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Dwi Fita Heriyawati <dwifita@unikama.ac.id>

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Lestari Setyowati <lestari.setyowati@yahoo.co.id>   3 Juli 2018 16.20
Kepada: "rieqorie@gmail.com" <rieqorie@gmail.com>, "pratnyasuwarso@gmail.com" <pratnyasuwarso@gmail.com>,
Frida Unsiah <frida_unsiah@ymail.com>, "dwifita@unikama.ac.id" <dwifita@unikama.ac.id>, "atiqah.na@gmail.com"
<atiqah.na@gmail.com>

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THE IMPLEMENTATION OF ONLINE READING TEST TO THE UNIVERSITY STUDENTS

Dwi Fita Heriyawati
Faculty of Language and Literature , Kanjuruhan University of Malang, East Java
dwifita@unikama.ac.id
Eko Aprianto
Informatics Engineering Department, STIKI Malang, East Java
ekoaprianto@stiki.ac.id

Abstract: One of the difficult tests faced by the University students is reading test. It is caused by various factors, including the difficulty of the students to understand the vocabulary used by the author, the situation, the content of the text, and the background knowledge. The ability to comprehend the content of the text requires continuous exercises. Moreover, the use of online reading test could be one of the alternative ways that can be used both by lecturers and students to examine the comprehension of the students in reading test. The use of online reading test conducted in the language laboratory by using intranet, so it is not difficult to the students to access it. This research is conducted for the students of English Education Department Kanjuruhan university in September to October 2017 There were 40 participants involved in this research. The results of the implementation of online reading test showed that the students' reading score were improved, the students feel free to do the test without worry. The students' score in reading test were also improved. It is hoped that by using online reading test, students may develop strategies for understanding, synthesizing, and interpreting new information from the text in order to gain better reading score.

Keywords: *online reading test, reading comprehension, university students*

In academic field reading has important role for learners, they need to understand the content of the text carefully. To master the idea of reading texts learners should connect all the idea in the reading text. They cannot understand the content of the text in separate way. In other way, reading is one of the main subjects that must be mastered by all the students especially in English department. In understanding the text of reading required a variety of strategies that will facilitate students understand the passages.

Nowadays, in the teaching learning process the teachers should facilitate learners with various media and facilities. The teachers must be familiar with the development of technology. The learners are more familiar with the technology, so in order to make the teaching learning process more interesting, the teachers should combine the technology and the materials given in the classroom, especially for reading materials. Various materials can be given to the students to develop their knowledge and also to enrich their vocabulary.

The students' difficulties in understanding content of the text, influence by various aspects, such as, the unfamiliar content of the passages and the unfamiliar vocabulary used by the author. Indeed, the ability to comprehend the English text cannot be achieved instantly. This ability requires continuous training. However, these exercises should be supported by a learning approach in accordance with the students' needed. The use of technology that is familiar to the students can be one of the alternative way that can be used by both lecturers and students to facilitate the process of comprehending reading texts in English. The use of appropriate technology in accordance with the curriculum of reading subjects will help students to more easily understand the contents of the reading either implicitly or explicitly.

Related to the above problems faced by learners, the teachers and university need to improve the curriculum based on the need of the students and the development of the era. The selection of the reading materials should be appropriate with the level of the students. The merging between reading materials and technology for teaching reading should be implemented carefully. To assist the students in the process of understanding the text presented by the lecturer, it is necessary to remember the content of the text for a long period of time. This ability is not separated from the role of working memory capacity which is the center of the brain that will be able to help students to analyze, evaluate, and provide opinions about the contents of the text. According to Alptekin (2011) who conducted research on the role of working memory capacity and content familiarity in students' ability to understand the content of literal and inferential literature. The results of this study indicate that there is no influence of the two variables on the students' ability to understand the content of the text. Based on the problems above, the researchers intend to examine the problems in depth by connecting reading subjects with technology. The reading test will also provide online, so, the learners will do the test online. In this case the researchers expect that the use of technology in the teaching and learning process will be more effective. The purpose of study is to implemented technology in the teaching and learning process, especially for reading comprehension course.

METHOD

The research design in this study is classroom action research, the researchers were implemented online reading test for the English Education department. The researchers were implemented the teaching learning process through online in four meetings. In the end of the teaching learning process, the researchers asked the students to do reading test through the online version by using descriptive and exposition reading text. The tests were administered in 90 minute through internet. The results of the students' tests were recorded directly in the end of the test. There are two form of the reading online test, they are: familiar texts which consist of 50 questions and unfamiliar text, consist of 50 questions. Every questions appear in 1 second, and they will disappear automatically. The Participants of this research are the fifth semester students of English education department who take extensive reading course. This study was conducted in September to October 2017.

