

**THE EFFECTS OF WEBSITES AS A MEDIUM TO DEVELOP
THE STUDENTS' READING SKILL**

(A Study at the Second Grade of SMA PGRI Tamalate Makassar)



A THESIS

**Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fullfillment
of the Requirement for Degree of Education
in English Department**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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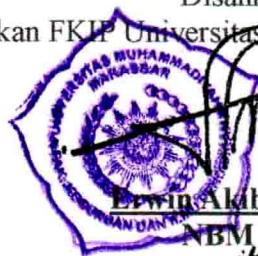
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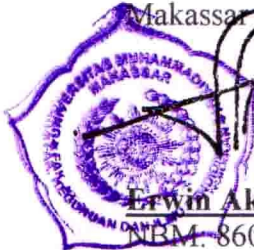
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MOTTO

**“So, verily, with every difficulty, there is relief. Verily, with every difficulty there is relief.”
(Qs. Al-Insyirah 5-6.)**

**“When you have no choice other than jumping towards the unknown, don’t fear, just arm yourself with hope and faith..”
-Jebraw-**

DEDICATION

In the name of Allah, I dedicated my thesis to
My Beloved Parents, Ahkar and Hj. Syahriani
My Beloved brothers Rahmat Ahkar and Muhammad Hidayat
My Beloved sisters, Evhi Arni Hasjuna,
Arisyah Fatimah and Arini Sri Kurnia
My Beloved Best friends and Friends

I thank them for all the love, prayers, support, and patience.

I LOVE YOU ALL.

ABSTRACT

Ika Sartika 2018. English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. “The Effect of Website As a Medium to Develop the Students Reading Skill (A Study at The Second Grade of SMA PGRI 1 Tamalate Makassar)”. Under supervisors Basri Dalle, and Asrianto Setiadi.

This research aimed at finding out the use of website and it's effect in developing students' reading skill at the second grade of SMA PGRI 1 Tamalate Makassar. The design of this reserch was descriptive quantitative research, where the researcher presented data in numerical and descriptive form. The researcher used purposive sampling, and the sample of this research were 20 students from 60 (population). The instruments of data collection for this research were questionnaire and reading test.

The result indicated that from 20 students, the calculated data showed the score of each indicator of questionnaire was more than 50%, it is mean that most of students use websites in learning reading. While result of the mean score obtained by the students through reading test was 63.5 which was classified as Fair category. From the result of quastionnaire and reading test, it can be shown that students that more often use websites in learning reading had obtained a better achievement than the students who rarely use websites in learning reading. It could be concluded that the use of websites as a medium develop students reading skill.

Keywords: Websites, Reading Skill,

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In the name of Allah, Most Gracious, Most Merciful

All praise be to Allah, the Lord of the worlds, who has bestowed upon the researcher in completing this thesis. Peace and blessing from Allah's Messenger, Prophet Muhammad SAW, his family, his companions, and all of his followers.

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Finally, the researcher realizes that this thesis still have not been perfect. Therefor, the writer would like to welcome and constructive suggestion and criticism to make this thesis is better.

Makassar, April 2018

The Researcher

TABLE OF CONTENTS

COVER	
TITLE PAGE	
APPROVAL SHEET	
COUNSELLING SHEET	
SURAT PERNYATAAN	
SURAT PERJANJIAN	
MOTTO	
DEDICATION	
ABSTRACT	
ACKNOWLEDGMENT	
TABLE OF CONTENTS	
LIST OF TABLE	
LIST OF APPENDIX	
CHAPTER I INTRODUCTION	
A. Background	1
B. Research Problem.....	3
C. Objective of the Research	3
D. Significances of the Research	3
E. Scope of the Research	4
CHAPTER II LITERATURE REVIEW	
A. Internet as A Medium.....	5
1. Concept of Internet.....	5
2. Brief History of Internet.....	6
3. Existing Typologies of Internet Application in Education	8
4. Usage of Internet Technologies in Teaching and Learning	9
5. Using Internet in Teaching.....	11
6. The Bennefit of Using Internet in Teaching	13
7. Review Research Findings.....	14
B. Online in Learning English	15
1. Definition of Learning	15
2. Learning Process	16

3. Online Learning	17
4. Website in Teaching and Learning	18
5. Advantages of Online Learning	20
C. The Development of Reading Skill.....	21
1. Definition of Reading.....	21
2. Essential Components of Reading	22
3. The Purpose of Reading.....	24
D. Conceptual Framework	26

CHAPTER III RESEARCH METHOD

A. Research Design.....	27
B. Research Variables and Indicators	28
C. Population and Sample.....	28
D. Instrument of the Research.....	29
E. Technique of Collecting Data	30
F. Technique of Data Analysis.....	30

CHAPTER IV FINDING AND DISCUSSION

A. Findings.....	32
B. Discussion.....	38

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion.....	40
B. Suggestion.....	41

BIBLIOGRAPHY

APPENDIXES

CURRICULUM VITAE.....

LIST OF TABLE

Number of Table

1	The Students' Score of Questionnaire About The Use of Websites
2	The Frequency of The Questionnaire About The Use of Websites
3	The Percentage of Indicators About The Use of Websites
4	The Score of The Students' Reading Test.....
5	The Classification and Frequency of The Students' Reading Test.....
6	The Comparison Students' Score.....
7	The Significant Use of Websites.....

LIST OF APPENDIX

Appendix A : Data Analysis

Appendix B : Instruments

Appendix C : Documentation

ABSTRAK

Ika Sartika 2018. Jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. “The Effect of Website As a Medium to Develop the Students Reading Skill (A Study at The Second Grade of SMA PGRI 1 Tamalate Makassar)”. Di bawah pengawasan Basri Dalle, dan Asrianto Setiadi.

Penelitian ini bertujuan untuk mencari tahu kegunaan situs web dan efeknya dalam mengembangkan kemampuan membaca siswa di kelas dua SMA PGRI 1 Tamalate Makassar.

Desain penelitian ini adalah penelitian deskriptif kuantitatif, dimana peneliti mempresentasikan data dalam bentuk angka dan deskriptif. Peneliti menggunakan purposive sampling, dan sampel penelitian ini adalah 20 siswa dari 60 (populasi). Instrumen pengumpulan data untuk penelitian ini adalah kuesioner dan tes membaca.

Hasilnya menunjukkan bahwa dari 20 siswa, data yang dihitung menunjukkan skor setiap indikator kuesioner lebih dari 50%, itu berarti bahwa sebagian besar siswa menggunakan situs web dalam pembelajaran membaca. Sedangkan hasil rata-rata skor yang diperoleh siswa melalui tes membaca adalah 63,5 yang tergolong kategori Fair. Dari hasil kuesioner dan tes membaca, dapat ditunjukkan bahwa siswa yang lebih sering menggunakan situs web dalam pembelajaran membaca telah memperoleh prestasi yang lebih baik daripada siswa yang jarang menggunakan situs web dalam belajar membaca. Dapat disimpulkan bahwa penggunaan situs web sebagai media mengembangkan keterampilan membaca siswa.

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Keywords: Effect, Websites, Medium, Students, Reading Skill,

CHAPTER I

INTRODUCTION

A. Background

English is one of the international languages. English is taught from elementary school to university in Indonesia. Even, English is taught in kindergarten. A success English learner is a person who is master in all of English skills. The rapid technological and social change puts forward need for long life learning. Conventional classroom learning is not able to satisfy such need. E-learning is an increasingly preferable alternative to conventional classroom learning.

Moreover, English become the only foreign language which is included in National Examination (UN) from Junior High School to Senior High School. Then, it became one of some decision maker subject for the students' graduation to know how well they understand English during their study. Thus, learning English has been important to do.

