

## **TEACHING READING NARRATIVE TEXT THROUGH ONLINE READING STRATEGY**

**By:**

**Fitri Novia**

*English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir  
Kayuagung, South Sumatera  
[novia\\_f@uniski.ac.id](mailto:novia_f@uniski.ac.id)*

**Ratna Nery**

*English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir  
Kayuagung, South Sumatera  
[ratnanery110578@gmail.com](mailto:ratnanery110578@gmail.com)*

**Indah Lestari**

*English Language Education Study Program at FKIP Islamic University of Ogan Komering Ilir  
Kayuagung, South Sumatera  
[Indahlestari2101@gmail.com](mailto:Indahlestari2101@gmail.com)*

**Abstract:** The goal of this study was to determine whether eighth graders at SMP PGRI Pedamaran who received instruction in the online reading strategy differed significantly from those who did not in their reading comprehension abilities. A quasi-experimental design was implemented for this study. The data was obtained through a written test consisting of multiple-choice questions. T-test was applied to the data for analysis. Based on the findings of the independent sample t-test, it was determined that the  $P_{\text{value}}$  (0.000) was less than the value (0.05) and the t-test obtained (2.917) was greater than the t-table (2.00). The results pointed out that alternative hypotheses were found to be accepted whereas null hypotheses were found to be rejected. The students who were taught by applying Online Reading Strategy and those who were not showed a significant difference in their reading comprehension achievement. In other words, SMP PGRI Pedamaran eighth grade students' reading comprehension performance was enhanced by employing an online reading strategy.

**Keywords:** narrative text, reading online, teaching reading

## **INTRODUCTION**

Reading is an ability that enables communication of written text between a writer and a reader. Students are attempting to understand the information that the writer of the text wants to convey by engaging in reading activities. According to Agusta et al., (2014), reading can also be done for enjoyment or to increase understanding of the material being read. It plays a crucial role in assisting pupils in learning languages successfully.

Additionally, reading is necessary to get knowledge and information. Reading is a valuable ability that students may use anywhere and at any time to further their knowledge (Aisah et al., 2019).

Unfortunately, reading narrative

story is challenging for junior high school pupils. Sapitri et al., (2020) claimed that the students struggled to read stories because they had a restricted vocabulary and read infrequently, which confused them when they tried to comprehend the material and respond to the questions. According to Yuvirawan et al., (2021) when reading narrative texts, some students had difficulty identifying the major ideas, finding specific details, drawing conclusions, identifying references, and understanding the meaning of terms.

Furthermore, Khoirunnisa & Widodo (2019) explored that lack of vocabulary, a knowledge of the simple past tense, and the requirement to understand moral principles caused children to have difficulty in understanding narrative text. Thus, students in eighth grades of junior high

school got difficulties in reading a story because they rarely read so that they were lack of vocabulary and they have problems to understand the content of story. As a result of their infrequent reading habits and consequent lack of vocabulary, eighth-grade junior high school pupils had trouble understanding the plot of the narrative they were reading.

Therefore, online reading strategy can be used to solve students' problems in reading narrative text. Online reading strategy is a reading process that uses technology and internet media.

Furthermore, online reading strategy is typically made up of text, hypertext, or hypermedia (Wen & Chen, 2015). Electronic texts that have been changed are used as part of the reading online strategy to improve accessibility, encourage understanding, and enhance

fundamental subject-matter learning (Kamal Abd El-Rahman Ibrahim, 2020).

Khusniyah (2019) defined that online reading included technology in the classroom with multimedia. Students have immense access to and benefit from the incredibly many reading resources that are readily available online (Mardiah et al., 2021). Online reading allows younger students to start thinking critically about the material they read (Brun-Mercer, 2019). Students were better equipped to assess and critique the material they encountered on the Internet (T. Yaghi, 2021). Thus, Online reading strategy helped the reader acquire critical thinking skills to comprehend the text's meaning.

In addition, online reading strategy has the advantage of giving users access to a greater diversity of texts, which can encourage and engage young

people to make reading a habit (Lim, 2020). Reading online can improve readers' comprehension (Liu & Chen, 2015). Online reading strategy can significantly improve students' understanding while they are learning (Hsieh & Dwyer, 2018). Because there are several sources for narrative text on the internet, the focus of this study is to develop an online reading technique to educate students how to read narrative texts. Students should be encouraged to read narrative texts through online so that they can increase their vocabulary and comprehend the plot. Therefore, this study demanded to find out whether there was a significant difference in the reading comprehension of narrative texts between students who received online reading strategy instruction and those who did not.

## **METHODOLOGY**

Quasi-experimental design was employed in the present study. The population of this study included all 90 eighth grade students at SMP PGRI Pedamaran. The sample was selected through purposive sampling. A lottery was utilized as the selection method for the experimental and control groups. Class VIII 1 served as the experimental group and class VIII 2 served as the control group as a result.

Multiple-choice questions about narrative text were used in the written test. T-test was used to assess the data.

## **RESULT AND DISCUSSION**

The experimental group's statistical analysis revealed that the students' mean post-test score (84.47) was greater than their mean pre-test score (34.30), and the value of the acquired t-test (23.909) was

higher than the critical value t-table (2.04). In other words, the reading ability of the students in the experimental group had increased as a result of the use of an online reading strategy. This showed that the experimental group's pupils who received instruction in online reading approach had positive responses to the method. Through online reading strategy, the students were able to quickly recognize the text structure in order to obtain the necessary information for the text.

The results of the statistical analysis performed on the control group's students revealed that their post-test mean score (80.07) was higher than their pre-test mean score (27.70), that the value of t-obtained (41.869) was higher than the critical value of t-table (2.04). The students' reading achievement in the control group showed improvement as well. The reason it occurred was that students were eager to learn how to interpret narrative literature.

When instructed to read a narrative text, they were not bored and responded well to the teacher's explanation and questions about the task.

Based on the calculation of the independent sample t-test, the value of t-obtained (2.917) was higher than critical value t-table (2.00) and  $P_{\text{value}}$  (0.000) was less than  $\alpha_{\text{value}}$  (0.05). As consequently, pupils who received online reading strategies compared to those who did not showed significantly different levels of reading achievement.

This study revealed that online reading strategy were a good habit for students since they enhanced their reading comprehension abilities in the classroom. The ability of students to read, particularly narratives, was enhanced through online reading strategy. By using online reading strategy, the students were able to broaden their knowledge and extract the main idea from the material they had studied. The

students' vocabulary was able to grow, and they were able to identify key plot points and the text's general organization. Then, they could motivate to read a lot through online. Liu & Chen (2015) clarified that online reading has the potential to boost motivation and foreign language vocabulary.

## CONCLUSION

An independent sample t-test revealed a significant difference in the reading comprehension achievement of students who received online reading strategy and those who did not. Furthermore, online reading strategy was able to help pupils read better, especially narrative texts. The students were able to broaden their knowledge and extract the main idea from the material they had studied by using reading online. They were accurate in locating both the general text

structure and plot elements. In addition, students' reading comprehension increased as a result of following all instructions while using the online reading technique in every meeting.

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