The results of the students' test were analysing statistically; the researchers calculate the students average score in order to know their ability to comprehend the text. To get the further opinion from the students related to the implementation online reading test, then the researchers conducted interview section with the students. The interview conducted after the students finished their task. There are 10 students were being interviewed. All the data got from the students were analyze together in order to know whether the implementation of online reading test were effective or not.

FINDING

The findings of this research held based on the result of interview with the students about the process of reading. The interview is intended to obtain the difficulties of reading recently. To support the result of interview, the researchers also conducts the direct observation inside the class. Furthermore, the researchers also doing observation and questionnaire related to the process of evaluation to measure the students' comprehension of reading the text. At the beginning, the researchers have chosen the text model which appropriate to the student ability and compile the reading test for 5th semester students. Then, the researchers spread up the text and test to the research participants to measure the students' difficulties in completing the reading test. The researchers validate the reading test to the expert from State University of Malang and conduct the second test to get the valid text and test design. Afterward, the researchers implement the classroom action research method to measure the students' improvement. The result of this classroom action research is based on the implementation of information technology on reading as well as the objectives of the study to be solve. The cycle was consisting of planning, implementing, observing, and evaluating.

In that cycle, the observation obtained generally activities teaching learning of implementing online media was not recorded in detail. At the beginning, the students are found some difficulties in using online media as a learning tool as well as how to accomplish the test through online media. The researchers should provide a dummy test to ease the student acquire the media. The next meeting, the students are invited to present the result of discussion related to the difficulties in teaching learning. It showed that the less interaction among students and researchers. It is also supported by the result of questionnaire. The interaction happened among the students and researchers at the beginning of meeting

and at the end of meeting while the researchers provides an assignment. The last meeting, the researchers found different phenomenon in implementing online media. The students and researchers are actively involved in the classroom interaction in term of providing an assignment, sharing information and direct interaction in order to solve and discuss some problem in teaching learning process. In the last session, the researchers also presented the first post-test by 60 minute. The result showed that the students extremely found difficulties to accomplish the test.

The researchers found the problematic factors of implementing online media in teaching reading. For instance, the students were not able to comprehend online media completely, it might of the less sharing and discussion among the students. The students were not focus in learning, less motivation, passive in the process of teaching and learning, felt uncomfortable with online media. Others, as the supporting tool such as laptop also the problematic factor while the students only using Android mobile phone. The final results of the study show that the score of students' post-test was 8.5 indicated that the students are able to accomplish the test completely. Otherwise, that score met the researcher's criterion so it was not continued to the next cycle.

The questionnaire showed that some phenomenon appears during implementing online media. First, a noise was the phenomenon during teaching learning process. It makes the researchers unable to control the condition. They were talking each other while the researchers explain the media. Second, the students felt need more time to comprehend the text and discussion. They need more time to accomplish the assignment given by researchers. Otherwise, at the beginning the students also found difficulties to use this media and waste the time during the learning. Third, the students get difficulties in term of lack the English skill. It is quite difficult for them to comprehend the text. They need more additional tool to help them such as dictionary. The ability of using technology also one of the difficulty for them.

Researchers also collected the response from the students. The positive response shows that 36% students are interested in this method, 70% students said this method extremely appropriate for reading, 33.3% students said this strategy was delighted, and 83.3% students agreed that this method implemented in the next future. Otherwise, the negative response also occurs where 20% students give their response that the method was boring and not attractive, while the students only focus on the material given through online media.

DISCUSSION

From the results of this study show that the implementation of the technology information, especially the use of the online reading test in the teaching of reading and the reading test make the students easier to do the test, even though in the first time they get stress because of the duration of the questions appear in the computer screen. It shows that reading test online version make the students easier in doing the test, and it can be said that reading test online is more effective than the offline version. In the first time the students feel shock with the new method of reading test, but then, they feel comfort in joining reading course. They found the new experience in the reading test. In the implementation of the use of information technology in reading test, the students found new experiences in doing the exercises. The reading texts which is provided online or offline through the computer help the learners to learn with the new environment of the teaching and learning process.