Costley (2014: 6) continuing advancements in technology change the ways all people live and work. The internet is becoming a common learning tool in many classrooms. This means provide a meaningful learning experience for all students. Teachers today have many opportunities to use technology increasing the ways students learn. The Internet has revolutionized the computer and communications world like nothing before. The invention of the telegraph, telephone, radio, and computer set the stage for this unprecedented integration of capabilities. The Internet is at once a world-wide broadcasting capability, a

mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location. The Internet represents one of the most successful examples of the benefits of sustained investment and commitment to research and development of information infrastructure

Ellore, Niranjan & Brown (2014: 164) State that the use of Internet has become a central part of the developed and developing societies around the world, Internet has become an integral part of almost every college student, while a large fraction of college students think that the Internet is extremely beneficial to their education, specifically conducting research and communicating with their peers and faculty.

The problem was considered to be the external aspect which is the media and materials that using by the students in learning english. The problem is closely related with the students, how the students can be a resource for the learning. In fact, the students use internet in learning english as media and materials but the using of internet must be control by the teacher and is the using of internet give an effect to the students?. Based on the students to determine what is important in what they are learning and to put internet as medium in facilitating in teaching process. It can be effective because the internet gives a effect in the teaching learning process. Considering the reason above, the researcher choose the title *“The Effects of Websites as A Medium to Develop the Students’ Reading Skill at The Second Grade of SMA PGRI Tamalate Makassar”*

B. Research Problem

According to the background above, the researcher formulates the research question as follow :

1. How do the students make use of websites as a medium to develop their reading skills?
2. How is the effect of websites as a medium toward the students' reading comprehension?

C. Objective of the Research

In the research problem above the researcher get a purpose as a research objective in this study as follows:

1. To find out how the students make use of websites as a medium to develop their reading skills.
2. To know the effect of websites as a medium toward the students' reading comprehension?

3. Significance of the Research

The result of the research is expected to give some contributions for students, teachers, and future researches. For the students, the finding of the research can be used as a new reference to learn English, especially in using media in teaching. They can know the effect of using internet in teaching and learning process.

Meanwhile, for English teachers, the findings are expected to be useful contribution that can be transferred to learners based on their characteristics. By considering each student may employ different materials, the teacher can take internet in teaching to their students.

Finally, for future researchers, this thesis will give some contribution and information for future researchers about internet used by the second grade of SMA PGRI Tamalate Makassar Academic Year 2016/2017. The result of the research is expected to give some contributions for students, teachers, and future researches.

4. Scope of the Research

Many students have been familiar with Internet-based facilities varying from facebook, e-book, to tablet books, following the application of earlier Internet-based facilities such as email, websites, and webblogs. In the study, researcher formulate the scope or limitation of this analysis is on the effect of using internet to students learning process especially in using websites at the second grade of SMA PGRI Tamalate Makassar which accuracy reading skill (main idea & vocabulary).

CHAPTER II

LITERATURE RIVIEW

A. Internet as A Medium

Internet as a medium has been a thoroughly discussed topic, especially in recent years with the rise of the World Wide Web. The connection between internet and its users has helped the internet influence the way media is viewed today. Although the internet is not a new medium the content it presents is new.

1. Concept of Internet

To Leineret. al(2009: 22), The Internet has revolutionized the computer and communications world like nothing before. The invention of the telegraph, telephone, radio, and computer set the stage for this unprecedented integration of capabilities. The Internet is at once aworld-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location.

The technology is becoming an integral part of the pedagogy. When educational objectives are clearly defined, the place and the role of technological tools used appears to be natural and appropriate. It can be said that, the existing problem of technology integration into educational sphere, has been turned into a greater one realizing of learning process and pedagogy in a new way.

Geladze (2015: 67) says internet has become a virtual space where people socialize with their colleagues, friends and family members. Internet is

a way of strengthening communication between teachers and students, it is a strong tool used for socialization.

Brändström (2011: 19) states that the Internet is a useful tool in instruction when used with sense and precaution; yet it is not always easy for teachers to know how to use the Internet as a teaching resource. It might be difficult to determine what is reliable information and what is not. Moreover, besides what has been mentioned above concerning negative aspects, the authors mention that the computers might come to replace the role of the teacher in the classroom.

Tutkun (2011: 152) points out that the internet is the net of nets that connects all computers in the world to each other, or the net of connections that covers the entire world. The internet is one of the most charismatic features of the information age. Using computers and the internet has become an indispensable part of daily life. In response to almost every inquiry, the internet is able to produce desired information easily and smoothly.

2. Brief History of Internet

The Internet had its roots during the 1960's as a project of the United States government's Department of Defense, to create a non-centralized network. This project was called ARPANET (Advanced Research Projects Agency Network), created by the Pentagon's Advanced Research Projects Agency established in 1969 to provide a secure and survivable communications network for organizations engaged in defense-related research.

In order to make the network more global a new sophisticated and standard protocol was needed. They developed IP (Internet Protocol) technology which defined how electronic messages were packaged, addressed, and sent over the network. The standard protocol was invented in 1977 and was called TCP/IP (Transmission Control Protocol/Internet Protocol). TCP/IP allowed users to link various branches of other complex networks directly to the ARPANET, which soon came to be called the Internet.

Researchers and academics in other fields began to make use of the network, and eventually the National Science Foundation (NSF), which had created a similar and parallel network, called NSFNet, took over much of the TCP/IP technology from ARPANET and established a distributed network of networks capable of handling far greater traffic. In 1985, NSF began a program to establish Internet access across the United States. They created a backbone called the NSFNET and opened their doors to all educational facilities, academic researchers, government agencies, and international research organizations. By the 1990's the Internet experienced explosive growth. It is estimated that the number of computers connected to the Internet was doubling every year.

Businesses rapidly realized that, by making effective use of the Internet they could tune their operations and offer new and better services to their customers, so they started spending vast amounts of money to develop and enhance the Internet. This generated violent competition among the communications carriers and hardware and software suppliers to meet this demand. The result is that bandwidth (i.e., the information carrying capacity of communications lines) on the Internet

has increased tremendously and costs have dropped. It is widely believed that the Internet has played a significant role in the economic success.

The World Wide Web (WWW) allows computer users to position and view multimedia-based documents (i.e., documents with text, graphics, animations, audios and/or videos) on almost any subject. Even though the Internet was developed more than three decades ago, the introduction of the WWW was a relatively recent event. In 1990, Tim Berners-Lee of CERN (the European Laboratory for Particle Physics) developed the World Wide Web and several communication protocols that form the backbone of the WWW.

The Internet and the World Wide Web will surely be listed among the most significant and profound creations of humankind. In the past, most computer applications ran on stand alone computers. (i.e., computers that were not connected to one another) Today's applications can be written to communicate among the world's hundreds of millions of computers. The Internet makes our work easier by mixing computing and communications technologies. It makes information immediately and conveniently accessible worldwide. It makes it possible for individuals and small businesses to get worldwide contact.

3. Existing Typologies of Internet Applications in Education

To Khannanov (2003: 14), the application of the Internet in education is understood as the usage of Internet technologies to solve various educational tasks, namely, teaching, learning and management of the educational process. The systematic analysis of experiences in using the Internet in education implies that the types of such application provide an opportunity for comparisons and

generalizations that can be preliminarily identified and defined. Depending on a chosen typology, the analysis will cover different aspects of the experience.

Various typologies of Application of the Internet in Education have been proposed in the literature recently. At the same time, due to the accumulated experience in the use of the telecommunication technologies in education, one should note two main approaches in selection of the grounds for segmentation of this project-domain.

