

# **INTERNET-BASED MATERIALS FOR IMPROVING STUDENTS' READING COMPREHENSION**

(CLASSROOM ACTION RESEARCH AT CLASS XI TGB SMK NEGERI 5  
SURAKARTA IN THE ACADEMIC YEAR OF 2016/2017)

## **THESIS**

Presented as Partial Fulfillment of the Requirements for the Magister Degree of  
Language Education Programme



**By**

**EKO NUGROHO  
NIM: 15PS01729**

**GRADUATE PROGRAMME  
WIDYA DHARMA UNIVERSITY KLATEN  
2017**


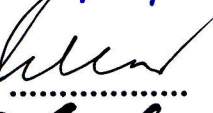


**ACCEPTANCE**

This Thesis has been examined by the board of Thesis Examiners of Graduate School of Widya Dharma University Klaten, and has been accepted as a partial fulfillment of requirements for the School Graduate Degree of English Education

On: July 20, 2017

By:

Board of Thesis Examiners:

Occupation	Names	Signature
Chairman	<b>Dr. D.B. Putut Setiyadi, M.Hum</b> NIP. 19600412 198901 1 001	
Secretary	<b>Dr. Hersulastuti, M.Hum</b> NIP. 19650421 198703 2 002	
Examiner I	<b>Prof. Dr. Herman J Waluyo, M.Pd</b> NIK. 690 115 345	
Examiner II	<b>Dr. Endang Eko Djati S, M.Hum</b> NIK. 690 886 103	



Director of Graduate Program,

**Prof. Dr. Herman J Waluyo, M.Pd**  
NIK. 690 115 345

The Head of Language Education  
Study Programme


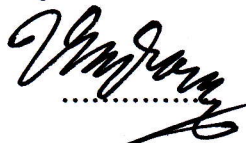
**Dr. D.B. Putut Setiyadi, M.Hum**  
NIP. 19600412 198901 1 001

**APPROVAL**

**INTERNET-BASED MATERIALS FOR IMPROVING STUDENTS'  
READING COMPREHENSION**  
(CLASSROOM ACTION RESEARCH AT CLASS XI TGB SMK NEGERI 5 SURAKARTA IN  
THE ACADEMIC YEAR OF 2016/2017)

**EKO NUGROHO**  
**NIM: 15PS01729**

The Board of Consultants of English Education Department, Graduate School of Widya Dharma University Klaten, has approved this thesis.

Name	Signature	Date
Consultant I <b>Prof. Dr. Herman J. Waluyo, M.Pd</b> <b>NIK. 690 115 345</b>		.....
Consultant II <b>Dr. Endang Eko Djati S, M.Hum</b> <b>NIK. 690 886 103</b>		.....

The Head of Language Education Study Programme,



  
**Dr. B. Putut Setiyadi, M.Hum**  
**NIP. 19600412 198901 1 001**

## PRONOUNCEMENT

This is to certify that I myself write this thesis entitle” INTERNET-BASED MATERIALS FOR IMPROVING STUDENTS’ READING COMPREHENSION (A Classroom Action Research at class XI TGB SMK Negeri 5 Surakarta in the Academic year of 2016/ 2017)”

It is not a plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 20 July 2017



Eko Nugroho

## **MOTTO**

Anything is possible for someone who has faith

( Mark, 9: 23)

## ACKNOWLEDGEMENT



Alhamdulillah Rabbil Alamin, without the blessing of the Almighty Allah SWT, the researcher would have never been able to begin and finish writing this thesis. The researcher realizes that this thesis could have never been completed without the assistance of a number of people. Therefore, the researcher would like to thank them.

1. Prof. Dr. Herman J Waluyo, M.Pd, the Director of the Graduate Program of Widya Dharma University Klaten
2. Dr. D.B. Putut Setiyadi, M.Hum., the Head of Language Education Study Progamme
3. Prof. Dr. Herman J. Waluyo, M.Pd., the first consultant, for his support, who patiently guided and supported him by providing his suggestion, motivation, and correction.
4. Dr. Endang Eko Djati S, M.Hum., the second consultant, for her support, advice, and correction.
5. Drs. Edi Haryana. M.Pd., the Headmaster of SMK Negeri 5 Surakarta for his permission that the researcher could carry out the research in this school.
6. Dra. Endah Nuningsih, the Collaborator, who always accompanies him in this research.

7. All students of SMK Negeri 5 Surakarta, especially Class XI TGB who sacrificed their activity and time for being the population in the research.
8. The researcher would also like to thank all his friends who have given their help in the writing of this thesis.
9. Finally, my loveliest appreciation given to my mother, my wife, and family who always expect for the best and pray all the time for his success.

