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The Impact of Internet-Based Language Learning on Improving English Reading Skills

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Abstrak

Penelitian ini membahas tentang peran dari bantuan *internet-assisted language learning* IALL untuk melihat sebesar apa peningkatan kemampuan pemahaman membaca siswa pada SMP 1 Labuhan Badas. Dimana tujuan utamanya adalah untuk mengetahui apakah ada perubahan signifikan dari siswa yang diajarkan menggunakan IALL dengan kelompok belajar siswa yang tidak menggunakan metode ini. Berdasarkan analisis data statistik yang dilakukan dalam penelitian ini dengan menggunakan t-test, didapatkan bahwa hasil perhitungan *T count* adalah dengan hasil lebih besar yakni 3.06 t-table dalam pengukuran tingkat kepercayaan 0,05 (95%) pada dan 0,01 (99%).

Kata Kunci: *Penelitian Eksperimental, Peningkatan Kemampuan Membaca, IALL*

Abstract

The present study provides an experimental investigation at Junior High School 1, Labuhan Badas, to examine the impact of internet-assisted language learning on English reading proficiency. The goal of this study was to determine whether there are any teaching and learning activities that significantly differ between students who receive internet-assisted language instruction and those who do not.

The t-test formula was utilized to conduct a statistical analysis in this investigation. The t-value with 3.06 was found to be higher than the t-value with the level of 0.05 (95%) and 0.01 (99%) based on the data calculation. In conclusion, the use of Internet Assisted Language Learning (IALL) has a significant effect on improving the English reading ability of Grade 2 students in Junior High School 1 Labuhan Badas.

Keyword: *Internet Based-Learning, Improving reading skill.*

INTRODUCTION

The availability of modern media and technologies to improve the teaching and learning process is made possible via the computer network, particularly when it comes to reading communication. Students can access learning resources including as grammar, vocabulary, learning videos, listening comprehension, and reading texts via the computer network. Teachers and students can both benefit from this network system, which makes it easier for them to connect to the digital world and expand their knowledge. Lomidazde (2014) asserts that computer technology has made it possible for people to use new applications, such as web tools, electronic journals, blogs, Facebook, Twitter, and YouTube. These programs fall under the category of Internet-assisted language learning methods, which help students find resources to expand their knowledge beyond national boundaries..

Context-driven training can dynamically fit the learner's natural surroundings by adjusting to each individual's demands. Audio (voice and music), text, photos, and videos can all be included in augmented digital material. It has been demonstrated that augmented learning improves learning performance for life by customizing training.

Rohimah (2021) distinguishes between two types of influences that affect reading: internal and external ones. An individual's interest in the theme is also correlated with their readiness to read anything, which contributes to the learning process. Internal factors originate from within the individual student, such as low reading motivation, a lack of direct benefit from reading, or a lack of understanding on the part of the student. Mohamad (2013) claims that curiosity increases a strong motivation that will push someone to take action. Allowing them to do as they wish will entice them to read the article, which they will eventually use to read and derive pleasure from. We have to develop the interest in taking notes and make it a habit because it is not something that comes to us naturally. But the problem comes when someone doesn't appreciate or feel at ease reading a certain method. For example, some people find it challenging to swiftly and readily get the information they need, and a major reason behind their choice for online learning is the dearth of relevant publications.

To ascertain whether using the Internet to support language learning can improve students' reading comprehension, the researcher will test it. The experimental study target, Junior High School 1 Labuhan Badas, has been chosen based on the researcher's recent findings. The majority of students still struggle with reading, according to the teacher's data on student reading competence, despite the fact that this school has Internet connection and most students possess laptops. In addition, a heavy use of the Internet and a lack of books relevant to the activities or assignments assigned by the teacher could be factors in

the students' poor reading proficiency scores.

Considering the above stated points, one approach to solving the problem is to incorporate an Internet-based system for language acquisition into the process of teaching and learning. Remember that students can access a broad variety of learning models when they use the Internet to help their language acquisition, which can lead to a much more diversified process (Crystal, 2006). Because pupils do not need to access books during the learning process, unlike traditional learning methods, it can also often result in a more ordered approach. However, computers are the students' only tool, and they can contact with friends and other people via online chat rooms (Thiruvengadam, 2012).

Mojidra (2013) states that by reducing their role as teachers and utilizing online resources, teachers can better implement student-centered learning strategies and serve just as facilitators for their students' learning. Using the Internet to support language learning also helps teachers become proficient in automatically monitoring student attendance and automatically correcting student work. Additionally, students can purchase books with no need for them, save time looking up references, and increase the amount and caliber of knowledge they can learn.

Deliwe (2020) explained that Web-based language learning software, commonly referred to as a learning management system (LMS), is powered by Moodle (Modular Object-Oriented Dynamic Learning Environment). Kassandrinou (2014) explained that MOODLE is an Internet-assisted language learning program that is both compatible and easy to use for both teachers and students. The instructor can use a variety of online resources to operate it. Moodle has an edit mode function that teachers can use to make changes to anything. Some benefits of this media include Moodle's ability to react quickly, letting students know their score, and delivering information students want to know quickly while cutting down on completion time.