The technology-oriented approach is most widespread. For example, the statistical study on the use of the electronic communication in open learning and distance education, conducted by UNESCO in 1995, has used the following matrix based on the types of the applied telecommunication media to collect information on interactive technologies in educational programmes: telephone, fax, audio-conference, video-conference, electronic mail, and access to databases.

4. Usage of Internet Technologies in Teaching and Learning

Khannanov (2003: 18) states that the successful activities: achievements defined in Information retrieval, individualized learning and teaching, Group learning and teaching via the Internet and collaborative activities

a. Information retrieval

One of the most important advantages of the Internet in the area of information inquiry is the increased accessibility of reference materials and data for all categories of users. The Internet is a truly open technology, allowing users with any hardware and software to derive the necessary information from the network, independent of the location of data and

knowledge bases. Thus, within the framework of national educational systems, inequality in distribution of information bases concentrated in big centres usually, is overcome.

b. Individualized learning and teaching

With the network-oriented character of the Internet, giving some researchers the reason to consider it a mass-communication medium, we should not underestimate the prevalence and importance of the “person-to-person” type of communication on the Net. For a long time electronic mail has remained the only Internet application in education.

c. Group learning and teaching via the Internet

An online lecture or presentation of teaching material published on the Net fully or partially (as a summary), becomes accessible to many learners. Therefore, the method of using Internet-applications in education (including potential multimedia of WWW), and computer and telecommunication technologies in many respects depends upon the shift of the education process attention toward a student

d. Collaborative activities

The advantages provided by the Internet in organization of cooperation are predestined by the very nature of the Network. As it is known, the World Wide Web (WWW) was formed as an environment specifically designed for collaborative work on the documents by collectives of researchers territorially remote from each other. The further development of Internet

technologies has given an opportunity for joint use and editing of textual materials, schedules, audio and video-sequences.

5. Using Internet in Teaching

Marshall (2002: 3) rewards the arrival of the Internet in the 1990s added fuel to the push for teachers to integrate technology into the classroom. With the Internet came unlimited amounts of content and new demands on teachers. If teachers were to use the Internet for learning, they needed to take an active role in organizing technology-based learning, rather than simply sitting back and letting educational software entertain computer users. Teachers needed to access and evaluate content, and then design instructional activities that integrated Internet content with learning objectives and traditional classroom materials. The Internet continues to challenge teachers. Not only must they be adept at locating good content, but they must skillfully align that content with teaching outcomes. They must craft learning activities that exploit the best of each instructional strategy classroom-presented and technology delivered alike.

Selinger, Sepulveda & Buchan (2013: 4) states that the Internet of Everything is the next step in the evolution of smart objects interconnected things in which the line between the physical object and digital information about that object is blurred. brings together people, process, data, and things to make networked connections more relevant and valuable than ever before turning information into actions that create new capabilities, richer experiences, and unprecedented economic opportunities for businesses, individuals, and countries

Cahyono & Mutiaraningrum (2015: 199) says in the field of education, the use of Information and Communication Technology (ICT) has become one of the current norms. The development of ICT, especially the Internet, has affected how the students learn, how they interact with teachers and other students, and how they deal with various aspects of their daily life. For the last five years only, many students have been familiar with Internet-based facilities varying from facebook, e-book, to tablet books, following the application of earlier Internet-based facilities such as email, websites, and webblogs.

To Passerini & Granger (2000: 2), distance education, also referred interchangeably as distance learning, is not a new instructional phenomenon. In over a century, it evolved from correspondence study, open universities, teleconferencing, networks and multimedia delivery to today's Web-based technologies. This evolution is characterized by new teaching approaches, including the adjustment of instructional materials supported by different delivery media. With the advent of the Internet, a new generation of distance education emerged. Complementary to the other models, Internet-facilitated instruction allows for the implementation of synchronous and asynchronous interaction and opens a new series of learning opportunities for education. Increases in bandwidth technologies and worldwide access to interconnected networks enable the Internet and the World Wide Web to develop into a viable delivery system for distance education.

6. The Bennefit of Using Internet in Teaching

Clinch and Richards (2002: 110) says most physics teachers that we have spoken to have no intention of using computers in their lessons purely for the sake of it. The following criteria can be used to indicate when you should be using the Internet:

- a. You feel your current mode of delivery of a particular topic or could be made more interesting.
- b. Students find a particular concept difficult to grasp. Computer graphics are particularly useful for illustrating things that cannot be observed directly, e.g. the motion of particles in a gas.
- c. Simulations of experiments are best left to situations where the practical is in accessible to the students for reasons of safety or equipment availability.
- d. Where students need to gather information/carry out research.

To Agarwal (2010: 5), Computers with internet resources can be used effectively in classrooms if teachers use the following structure of language learning.

- a. Select computer materials that are going to be used i.e. a program or the internet resources.
- b. Plan the lesson. Teachers can decide to use internet resources to explain topics or whether to take online quizzes. The plan of the lesson also depends on the following: the size of a class student motivation and course learning objectives.

- c. Make the computer class ready before lessons. This means loading the computer with the chosen material ahead of time.
- d. Divide the class into several groups with at least one student who is good at computers and the language to be learned so that more experienced students can help the others.
- e. Encourage students to use several online resources for the topic given and take quizzes.
- f. If there is not enough of online resources or if students do not understand the topic, a teacher should be always around to explain it using the classical approach.
- g. Make students take at least one quiz on each language learning part i.e. reading, writing, listening and conversation.
- h. Ask students to submit their assignments electronically to your e-mail.

7. Review Research Findings

Seli (2014), rewards The Effectiveness of Using Social Networking Site in Teaching writing of recount text at Tenth Grade Students of SMA Negeri 87 Jakarta, This study was an Quasi Experimental. The result of statistical hypothesis test found that the use of social networking site is effective in teaching writing of recount text.

Lutfian (2011), states Improving Students' Writing Skill Through English Web Blog Among Year X Students of SMA Negeri 7 Purworejo in the Academic Year of 2010/2011. This study was an action research study. The results show that students' writing skill improves significantly through blogging activity. It can be

concluded that the students are more enthusiastic and more interested in writing English.

Aan. (2014), states that The Use of Blog in Teaching Recount Texts to improve Student's Writing Ability of Tenth Grade Student's at SMAN I Ngunut Academic Years 2013-2014. The research design in this study was classroom action research (CAR). The result of questionnaire, it showed that there was improvement of positive responses in the teaching and learning process of writing by using blog and the result of observation and interview showed that the students were motivated in teaching and learning process during the implementation of blogger media.

B. Online in Learning English

1. Definition of Learning

To Dunn (2002: 1), conceives of learning as a relatively permanent change in behaviour with behaviour including both observable activity and internal processes such as thinking, attitudes and emotions.' It is clear that includes motivation in this definition of learning, considers that learning might not manifest itself in observable behaviour until some time after the educational program has taken place.

Wilson & Peterson (2006: 2) state that learning as a process of active engagement, learning as individual and social; and learner differences as resources to be used, not obstacles to be confronted. Learning is a product of interaction. Depending on the epistemology underlying the learning design, learners might

interact with instructors and tutors, with content and/or with other people. Many educators expend enormous amounts of effort to designing their learning to maximize the value of those interactions.

To Houwer & Holmes & Moors (2013: 1), learning as a change in behavior that is due to experience. This is essentially a very basic functional definition of learning in that learning is seen as a function that maps experience onto behavior. In other words, learning is defined as an effect of experience on behavior.