The writer realizes that this thesis is not perfect. Therefore, the writer accepts suggestion and criticism for its improvement. He hopes that this thesis will be useful for the readers.

May the Almighty Allah SWT bless us now and forever.

Karangpandan, 20 July 2017

**EKO NUGROHO**

## TABLE OF CONTENTS

<b>TITLE</b> .....	i
<b>APPROVAL</b> .....	ii
<b>ACCEPTANCE</b> .....	iii
<b>PRONOUNCEMENT</b> .....	iv
<b>MOTTO</b> .....	v
<b>ACKNOWLEDGEMENT</b> .....	vi
<b>TABLE OF CONTENTS</b> .....	viii
<b>LIST of TABLES</b> .....	xiii
<b>LIST of FIGURES</b> .....	xiv
<b>LIST of APPENDICES</b> .....	xv
<b>ABSTRACT</b> .....	iv
<b>CHAPTER I INTRODUCTION</b>	
A. Background of the Study .....	1
B. Identification of the Problems .....	6
C. Limitation of the Problems .....	6
D. Statement of the Problems .....	7
E. Objectives of the Research .....	7
F. Benefits of the Research .....	8
1. Theoretical Benefits .....	8
2. Practical Benefits .....	9



## CHAPTER II REVIEW OF RELATED THEORIES

A. The Concept of Reading.....	10
1. The Nature of Reading .....	10
2. Reading Comprehension .....	11
3. The Level of Reading Comprehension .....	13
4. The Techniques of Reading .....	14
5. Micro Skill and Macro Skill of Reading .....	15
6. Skill in Reading Comprehension .....	18
7. Assessing and Evaluating Reading Comprehension .....	20
8. Elements of Reading Comprehension.....	21
9. Construct and Indicators of Reading.....	23
B. Teaching Reading Comprehension .....	24
1. Teaching Reading.....	24
2. Teaching Reading Using Internet-based materials in TGB ... ..	26
3. Classroom Climate in Reading Classes.....	28
4. Curriculum .....	32
5. Teaching Media.....	36
C. Internet.....	43
1. The Definitions and Features of Internet Materials.....	43
2. The Advantages and Disadvantages in Internet Materials.....	46
D. Narrative.....	50
1. Social Function .....	50
2. Generic Structure .....	51

3. Language Feature .....	52
E. The Students' Activities in the classroom .....	53
F. Relevant Studies .....	58
G. Rationale.....	59
H. Action Hypothesis .....	61

**CHAPTER III RESEARCH METHODOLOGY**

A. Research Setting.....	62
B. Subject of the Research .....	62
C. Time of the Research.....	62
D. Research Method.....	63
1. The Concept of Classroom Action Research .....	63
2. Design of Classroom Action Research .....	64
3. The Reason of Using Classroom Action Research .....	65
E. Research Procedures.....	65
1. Identifying the problem.....	66
2. Implementing the Action Research.....	67
3. Doing Evaluation .....	69
F. Data Source.....	69
G. Technique of Collecting Data .....	70
1. Test.....	70
2. Observation .....	72
3. Interview .....	72

H. Technique of Analyzing Data .....	73
1. Technique of Analyzing Quantitative Data.....	73
2. Technique of Analyzing Qualitative Data.....	75

**CHAPTER IV RESEARCH FINDINGS AND DISCUSSION**

A. Situation Prior to the Research.....	78
B. Implementation of Action Research.....	86
1. Cycle I.....	86
2. Cycle 2 .....	99
C. Observing the Action.....	105
1. The teaching and learning process of reading.....	105
2. The Students’ Reading Comprehension.....	106
D. Findings and Discussion .....	110

**CHAPTER V CONCLUSION, IMPLICATION, SUGGESTION, AND RECOMMENDATION**

A. Conclusion.....	115
1. Internet-based materials can improve the students’ reading comprehension .....	115
2. The media of internet can improve the students’ activities in the classroom.....	116
B. Implication.....	116
C. Suggestion .....	117

<b>BIBLIOGRAPHY</b> .....	118
<b>APPENDICES</b> .....	122

## LIST OF TABLES

Table 1	The Time table of the Research .....	63
Table 2	The System of Scores Category .....	74
Table 3	The Procedures of the Research.....	77
Table 4	The Summary of Situation Prior to Action Research Implementation .....	80
Table 5	Pre-test Average Score.....	84
Table 6	Percentage of Students' Activity in the classroom .....	85
Table 7	The Improvement of the Average Score Cycle 1.....	94
Table 8	Percentage of Students' Activity in the classroom in cycle 1 .....	95
Table 9	The Summary of Situation Prior the Research and Situation Cycle 1 .....	97
Table 10	The Students' Reading Comprehension Investigated in Cycle 1 .....	100
Table 11	The Improvement of the Average Score in Cycle 2.....	106
Table 12	Percentage of Students' Activity in the classroom in cycle 2.....	106
Table 13	The Summary of Situation Prior the Research and Situation Cycle 2.....	108

