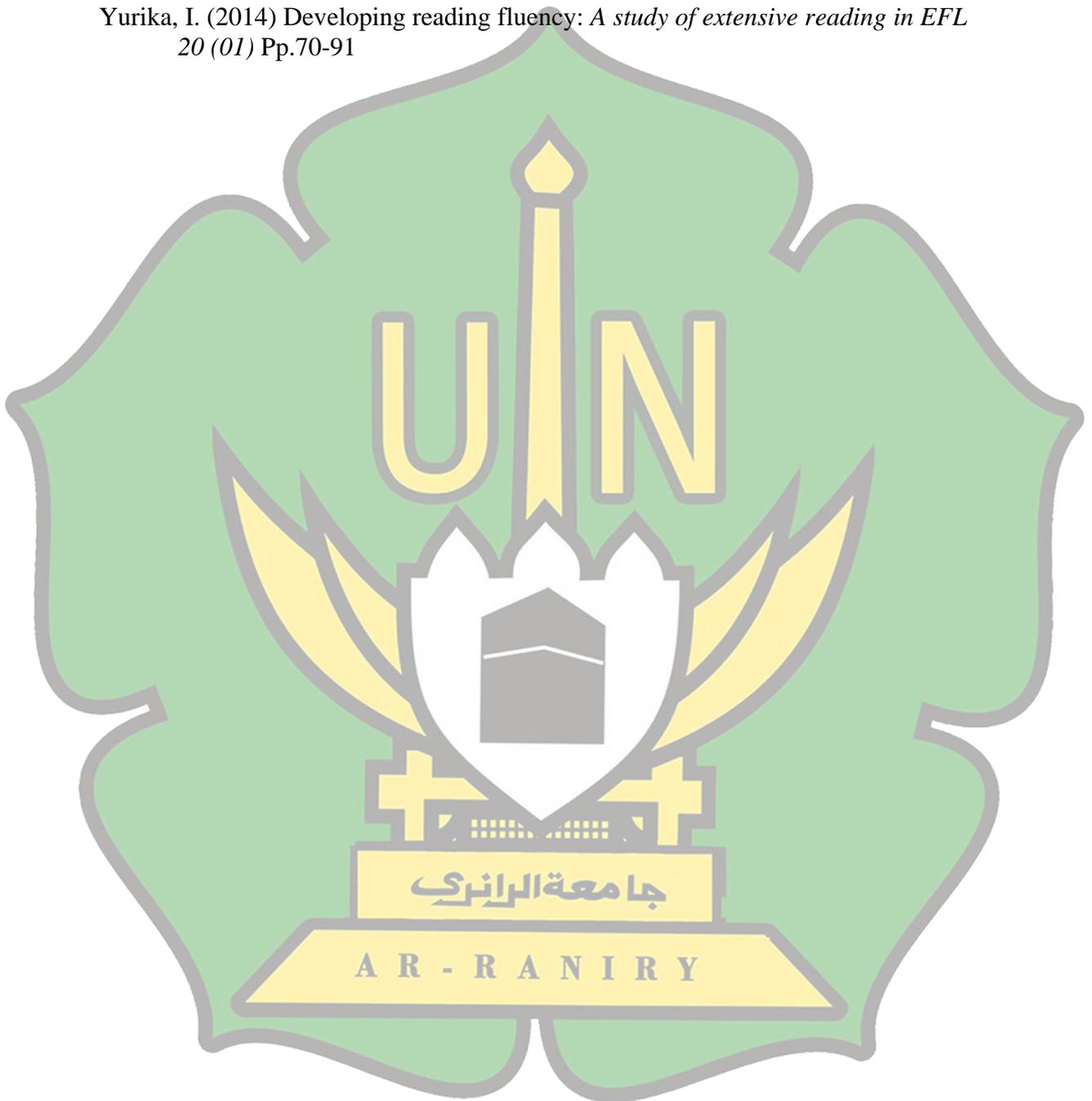
Sanjaya, Wina. (2011). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Jakarta: Kencana.

Suharsimi A., Suhardjo., and Supardi. (2008). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara.

Sudjana. (2005). *metode statistika*. Bandung: Tarsito.

Wardhaugh, Ronald. (1969). *Reading: A Linguistic Perspective*. New York: Harcourt Brace and word.

Yurika, I. (2014) *Developing reading fluency: A study of extensive reading in EFL* 20 (01) Pp.70-91



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
Nomor : B- 13457/UN.08/FTK/KP.07.6/12/2018  
**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;  
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;  
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;  
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;  
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;  
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;  
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;  
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;  
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;  
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindehan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;  
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;  
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 27 Juli 2017

**MEMUTUSKAN**

Menetapkan  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-7344/UN.08/FTK/KP.07.6/09/2017 tanggal 4 September 2017

Menunjuk Saudara:

1. Habiburrahim, M.Com.,M.S.,Ph.D Sebagai Pembimbing Pertama  
2. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Dita Amindri  
NIM : 231324215  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : Students' Perception on Benefit of English Sites to Improve English Reading Comprehension

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

**A R - R A N I R Y**

Ditetapkan di: Banda Aceh  
Pada Tanggal: 4 Desember 2018

An. Rektor  
Dekan,



Muslim Razalif

**Tembusan**

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH**  
**FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh  
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 13877 /Un.08/TU-FTK/ TL.00/12/2018

13 Desember 2018

Lamp : -

Hal : Mohon Izin Untuk Mengumpul Data  
Menyusun Skripsi

Kepada Yth.