Rossum & Hamer (2010: 2) state that the five learning conceptions described are learning as the increase of knowledge, learning as memorising, learning as the acquisition of facts, procedures etcetera, which can be retained and/or utilised in practice, learning as the abstraction of meaning, learning as an interpretative process aimed at the understanding of reality.

2. Learning Process

There have been many definitions of learning: most leave teacher readers disappointed. The following definition draws out key elements, which have individual and social implications for teachers and schools: Watkins et. Al (2002: 1) says “Learning ... that reflective activity which enables the learner to draw upon previous experience to understand and evaluate the present, so as to shape future action and formulate new knowledge” Features highlighted by this definition include:

- a. An active process in which the learner relates new experience to existing meaning, and may accommodate and assimilate new ideas

- b. Past, present and future are connected, although a linear connection is not assumed: unlearning and re-learning may be implied
- c. The process is influenced by the use to which learning is to be put: how the learning informs action in future situations is vital.

The above definition stands in contrast to prevalent views of learning, which imply that it is a passive process of knowledge acquisition, with predictable and measurable outcomes. Definitions do not cover everything. The above does not specify prior conditions (for example how learners select what to learn, the beliefs which the learner brings) or the context in which learning happens. Indeed, this definition does not refer to other people in the context: teachers, facilitators, peers, etc

3. Online Learning

To Moore, Deane & Galyen (2011: 130), online learning as a more recent version of distance learning which improves access to educational opportunities for learners described as both nontraditional and disenfranchised, not only the accessibility of online learning but also its connectivity, flexibility and ability to promote varied interactions

Zucker & Feldman (2000:7) state that online teaching and learning is faculty-delivered instruction via the Internet. Online instruction includes real-time (synchronous) and anytime, anywhere (asynchronous) interactions. Two parallel processes take place in an online environment: students become more active, reflective learners and students and teachers engage in learning through the use of technology and become more familiar with technology by using it. Online

learning is most effective when delivered by teachers experienced in their subject matter. The best way to maintain the connection between online education and the values of traditional education is through ensuring that online learning is “delivered” by teachers, fully qualified and interested in teaching online in a web-based environment.

Online education can be defined as an approach to teaching and learning that utilizes Internet technologies to communicate and collaborate in an educational context. This includes technology that supplements traditional classroom training with web-based components and learning environments where the educational process is experienced online.

4. Website in Teaching and Learning

To Agarwal (2010: 7), website provides English language learners with various internet resources. The language learning materials for all levels of learners’ know-ledge is included. By clicking on links learners can not only takedifferent tests on various aspects of the English language with instant scoring but also can get the explanations. It also includes several useful internet resources as online dictionaries, games, a chat site, quizzes for defining the level of English language knowledge etc. It also provides a standardized format for a letter of application and CV writing.

Susanti (2014: 20) states resources in the internet for English language teachers that that are categorized into two: email and World Wide Web. Email technology allowed teachers to create global network through private email, mailing list and newsletter. World Wide Web offers millions of texts

from organizations and individuals in form of professional journals and magazines, virtual libraries, online media, professional organization and association, online workshop and conferences, English language program and staff, publisher, language reference material, downloadable software tools, and sites for English language learning.

To Dahmani (2008: 48), there are several reasons why teachers use technology for their classroom, there are First, web based instruction presents information in a non-linear style, allowing students to explore new information via browsing and cross-referencing activities. Second, web-based teaching supports active learning processes emphasized by constructivist theory. Third, web-based education is enhanced understanding through improved visualization and finally, the convenience, it could be used any time, at any place.

The core finding of this study is that EFL teachers in Indonesia are familiar with the use of internet for their professional lives. It can be seen from various types of resources available in the internet that they used. However, teachers need more information on other useful websites to access more teaching ideas and more scholarly papers. They should also be encouraged to create global network by joining online professional groups. Given that internal barriers are found, guidance to use internet wisely and to create meaningful learning through internet is required.

5. Advantages of Online Learning

To Zucker & Feldman (2000: 8), online learning offers a variety of educational opportunities:

a. Student-centered learning

The variety of online tools draw on individual learning styles and help students become more versatile learners.

b. Collaborative learning

Online group work allows students to become more active participants in the learning process. Contributing input requires that students comprehend what is being discussed, organize their thinking coherently, and express that thinking with carefully constructed language.

c. Easy access to global resources

Students can easily access online databases and subject experts in the online classroom.

d. Experiential learning through multimedia presentations

New technologies can be used to engage and motivate students. Technology can also be used to support students in their learning activities.

e. Accessible for non-traditional students

Online delivery of programs and courses makes participation possible for students who experience geographic and time barriers in gaining access to higher education.

f. Draws on student interest in online learning

Many students are interested in online learning. In a recent survey conducted by the Office of Academic Planning and Assessment at UMass Amherst, more than 50% of students surveyed said that they were “very interested” or “somewhat interested” in taking an online course.

C. The Development of Reading Skill

1. Definition of Reading

Wilson (2009: 60) points out that reading skills includes proficiency in critical reading, using context clues, locating information, difficulties presented by textbooks, and the importance of metacognition.

To Bennete (2002: 23), reading is a visual process - vision is a symbolic process of seeing an item or symbol and translating it into an idea or image. Images are processed into concepts and whole dimensions of thought.

Cline, Johnstone, & King, T. (2006:2) point out the Reading is decoding and understanding written text. Decoding requires translating the symbols of writing systems into the spoken words they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge.

Based on the explanation above the researcher conclude that reading is a process of understanding written language. Reading is a process, it starts from viewing the linguistics surface representation and ends with certain ideas or meaning about messages intended by the writers.

2. Essential Components of Reading

To National Reading Panel (2000), Read Naturally's programs develop and support the five (5) components of reading :

a. Phonemic Awareness

Phonemes, the smallest units making up spoken language, combine to form syllables and words. Phonemic awareness refers to the student's ability to focus on and manipulate these phonemes in spoken syllables and words. According to the National Reading Panel, teaching phonemic awareness to children significantly improves their reading more than instruction that lacks any attention to phonemic awareness.

b. Phonics

Phonics is the relationship between the letters (or letter combinations) in written language and the individual sounds in spoken language. Phonics instruction teaches students how to use these relationships to read and spell words. The National Reading Panel indicated that systematic phonics instruction enhances children's success in learning to read, and it is significantly more effective than instruction that teaches little or no phonics.

c. Fluency

Fluent readers are able to read orally with appropriate speed, accuracy, and proper expression. Fluency is the ability to read as well as we speak and to make sense of the text without having to stop and decode each word. The National Reading Panel's research findings concluded that guided oral reading and repeated oral reading had a significant and positive impact on

word recognition, reading fluency, and comprehension in students of all ages.

d. Vocabulary

Vocabulary development is closely connected to comprehension. The larger the reader's vocabulary (either oral or print), the easier it is to make sense of the text. According to the National Reading Panel, vocabulary can be learned incidentally through storybook reading or listening to others, and vocabulary should be taught both directly and indirectly. Students should be actively engaged in instruction that includes learning words before reading, repetition and multiple exposures, learning in rich contexts, incidental learning, and use of computer technology.

e. Comprehension

Comprehension is the complex cognitive process readers use to understand what they have read. Vocabulary development and instruction play a critical role in comprehension. The National Reading Panel determined that young readers develop text comprehension through a variety of techniques, including answering questions (quizzes) and summarization (retelling the story).

f. Spelling

The National Reading Panel Report did not include spelling as one of the essential components of reading. The report implied that phonemic awareness and phonics instruction had a positive effect on spelling in the primary grades and that spelling continues to develop in response to

appropriate reading instruction. However, more recent research challenges at least part of the National Reading Panel's assumption. A group of researchers found that, although students' growth in passage comprehension remained close to average from first through fourth grade, their spelling scores dropped dramatically by third grade and continued to decline in fourth grade (Mehta et al., 2005). Progress in reading does not necessarily result in progress in spelling. Spelling instruction is needed to develop students' spelling skills.