Before the researchers implemented the test to the students, the test was piloted 4 weeks before the main study for validation purposes. First, two experts, who were experienced in the teaching and testing of English as Foreign language, were asked to work independently and to classify the texts into familiar or unfamiliar texts based on some criteria provided by the researchers. Furthermore, the researchers conducting try out of the test in order to get the appropriate questions for the university students. The researchers conducted try out in order to decide the vocabulary use in the text, context, setting and subject matter. The result of the expert validation and tried out were use as the materials in creating online reading test.

From the results of the expert validation and the researchers selected materials, then, the researchers created the software as the materials for the teaching reading for the university students. The reading text provided online in the computer with the duration for reading help the learners to understanding the content of the text literally and implicitly. The learners get the benefits to learn through the use of information technology. They practice to read the text and they do the exercises through the computer. The results of this study indicate that foreign language reading comprehension among students a foreign language can be significantly influenced by the type of text, whether it was familiar or not for the students' background knowledge. On the other hand, the use of information technology and content familiarity appeared to get the interaction among the students' comprehension.

The results of this study are in line with the findings of Hambrick and Engle (2002) and Hambrick and Oswald (2005) conducted in the first language setting. But they raise questions about the findings Leeser (2007), which refers to the results of the hypotheses that have been made. It should be noted that this study was measured through tests based on memory, all required given the information after listening or reading. Given the focus of the memory of these measures, it is possible that they inhibit the ability of individuals to fully demonstrate understanding (Chang, 2006). The software of reading texts and reading tests will be developing more to make the situation and the materials of reading more various. The materials of teaching reading are more suitable with the students' needs and more authentic. It also based on the curriculum. The development of the materials and curriculum are based on the students' need, the situation, the students' environments, and the students' background knowledge.

From the finding of the research, it can be explained that the implementation of online test could improve their ability especially for literal and inferential reading comprehension. This could be viewed from the result of the analysis of process and product implemented throughout the research. The reading test was administrated by the researchers at the end of the study. The materials of the test were taken from the reading text which provided online through computer.

After the implementation online reading test about 5 times, the researchers know that the students feel comfort with the online test. The online reading test was really help learners to do reading tasks. For the first time the students feel worried with the test, because they still unfamiliar with the online test, but for the next session the students feel enjoy with the test. They do it just like they play a game, so the students stress in doing the test were decreased. Furthermore, in the implementation of online reading test the students and the lectures use the technology well. They not only using technology for the pleasure only but they use technology for the academic purposes.

The use of online reading test differs from traditional approaches to teaching reading skills. It can be considered by the teacher to use the online reading text and online reading test through the computer as an alternative way to improve the teaching reading because this strategy can make the students interested to write, read, and speak. When the students practice all the component of the language skill together, it will enable the students to memorize the information they get longer than the students only

see it. The use of this strategy in teaching reading is more interesting and it can give motivation to the students to understand reading material authentically. By using online reading test, it is saving the energy for the teachers in correcting the students' works, because by the end of the test the students will get the results of the test directly. Then, the teachers have the summary of the students score. The information technology can give the chance for the students to discuss their difficulties in group with their friends, and they have the chance to use the technology as the media for the teaching and learning process. It also gives the students understanding about the vocabulary and the grammar use. It was to improve the students' motivation and their reading comprehension.

CONCLUSION AND SUGGESTIONS

From the findings of the study and also the discussion part, it can be seen that the implementation of online reading test in the teaching of reading really helps the students in improving their reading comprehension. It also provides new environment of the test for the students. The students feel free from the burden when they did the test, although they have to face their own computer, they do not feel worry about the test. The students find it easy to understand the literal and inferential meaning of the text, because they got sufficient knowledge related to their topic. Their ability to understanding the meaning inside the text and the connected words were improved significantly, because they had the model through the computer. Overall, the students' reading ability was improved as it can be seen from the result of the students reading test. The average score of the students' reading test were 8.5, from 40 students in the reading course. It means that the students really enjoyed and got the benefit in the implementation of online test in the teaching of reading comprehension. The teachers also get the benefits; the teachers get the results of the students score directly without waiting too long in correcting the students' test.

The result of this study explains the useful strategy in the teaching of reading comprehension and it describes the implementation of the strategy. This is supported by the result of the students reading score and their opinion about the implementation of this strategy in the teaching of reading. The online reading test for the students need to improve every time based on the students need and the students' level of proficiency. Since this research was only small scale of research with the very limited time to implement the research due to the use of information technol-

ogy through online reading test, the researchers suggests other researchers to explore more about the implementation of online test by using special software in large scale research, with other various types of text, material to be explored, and also with the adequate time to employ.

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