Di -  
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

**N a m a** : Dita Amindri  
**N I M** : 231 324 215  
**Prodi / Jurusan** : Pendidikan Bahasa Inggris  
**Semester** : XI  
**Fakultas** : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.  
**A l a m a t** : Jl. T. Daud Silang, No.14, Rukoh, Kec. Syiah Kuala, Banda Aceh

Untuk mengumpulkan data pada:

**Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah UIN Ar-Raniry**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**Students' Perception on Benefit of English Sites to Improve English Reading Comprehension**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,  
Kepala Bagian Tata Usaha,

AR - RANIRY

M. Said Farzah Ali

BAG UMUM BAG UMUM

Kode 9292



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
FAKULTAS TARBIYAH DAN KEGURUAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh  
Email pbi.ftk@ar-raniry.ac.id, Website <http://ar-raniry.ac.id>

**Surat Keterangan**

Nomor: B-13/Un.08/KP.PBI/TL.00/01/2019

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh An. Dekan, Kepala Bagian Tata Usaha, Nomor: B-13877/Un.08/ TU. FTK/TL.00/12/2018 tanggal 13 Desember 2018, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Dita Amindri  
NIM : 231324215  
Prodi : Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data Mahasiswa pada Prodi Pendidikan Bahasa Inggris (PBI) Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dalam rangka penyusunan Skripsi yang berjudul:

**Students' perception on Benefit of English Sites to Improve Reading Comprehension.**

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Januari 2019

Ketua Prodi Pendidikan Bahasa Inggris,

  
T. Zulfikar

AR - RANIRY

## QUESTIONNAIRE

Nama :

Semester:

Unit :

No	Question	Strongly disagree/sangat tidak setuju	Disagree/tidak setuju	Agree/ setuju	Strongly agree /sangat setuju
1	The use of English site encourages / supports students in improving reading comprehension.				
2	The use of English site can increase the chances for students to be more exposed in reading comprehension.				
3	The use of English site is suitable for the purpose of the reading classes.				
4	When I use English site in reading classes, I become more motivated for the lessons.				
5	Using English site in reading classes has a positive effect on me				
6	The use of English site helps me improve my reading comprehension skills in English.				
7	The use of English site can enrich the material in reading comprehension.				
8	The use of English site encourages students to be				

	more active and independent in learning reading comprehension				
9	The use of English site can help student's access information from various sources.				
10	The use of English site can enable students to learn reading comprehension anywhere and anytime.				

**11. English websites that help students learning English reading comprehension.**

No	English Sites	Strongly disagree/sangat tidal setuju	Disagree/tidak setuju	Agree / setuju	Strongly agrre /sangat setuju
1	British Council				
2	BBC.Com				
3	National Geographic				
4	*Other English Site				

Note: \* you can answer your every website that you think help you learn English reading comprehension.

9	The use of English site can help student's access information from various sources.				✓
10	The use of English site can enable students to learn reading comprehension anywhere and anytime.			✓	

**11. English websites that help students learning English reading comprehension.**

No	English Sites	Strongly disagree/sangat tidal setuju	Disagree/tidak setuju	Agree setuju	Strongly agree / sangat setuju
1	British Council			✓	
2	BBC.Com				✓
3	National Geographic			✓	
4	*Other English Site Engvid.com (saya banyak mengikuti bahasa mengajar disini)			✓	

Note: \* you can answer your every website that you think help you learn English reading comprehension.

جامعة الرانيري  
A R - R A N I R Y

**QUESTIONNAIRE**

Nama : Nurul Aulia Marta Putri

Semester : 4

Unit : 3

No	Question	Strongly disagree/sangat tidak setuju	Disagree/tidak setuju	Agree/setuju	Strongly agree / sangat setuju
1	The use of English site encourages / supports students in improving reading comprehension.				✓
2	The use of English site can increase the chances for students to be more exposed in reading comprehension.				✓
3	The use of English site is suitable for the purpose of the reading classes.			✓	
4	When I use English site in reading classes, I become more motivated for the lessons.			✓	
5	Using English site in reading classes has a positive effect on me			✓	
6	The use of English site helps me improve my reading comprehension skills in English.			✓	
7	The use of English site can enrich the material in reading comprehension.			✓	
8	The use of English site encourages students to be more active and independent in learning reading comprehension			✓	

9	The use of English site can help student's access information from various sources.				✓
10	The use of English site can enable students to learn reading comprehension anywhere and anytime.				✓

**11. English websites that help students learning English reading comprehension.**

No	English Sites	Strongly disagree/sangat tidal setuju	Disagree/tidak setuju	Agree setuju	Strongly agree / sangat setuju
1	British Council				✓
2	BBC.Com				✓
3	National Geographic			✓	
4	*Other English Site Interesting engineering			✓	

Note: \* you can answer your every website that you think help you learn English reading comprehension.

## AUTOBIOGRAPHY

1. NAME : DitaAmindri
2. Place/datebirth : Nagan Raya, 8 November1995
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnicity : Indonesia/Acehnese
6. Marital Status : Married
7. Occupation : students
8. Address : Keude Seumot, Beutong, NaganRaya
9. Phone number : 082370558821
10. Educational Background
  - a. Primary school : SDN 1 Beutong(2007)
  - b. Junior High school : MTsS Al-Quddus Beutong(2010)
  - c. Senior high school : MAS Ruhul Islam Anak Bangsa(2013)
  - a. College/university : English Language Education Department ofTarbiyah Faculty of UIN Ar-Raniry
- 11.Reg. Number : 231324215
11. Father Name : Adi Satria  
-Occupation : Entrepreneur
12. Mothername : TapsiahBancin  
-Occupation : CivilServant
13. Address : Keude Seumot, Beutong, Naganraya.

جامعة الرانيري  
A R - R A N I R Y

Darussalam, 17 January , 2019

Dita Amindri