3. The Purpose of Reading

No reading occurs without purpose. There are many purposes in reading. When we read many kinds of books such as novel, comic, textbook, magazine, newspaper, articles, we can feel enjoy and satisfied after we read them, because we can know about the information from them. It is reading for pleasure. Reading for pleasure is the easiest way to become a better reader in English.

The Purpose of reading is divided into four main headings (William Grabe and Fredricka L. Stoller; 2002)

a. Reading to search for simple information.

Most people said that reading to search for simple information is a kind of common reading ability, reader typically scan the text for a specific information or a specific word. Skimming is also including in this type of aim. It is a common part of many reading tasks and useful skill in its own right.

b. Reading to learn from text.

It usually occurs in academic and professional context when people need to learn a considerable amount of information from a text. This purpose usually carried out a reading rate somewhat slower than general reading comprehension (mainly due to rereading and reflection strategies to help remember information).

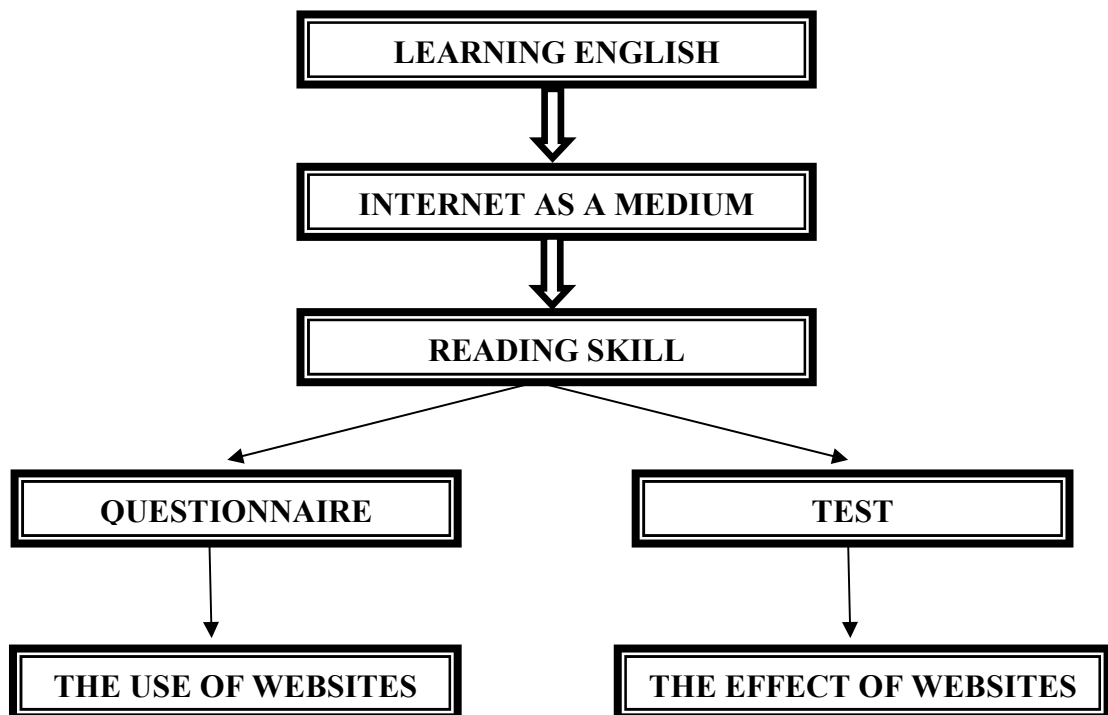
- c. Reading to integrate information, write and critique texts.

These are purposed to compose, select, and critique information from text, and they represent common academic tasks that call upon the reading abilities needed to integrate information.

- d. Reading for general comprehension.

It requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, efficient coordination of many processes under very limited time constraints. The essential purpose of all reading generally is to get new information and or pleasure.

D. Conceptual Framework



In this study the researcher input the proces comparison between students that often used website and the students who rarely used website as a medium in learning english especially reading. The researcher used two instruments, there were questionnaire and test. The questionnaire to find out the use of websites. And the test to know the effect of using website as a medium to develop students reading skills. After analyzing the questionnaire and test of the students, the researcher knew the students reading ability of websites as a medium in learning English.

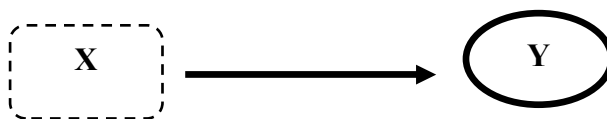
CHAPTER III

RESEARCH METHOD

A. Research Design

The design of this research was descriptive quantitative research, where researcher presents data in numerical and descriptive form. To Sugiyono (2015: 13), quantitative research method can be interpret as a research method that was based on the philosophy of positivism, use to examine the population or a particular sample. Descriptive research studies were design to obtain information concerning the current status of phenomena. They were direct toward deterring the nature of situation, as it exist at the time of the study. There was no administration or control of a treatment are found in experimental resarch. The aim to describe, what exits with respect to variables or condition in a situation. The purpose of the research was to analyzed the effect in using internet as a medium in learning english at the second grade of SMA PGRI Tamalate Makasssar.

The research designed model as follows:



(Sugiyono, 2016: 62)

Where :

X = Websites (Independent Variable)

Y = Learning Reading Skill (Dependent Variable)

B. Reasearch Variables and Indicator

1. This research consisted of two variables. They were independent and dependent variables:

- a. The independent variable was the effect of websites as a medium.
- b. The dependent variable was the students' reading skills.

2. Indicators

The indicators of students' reading skills were main idea and vocabulary.

C. Population and Sample

1. Population

Population was the total number of people living in a certain place. Population was all numbers of research subject. In this study, the populations were the second grade of SMA PGRI Tamalate Makasssar in the academic year 2016/2017. The number of population was 60 students.

2. Sample

Samples were to represent of the population and reflects the condition of the population. The reasearcher took only one class. They were the second grade of SMA PGRI Tamalate Makasssar in the academic year 2016/2017. The total samples are 20 students. These samples were chosen by using purposive sampling technique. The researcher used purposive sample because the most of the students of class XI do not have a extracurricular class.

D. Instrument of the Research

To obtain the data, the research to use instruments of collecting data, namely:

1. The questionnaire was a technique of data collection the done by giving a set questions or a written statement to the respondent to answer (Sugiyono, 2016: 199). This study used an instrument with a Likert scale. Likert scale is used to measure attitudes, opinion, someone or some people perceptions about social phenomena (Sugiyono, 2016: 134). The answer for every item of instrument that used Likert scale had gradation from Strongly Agree, Agree, Neutral, Disagree, And Strongly Disagree (Sugiyono, 2016: 135). This study the instrument, respondents were asked to choose their answer to signify one of the numbers from 1 to 5 based explanation for the numbers, that are:
 - a. Strongly Agree, respondents got score (5)
 - b. Agree, respondents got score (4)
 - c. Neutral, respondents got score (3)
 - d. Disagree, respondents got score (2)
 - e. Strongly Disagree, respondents got score (1)
2. Test was sequence of questions or exercise that is used to measure achievement, personality, intelligence, attitude and talent of a person or a group of people. This research, the test conducted to know the students' intelligence in learning english by using internet (website).