Miftachudin (2019) asserts that Moodle can be utilized as a communication, collaboration, and assessment tool in line with the researcher's explanation. Among the many services it offers are online calendars, announcements, assignment posting, and the flexibility for teachers to upload lesson plans from anywhere at any time. Reading is the process of making sense of written materials.

It's a complex skill that calls for organizing data from multiple related sources. Mechanistic conceptions of reading as the translation of written symbols into equivalents in spoken language are insufficient in light of the improvements in our understanding of the nature of reading. Everyone agrees that reading a book cannot happen unless the reader is intellectually engaged and able to integrate relevant prior information with the text

(Gunduz, 2005).

RESEARCH METHOD

Given that it describes the quantitative degree of relationship between variables, this study can be classified as experimental research. It also makes sense given the researcher's goal was to investigate the relationship between improving reading comprehension and Internet-assisted language acquisition. It relates to Arikunto's (2011) assertion that the examiner purposefully altered the appearance of the difference using an experimental design, and then the outcome was analyzed.

This study design has the following features, which are presented: (1) There are two groups of experimental subjects, sometimes referred to as the control group and the treatment group: Two measures of the observations of the dependent variable were used to compare the two groups: (3) Both groups had two measurements; the first served as a pre-test and the second as a post-test. (4) The dependent variable would be simultaneously measured for both groups using the same test; and (5) the experimental group would apply a particular modification.

Pre- and post-tests were among the tests that the researcher offered. In accordance with Arikunto (2011), a test consists of a set of questions or activities that an individual must complete. Tests of personality, aptitude, IQ, accomplishment, etc. are frequently used in the educational system. The researcher gave the pupils pretests as part of the initial step in data collection. The purpose of this pre-test was to ascertain the students' prior reading proficiency. After the teacher read aloud from the material, the students were free to respond and make comments without following any rules. Then, for the experimental class, the researcher used Internet-assisted language learning to deliver a set of treatments. From the start of the session to its conclusion, the students completed their reading assessments and other assignments under the direction and supervision of their teacher utilizing Internet-assisted language learning, whereas the control group used traditional instruction, which is a collaborative learning method. Following the completion of data collection, the researcher conducted a post-test. The purpose of the posttest, which was administered at the conclusion of the therapies, was to determine the degree of improvement after a series of treatments.

RESULT AND DISCUSSION

Comparing the results of the t-table and t-count statistical computations allows for visualization and discussion. The experimental class's post-test mean score was 79.81, higher than the pre-test mean of 71.53, while the control class's post-test mean score was 73.90, higher than the pre-test mean of 71.72, according to data analysis. The researcher utilized two tails to

count the data because this study was conducted with one class acting as the control group and another as the experimental group. Consequently, the t-value for this study is 0,01 (99%) with (2.65) at the degree of freedom (df) 66 and 0,05 (95%) with (2.00) at the level. Furthermore, a comparison of the t-table and the t-count suggests that student reading proficiency is increasing.

The researcher comes to the conclusion that adopting Internet-assisted language learning has a considerable impact on improving students' reading abilities based on the data in Table 1. Additionally, it demonstrates how using the Internet to help with language learning has a good impact on improving kids' reading scores.

Incorporating Internet-assisted language learning into the educational process will create new opportunities for instruction and learning because students believe this method of learning is faster, more efficient, and more pleasurable than traditional methods. Students find that using the Internet to support their language learning makes the process more comfortable because they only need to listen to the teacher explain the material from beginning to end. Additionally, they are not required to record every detail that the teacher reveals in writing. Students felt more challenged since they had to understand the course topics and not rely on the teacher during class discussions in order to gain a sense of independence and learn how to think critically when addressing difficulties (Mayer, 1998).

According to the computations' outcomes, using the Internet to support language learning is thought to be highly beneficial for the process of learning since it allows students to independently access the teacher's material, textbooks, sample questions, and quiz questions. E-learning can be implemented to meet a range of demands, including small-class settings and classrooms with a relatively large number of students. Assignments can be completed alone or in small groups.

Students and teachers can both benefit from using the Internet to help with language learning. Students don't have to wait for the teacher to give their grades in order to view the results of their work right away. From the perspective of the instructor, this kind of learning approach can minimize the number of empty classrooms during school hours and occur during times when the teacher is unable to be present in the room.

The most essential thing to keep in mind is that using the Internet to support language learning can improve the process of learning when students are guided and take charge of their education in the classroom. Because e-learning makes use of automatic corrections, it can also lessen the possibility that assignment or work will be submitted incorrectly.

CONCLUSION

The research's conclusion is covered in this chapter, along with suggestions for readers and upcoming researchers. The study and calculations result in the following conclusion: Students in Junior High School 1 Labuhan Badas have significantly improved English reading comprehension thanks to online language assistance. This was shown by the pre- and post-test results. The results of the pre- and post-tests demonstrated this. Analysis of the data shows that the control class's post-test mean score is 73.90, higher than the pre-test mean of 71.72, while the experimental class's post-test mean score is 79.81, greater than the pre-test mean of 71.53. The data calculation yielded a t-count score that was higher than the t-table with level 0,05 (95%) with 2,00 and 0,01 (99%) with 2,65. 03 at that time. In summary, using the Internet to support language learning has a major impact on improving English reading proficiency. This implies that it is successful to reject the null hypothesis (Ho).

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