E. Technique of Collecting Data

In this research the researcher used questionnaire and test in collected the data. The procedure of collecting data as follows:

1. The researcher explained and gave an example how to answer the questionnaire and test
2. The researcher gave questionnaire and test to the students
3. The researcher asked the students to answer the questionnaire and test
4. The researcher lets the students to finish their answer about the questionnaire and test
5. The researcher collected the paper of the students and then classify the students answer.

F. Technique of Data Analysis

The procedure of data analysis in using internet as medium in learning english at the second grade of SMA PGRI Tamalate Makasssar as follows:

1. Scoring the students' correct answer of test.

$$Score = \frac{Student's Answer}{Total Number of Item} \times 100$$

(Gay 1981:298)

2. Calculating the mean score or the students' answer in test by using formula :

$$\bar{X} = \frac{\sum X}{N}$$

Where : \bar{X} = Mean Score

$\sum X$ = Total Score

N = Total Respondent

(Gay, 1981: 298)

3. The formula in collecting the data to analyze the questionnaire as follow:

The researcher used the percentage result using Likert scale. It is explained as follows: Students response questionnaire arranges base on the Likert scale with the following scale

- a. Very high = 5
- b. High = 4
- c. Medium = 3
- d. Low = 2
- e. Very Low = 1

For part one questionnaire, The score of students response calculates with the every single question and looks for the percentage by using formula as follow:

$$\%SRS = \frac{\sum SRS}{SRS \text{ maximum}} \times 100\%$$

Information:

$\sum SRS$: the total of students response score was gotten

SRS maximum : $\sum R \times$ the best score choice

(Dane Bertram, Likert Scales 2014)

CHAPTER IV

FINDINGS AND DISCUSSIONS

The research is conducted based on the steps that had been planned before. The aim of this research is to find out the effect of using website in learning reading at the second grade of SMA PGRI Tamalate Makassar. This chapter presents the finding and discussion of the research

A. Findings.

The finding of this research presents "*The Effects of Websites as A Medium to Develop the Students' Reading Skill at The Second Grade of SMA PGRI Tamalate Makassar*". The effects of websites can be seen clearly in the following explanation:

The data were collected through the result of questionnaire and test. The researcher analyzed the data that obtained from the students' answer. The data consisted of questionnaires and test. Moreover, in this chapter, the finding of this research describe the use of websites to students in Questionnaires, the frequency and percentage the effect of websites to students score in reading test.

1. The use of websites by students.

The use of websites as a medium to develop students reading skills at the second grade of SMA PGRI Tamalate Makassar was presented clearly in the following table :

Table 1: The Students' Scores of Questionnaire About The Use of Websites

No.	Students	Score	%	Classification
1	S-1	37	74	Fair
2.	S-2	40	80	Fair
3.	S-3	41	82	Good
4.	S-4	41	82	Good
5.	S-5	42	84	Good
6.	S-6	25	50	Poor
7.	S-7	45	90	Good
8.	S-8	41	82	Good
9.	S-9	24	48	Poor
10.	S-10	32	64	Less
11.	S-11	24	48	Poor
12.	S-12	42	84	Good
13.	S-13	40	80	Fair
14.	S-14	41	82	Good
15.	S-15	35	70	Less
16.	S-16	43	86	Good
17.	S-17	46	92	Excellent
18.	S-18	50	100	Excellent
19.	S-19	49	98	Excellent
20.	S-20	38	76	Fair

Table 2: The Frequency of the Questionnaire About The Use of Website

Score	Classification	Frequency	Percentage
91-100	Excellent	3	15
81-89	Good	8	40
71-80	Fair	4	20
61-70	Less	2	10
X<60	Poor	3	15
		20	100

The table 1 and 2 show that the data of questionnaire was collected from 20 students at the Second Grade of SMA PGRI Tamalate Makassar and contain 10 indicators of the using websites in learning reading comprehension. There are 3 students get Excellent, 8 students get Good, 4 students get Fair, 2 students get Less and 3 students get Poor. To see clearly in 10 indicators following the table:

Table 3 : The Percentage of indicators about the use of website

No.	INDICATOR	%
1.	Website for learning reading	75.00
2.	Easy in learning reading	82.00
3.	Interesting in learning reading	83.00
4.	Giving more informations	87.00
5.	Usability of websites	87.00
6.	Reading text in websites	83.00
7.	Materials in websites	64.00
8.	Understanding of reading text	77.00
9.	Improving reading comprehension	73.00
10.	Knowing some websites.	65.00

From Table 3 above, the researcher have found that the score of each indicator is more than 50%. Where Website for learning reading gets 75%, Easy in learning reading gets 82%, Interesting in learning reading gets 83 %, Giving more information and Usability of websites gets 87%, Reading text in websites gets 83%, Materials in websites gets 64%, Understanding of reading text gets 77%, Improving reading comprehension gets 73% and Knowing some websites get 65%.

2. The Effect of websites for students' reading skill.

Based on the chapter III, the researcher used test to find out the effect of websites to students in learning reading comprehension. In collecting and analysis data The researcher use students score in reading test. The aspect of reading in that reading test were main idea and vocabulary, the following table show the students' scores in reading:

Table 4 : The Score of the Students' Reading Test

No.	Student	Aspect of Reading		Total score	Mean score	Classification
		Main Idea	Vocabullary			
1.	S-1	60	80	140	70	Fair
2.	S-2	80	60	140	70	Fair
3.	S-3	80	40	120	60	Less
4.	S-4	80	40	120	60	Less
5.	S-5	80	60	140	70	Fair
6.	S-6	40	60	100	50	Poor
7.	S-7	80	80	160	80	Good
8.	S-8	60	80	140	70	Fair
9.	S-9	60	40	100	50	Poor
10.	S-10	60	20	80	40	Poor
11.	S-11	60	20	80	40	Poor
12.	S-12	80	60	140	70	Fair
13.	S-13	80	60	140	70	Fair
14.	S-14	80	40	120	60	Less
15.	S-15	60	40	100	50	Poor
16.	S-16	80	40	120	60	Less
17.	S-17	80	60	140	70	Fair
18.	S-18	80	80	160	80	Good
19.	S-19	80	100	180	90	Excellent
20.	S-20	80	40	120	60	Less
TOTAL	20	1440	1100	2540	1270	Fair
AVERAGE		72	55	127	63.5	

In the table above the researcher explain that the score of the 20 students in main ideas was 1440 with average 72 in each student and the students score in vocabulary get 1100 with average 55 while in total of score in main ideas and vocabulary was 1270 with average 63.5 in Fair category. To see the detail of category of the students score in reading test following table and figure below:

Table 5 : The Classification and Frequency of The Students Reading Test

Score	Classification	Frequency	Percentage
91-100	Excellent	1	5
75-90	Good	2	10
61-74	Fair	7	35
51-60	Less	5	25
X<50	Poor	5	25
		20	100

Based on the table 4 and 5 the researcher have found that the score of the students in excellent category was one student (5%), 10% or 2 students get Good category, 7 students (35%) get Fair and 5 students (25%) get Less and Poor.

In the table 1 before, reseacher have concluded that student with high score in their questionnaire was classified as students who often use websites and the student with low score in their questionnaire was classified as students who rarely use websites in learning reading comprehension. To know the effect of websites, researcher was compared the score of reading test between studnets who often use websites and who rarely used websites. To see clearly the comparison following the table :

Table 6: The Comparison Students' Score

No.	Students	Questionnaire's score	Reading test's Score
1.	S-1	74 (Fair)	70 (Fair)
2.	S-2	80 (Fair)	70 (Fair)
3.	S-3	82 (Good)	60 (Less)
4.	S-4	82 (Good)	60 (Less)
5.	S-5	84 (Good)	70 (Fair)
6.	S-6	25 (Poor)	50 (Poor)
7.	S-7	90 (Good)	80 (Good)
8.	S-8	82 (Good)	70 (Fair)
9.	S-9	48 (Poor)	50 (Poor)
10.	S-10	62 (Less)	40 (Poor)
11.	S-11	48 (Poor)	40 (Poor)
12.	S-12	84 (Good)	70 (Fair)
13.	S-13	80 (Fair)	70 (Fair)
14.	S-14	82 (Good)	60 (Less)
15.	S-15	70 (Less)	50 (Poor)
16.	S-16	86 (Good)	60 (Less)
17.	S-17	92 (Excellent)	70 (Fair)
18.	S-18	100 (Excellent)	80 (Good)
19.	S-19	98 (Excellent)	90 (Excellent)
20.	S-20	76 (Fair)	60 (Less)

Table 6 shows the comparison score between students' score in questionnaire and reading test. There are 8 students get same score in their questionnaire and test. It is S-19 got Excellent, S-7 got Good, S-1, S-2, and S-13 got Fair, and S-6, S-9, S11 got Poor in questionnaire and reading test. It means

that the website gave some effect to the students. To see clearly the comparison following the table:

Table 7 : The Significant Use of Websites

NO.	Often Use (Score)				Seldom Use (Score)			
	Q	C	RT	C	Q	C	RT	C
1.	86.30	Good	70.00	Fair	57.42	Poor	51.42	Poor

From Table 7 above, the researcher has found that students whose often use websites in learning reading get average score 86.30 in questionnaire classified as good then get average score 70.00 in their reading test that classified as fair, while students whose seldom use websites in learning reading get average score 57.42 in their questionnaire then get average score 51.42 in their reading test and both are classified as poor. It means that the students more often use websites in learning reading and have obtained a better achievement than students whose seldom use websites in learning reading.

B. Discussion

Based on the data presentation above in findings of the research in questionnaire and reading test, the discussion is presented as follows:

1. Questionnaire

The data of questionnaire was collected from 20 students at the Second Grade of SMA PGRI Tamalate Makassar and contain 10 indicator of the use of websites in teaching reading comprehension. The researcher found that the score

of each indicator was more than 50%. Where Website for learning reading got 75%, Easy in learning reading got 82%, Interesting in learning reading got 83 %, Giving more information and Usability of websites got 87%, Reading text in websites 83%, Materials in websites 64%, Understanding of reading text got 77%, Improving reading comprehension got 73% and Knowing some websites got 65%.

2. Reading Test

The score of the 20 students in main ideas was 1440 with average 72 in each student and the students score in vocabulary got 1100 with average 55 while in total of score in main ideas and vocabulary was 1270 with average 63.5 in Fair category. The score of the students in excellent category was one student (5%), 10% or 2 students got Good category, 7 students (35%) got Fair and 5 students (25%) got Less and Poor.

3. The Effect of Website in teaching Reading

The researcher found that students that often use websites in learning reading get average score 86.30 in questionnaire classified as good then get average score 70.00 in their reading test that classified as fair, while students get average score 57.42 in their questionnaire then get average score 51.42 in their reading test and both are classified as poor. It means' students that more often use websites in learning reading obtained a better achievement than students whose seldom use websites in learning reading. The use of websites as a medium is effective to develop students' reading skill at the second grade of SMA PGRI Tamalate Makassar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts they were conclusions and suggestions. The first part presents some conclusions based on the data analysis and findings in the previous chapter. Then, the second part presents some suggestions based on the findings and conclusions of this research.

A. Conclusion

The researcher make conclusions as follows:

1. The indicators of questionnaire is how the students use websites as a medium to develop their reading skills. 10 indicators of questionnaire is presented as follows: Website for learning reading, Easy in learning reading gets, Interesting in learning reading gets, Giving more information, Usability of websites, Reading text in websites, Materials in websites, Understanding of reading text, Improving reading comprehension and Knowing some websites. From the result of questionnaire where the score of each indicators is more than 50%. It shows most of students use websites as a medium in learning reading. The conclusion is websites is very usefull for students at the second grade of SMA PGRI Tamalate Makassar.
2. Students that more often use websites in learning reading had obtained a better achievement than the students who rarely use websites in learning reading. It shows from the result of students reading test. The researcher concludes the the effect of websites as a medium developed students reading skill at the the Second Grade of SMA PGRI Tamalate Makassar

B. Suggestion

Based on the conclusions, the researcher gives some suggestion as follows:

1. For the teachers
 - a. The teacher should continuously create various strategies in giving materials for the students.
 - b. The use of websites is very recommended for the teacher in teaching English in order to help the students reading skill.
 - c. The teachers should more highly motivate students to use websites in learning reading.
2. For the students
 - a. The students are recommended to more often using websites for learning reading.
 - b. The students are expected to improve their reading skill.
 - c. The students should be active and motivated to learn English. They can practice English in their daily life, everywhere and everytime.
3. For the next researcher
 - a. The result of this research can also be used as an additional references for the further research.
 - b. There are still many things that have to be observed by the next researcher related to the English subject in reading skill.

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**Apples and
Xmas**

APPENDIX A
INSTRUMENT

Questionnaire

Notes

SA = Strongly Agree

A = Agree

N = Neutral

D = Disagree

SD = Strongly Disagree

No.	Question	SA	A	N	D	SD
1.	I usually use websites in learning reading.					
2.	Websites make me easy to get materials in learning reading.					
3.	Learning reading through websites is more interesting.					
4.	Websites give me more information in learning reading.					
5.	Websites are very usefull for educational need's.					
6.	Websites provide many types of reading texts					
7.	I always search my materials in websites.					
8.	The content of reading text in websites is easy to understand.					
9.	Reading some texts in websites improves my reading comprehension.					
10.	I know some websites about reading skill.					

Indicators of Questionnaire

No.	INDICATOR	(F)	%
1.	Website for learning reading		
2.	Easy in learning reading		
3.	Interesting in learning reading		
4.	Giving more informations		
5.	Usability of websites		
6.	Reading text in websites		
7.	Materials in websites		
8.	Understanding of reading text		
9.	Improving reading comprehension		
10.	Knowing some websites.		

TEST

Text for question number 1-5

Once there was a husband and his wife who had a baby. They had a dog named Bony. It was a very smart dog and faithful to them. The dog used to take care of the baby while were working in the rice field.

One afternoon, while working in the field, they heard Bony barking. It was running toward them. It's mouth smeared with blood. The husband shocked and thought that it had killed their baby. Suddenly he took his sickle and threw it to the dog. It hit the dog's head and the dog head and the dog fell down and died.

Hurriedly they got home and saw the baby sleeping. When the husband looked around in the baby's room, he found a big snake lying on the floor. It was dead and blood spilled everywhere. It seemed the dog had killed the snake and the killed his faithful dog.

1. What is the topic of the story above ?
 - a. The husband angry and killed the snake and the dog
 - a. The dog killed the baby and the snake
 - b. The dog killed the snake to save the baby.
 - c. The husband killed the dog to save his wife.
2. Who was Bony ? Bony was....
 - a. The husband's name
 - b. The wife's name
 - c. The baby's name
 - d. The dog's name

3. Why was the dog running toward the couple ?
 - a. Because it was afraid of snake
 - b. Because the dog wanted to tell that something was dangerous almost happened in their home.
 - c. Because the dog wanted some foods
 - d. Because a snake wanted to catch it.

4. Why was the husband shocked ? Because.....
 - a. He thought the dog hurt and killed his baby
 - b. He was sick
 - c. He saw a snake
 - d. His wife fell down

5. What did the husband and his wife see when they got home?
 - a. They saw the dog killed the snake
 - b. They saw the snake killed the baby
 - c. They saw the baby sleeping
 - d. They saw the dog killed the baby

BEAUTY AND THE BEAST

Beauty is a (1) girl. She was also hard working. She always helped her father on the farm. One day, her father set out for the city. He (2)..... an old castle and went in. No one was in there but there was food on the table ! He picked a rose from the garden for beauty. Suddenly an angry beast appeared. He tried to kill Beauty's father unless Beauty was (3)..... to him.

Beauty's father told his daughter what had happened. Beauty's sisters ordered her to see the beast and had to stay at the castle. She felt scared, lonely and sad. She wanted to run away but was stopped by the beast.

The Beast (4)..... Beauty well. Soon Beauty began to like the Beast. One day through the Beast's magic mirror, Beauty saw that her father was sick. The Beast allowed her to go home. Her father was happy to see her.

One night Beauty had a dream. A fairy told her that the Beast was sick. Beauty hurried back and saw the Beast dying. She began to cry. Tears fell on to the Beast. Suddenly the Beast (5)..... in to a handsome prince. Beauty and the Beast got married and lived happily ever after.

1. (..) Changed
2. (..) Treated
3. (..) Beautiful
4. (..) Brought
5. (..) Saw

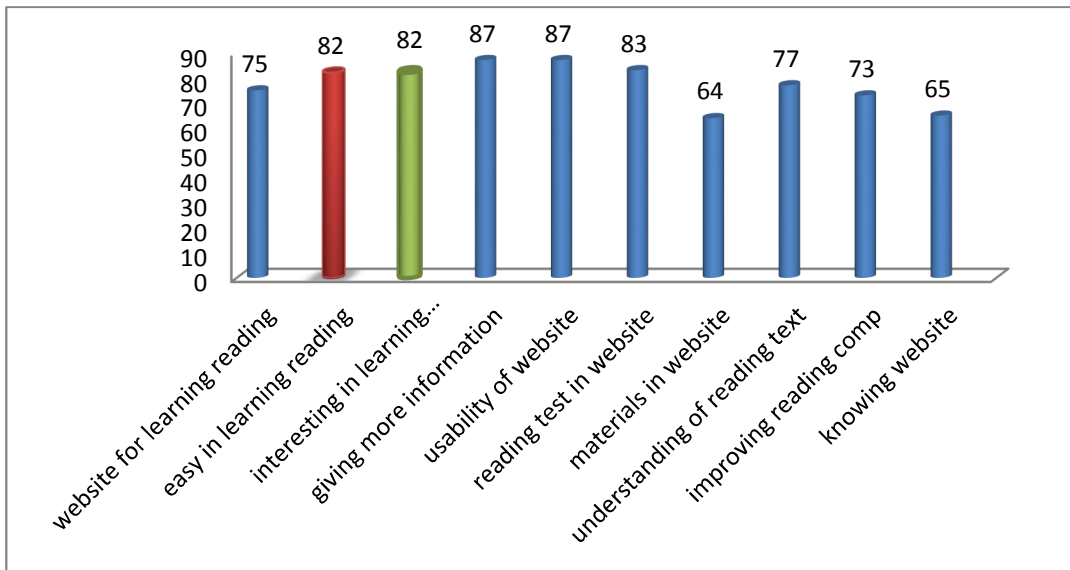
APPENDIX B
DATA ANALYSIS

Table 1 : The students score of questionnaire

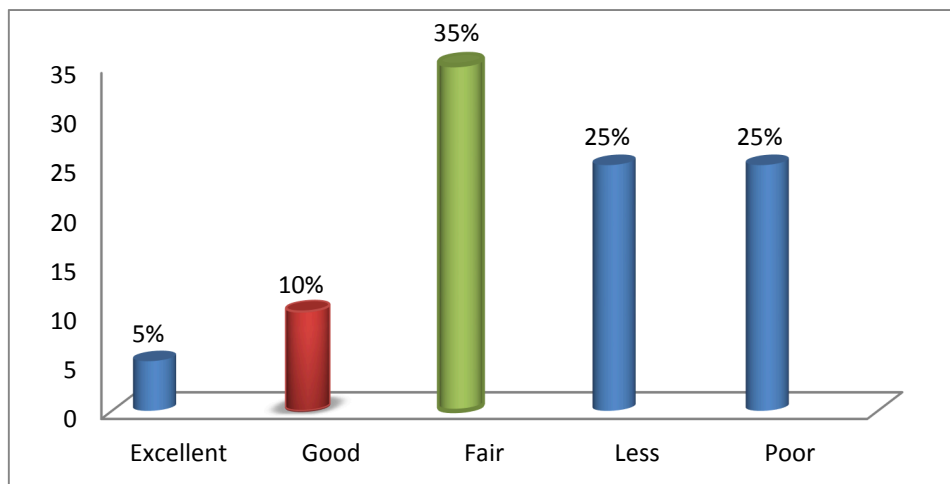
No.	Students	Number of Questionnaire										Total
		1	2	3	4	5	6	7	8	9	10	
1	S-1	5	4	4	4	4	3	3	3	3	4	37
2	S-2	4	5	5	4	4	4	3	4	3	4	40
3	S-3	5	4	4	4	4	4	4	4	4	4	41
4	S-4	4	4	4	5	5	4	3	4	4	4	41
5	S-5	4	5	4	4	5	5	3	4	4	4	42
6	S-6	2	3	3	3	3	4	2	2	2	1	25
7	S-7	5	5	5	5	5	5	2	5	4	4	45
8	S-8	4	4	4	4	5	5	4	5	5	1	41
9	S-9	2	1	3	4	3	3	2	3	2	1	24
10	S-10	2	2	3	4	4	4	3	4	4	1	31
11	S-11	2	2	2	3	3	4	3	3	3	3	24
12	S-12	3	5	4	5	5	5	5	4	3	3	42
13	S-13	4	5	5	5	4	4	3	4	3	3	42
14	S-14	4	5	5	5	5	4	3	4	3	3	41
15	S-15	4	5	4	4	4	3	1	3	4	3	35
16	S-16	4	4	5	5	5	5	4	4	4	3	43
17	S-17	4	4	5	5	5	5	4	4	5	5	46
18	S-18	5	5	5	5	5	5	5	5	5	5	50
19	S-19	4	5	5	5	5	5	5	5	5	5	49
20	S-20	4	5	4	4	4	2	3	4	4	4	38
Tot		75	82	82	87	87	83	64	77	73	65	772

Avg		3.75	4.1	4.15	4.35	4.35	4.15	3.25	3.9	3.7	3.25	3.98
%		75%	82%	82%	87%	87%	83%	64%	77%	73%	65%	78%

Figure 1 : The Percentage of indicator



The Figure 2 : The Chart of the Students Score



APPENDIX C
DOCUMENTATIONS

Documentations



CURRICULUM VITAE



Ika Sartika was born on June 08th, 1995 in Sengkang. She has 2 brothers and 3 sisters. She lives at Sengkang, Wajo regency. She is the fourth child from the couple of Ahkar Bsw and Hj. Syahriani S.Pd. She started her education, first was in elementary school at SDN 258 Teddaopu and she graduated in 2007. Then, she continued at SMP 1 Sengkang, she graduated in 2010. And she continued at SMA 2 Sengkang and graduated in 2013. In the same time, she entered the English Department field at Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis with title **THE EFFECTS OF WEBSITES AS A MEDIUM TO DEVELOP THE STUDENTS' READING SKILL (A Study at the Second Grade of SMA PGRI Tamalate Makassar)**.