## LIST OF FIGURES

Figure 1	Elementary Model of Action Research by Kurt Lewin .....	64
Figure 2	The researcher and his collaborator .....	79
Figure 3	The students are using the internet to study narrative.....	89
Figure 4	The students are discussing in small group.....	91
Figure 5	The students are doing the post test .....	92
Figure 6	The students are studying about the narrative text from the internet.....	102
Figure 7	The students are discussing with their group .....	104
Figure 8	The students are doing the post-test.....	105

## LIST OF APPENDICES

Appendix 1	Pre-Test Items .....	122
Appendix 2	Key to Pre-Test .....	127
Appendix 3	Result of The Pre-Test .....	128
Appendix 4	Validity of Pre-Test.....	129
Appendix 5	Computation Validity of The Pre-Test.....	132
Appendix 6	Reliability of The Pre-Test.....	134
Appendix 7	Reliability Computation of The Pre-Test.....	135
Appendix 8	Silabus SMA/ MA.....	136
Appendix 9	Rencana Pelaksanaan Pembelajaran Siklus 1 .....	140
Appendix 10	Post-Test Items.....	149
Appendix 11	Key to Post-Test 1 .....	156
Appendix 12	Result of Post-Test 1 .....	157
Appendix 13	Validity of Post-Test 1 .....	158
Appendix 14	Validity Computation of Post-Test 1 .....	161
Appendix 15	Reliability of Post-Test 1 .....	163
Appendix 16	Reliability Computation of Post-Test 1.....	165
Appendix 17	Rencana Pelaksanaan Pembelajaran Post-Test 2 .....	166
Appendix 18	Post-Test 2 Items.....	175
Appendix 19	Key to Post-Test 2.....	182
Appendix 20	Result of The Post-Test 2.....	183
Appendix 21	Validity of Post-Test 2 .....	184
Appendix 22	Validity Computation of Post-Test 2 .....	187
Appendix 23	Reliability of Post-Test 2 .....	189

Appendix 24	Reliability Computation of Post-Test 2.....	191
Appendix 25	The Researcher's Fieldnotes Meeting 1 Cycle 1.....	192
Appendix 26	The Researcher's Fieldnotes Meeting 2 Cycle 1.....	194
Appendix 27	The Researcher's Fieldnotes Meeting 3 Cycle 1.....	196
Appendix 28	The Researcher's Fieldnotes Meeting 1 Cycle 2.....	197
Appendix 29	The Researcher's Fieldnotes Meeting 2 Cycle 2.....	198
Appendix 30	The Researcher's Fieldnotes Meeting 3 Cycle 2.....	199
Appendix 31	Lembar Observasi Guru .....	200



## **ABSTRACT**

Eko Nugroho, NIM: 15PS01729. "INTERNET-BASED MATERIALS FOR IMPROVING STUDENTS' READING COMPREHENSION". Education Program, Graduate Programme Widya Dharma University, Klaten 2017.

This action research is aimed at improving the students' reading comprehension. Prior to the research, the students showed low reading comprehension. After identifying the problem and root of the problem, considering students' characteristics as well as several theoretical review, Internet-based materials was chosen to overcome the problem. This action research is then focused in finding out whether or not internet-based materials can improve students' reading comprehension. In addition, to find out whether or not internet-based materials can increase the students' activities in the teaching-learning process in the classroom.

The method of the research is action research. The subject of the research is the students of SMK Negeri 5 Surakarta in the eleventh grade which has 30 students. The research was conducted from September, 2016 to December, 2016 at SMK Negeri 5 Surakarta. It was carried out in two cycles including 6 meetings. There were series of steps in each cycle, namely identifying problem, planning, implementation, observation, reflection, and revising the plan. The techniques for collecting the data were: 1) observation; 2) interview; and 3) test.

Therefore, it is suggested that teachers should be creative to use various material resources and create an interesting form of internet-based materials in teaching reading so the students are interested and actively involved in teaching and learning process. In addition, the improvements of students' reading comprehension can be seen from the improvement of the mean score. The mean score of pre-test was 58.63 and it increased to 64.07 in post-test cycle 1 and it increased again to 68.37 in post-test cycle 2. From the result of the test and the observation, it showed that after the researcher conducted the research, there was significant improvement of students' reading comprehension. The students' achievement increased in every cycle. Internet-based materials can also improve the classroom climate including the students' participation and students' motivation in the class. This can be seen from the students' attitude in joining all activities during the research

Keyword: Internet-based materials, Strategy, Reading, Narrative Text.



## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading is not merely a receptive process of picking up information from the page in a word-by word manner (Grabe, 1991: 79). Rather, it is a selective process and characterized as an active process of comprehending. Therefore, the readers find it important to employ reading strategies to read English texts more effectively.

Reading needs identification and also interpretation process which require the reader's knowledge about the language structure used in the text and his knowledge about a given topic (Nunan, 1998: 33)

Reading depends on the efficient interaction between linguistic knowledge and knowledge of the world (Clarke and Silberte in Brown, 1994: 284). Schema theory emphasizes this other side of the reading process, the conceptually driven or top-down processing that brings a whole host of background information into the area of making decisions about what something "means".

There are four competencies in English. They are listening, speaking, reading, and writing (Gunadi, 2009: 1). Students should be able to master them all to compete in facing the global challenge. In the reading class students have to master how to find the main idea, vocabulary, detail, and inference to comprehend the reading text. Because those aspects are usually appeared in the final examination.

In Indonesia, the ability to read texts in English is very important for students as a bridge to understand the text books they read. By reading, they can enrich their insight and knowledge. Actually, reading cannot be separated from comprehension. Without comprehending the text, the reader will not understand the message in the text.

The condition of the school, in SMK Negeri 5 Surakarta, where the researcher held the research and teaches basically similar, students' ability to comprehend or understand a reading text is low. They get difficulty in reading detail and inference. The condition is influenced by many factors. One of them is students do not have the courage to explain/ to ask their difficulties to the teachers. They cannot solve the problem given by their teacher. Many of them do not do the homework given by their teacher on time.

Some English teachers at the school where the researcher carries out a research still used the teacher-centered method and traditional method in teaching English. Some of them just focus on teaching grammar and reading using grammar translation method. They enter the class and explain certain grammar, and then they ask the students to translate sentences or passage materials from Indonesian into English or vice versa using the grammar being discussed. Besides that, they ask the students to find the meaning of difficult words in the text by opening the dictionary.

They used monotonous method in their teaching-learning process and are not motivated to find new strategies or methods which are more interesting and effective. In fact, students need a new strategy or method to encourage

them to improve their understanding about the reading text. It means that they need a certain condition to express their aspiration.

Permendiknas no. 24, 2006 states that the teachers under Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional can develop KTSP curriculum innovatively. It means that the teacher has the right in using method or technique in a teaching as long as the technique can achieve instructional goals. The teacher has to be able to make an interesting material and to use an interesting technique.

The latest Decree of Indonesian Minister of National Education Peraturan Mendiknas RI no. 23 year 2006 states in reading competence the graduates of Senior High School level are demanded to have the ability to comprehend the content of written interpersonal and transactional discourse both formally and informally in the forms of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review in daily life context. For the language department the competence of public speaking in academic context and popular literature work and simple authentic in daily real life is added.

The advancement of information technology has caused almost existing phenomena on the globe to become transparent and interrelated so that interaction among nations has become stronger. The closeness of interaction among nations has prompted the function of a foreign language to become very significant. As a result, the teaching and learning of a foreign

language has been placed in a very important position. English as an international language has been taught in almost all countries in the world.

Lengkanawati (2004: 2) states that the proficiency in English of secondary school graduates will create disappointment among teachers themselves as well as parents. The unsatisfying quality of English in Indonesia of course is related to various different variables ([http://www.asian-efl-journal.com/04\\_nsl.php](http://www.asian-efl-journal.com/04_nsl.php)). The variables, amongst others, are: the big class sizes and teachers with poor mastery of English (Yuwono, 2005: 4).

In Indonesia, English is the first foreign language taught at school. Because of that fact, Indonesian learners become foreign language readers. They use their background knowledge and all elements of reading processes, such as the topic, text structure, their knowledge of the world, patient, carefulness, consciousness, habitual action, and their persistence to get the goal of reading comprehension.

English has been taught for many years in Indonesia. Nowadays, English words and expressions can be heard in almost our all of daily activities, like in electronic and printed media. However, it is no guarantee that the students have a good understanding in reading. At the same time, many students think that English is a difficult subject at school or college. Some causes that make English difficult are the teachers, situation in the class, the students' background, and materials.

Since it was first taught, there have been problems in the teaching of English as a foreign language (Yuwono, 2005: 4). The problems, among others, are:

- a. Limited time allocated for teaching English
- b. Students do not have enough time to actually learn to speak English in class because the teacher is more concerned to teach the grammar and syntax.
- c. The absence of good and authentic learning materials
- d. The absence of the social uses of English outside the classroom
- e. The total number of students held in a classroom of state senior high schools is often more than 40, a number which can cause difficulty for teachers to pay attention to each student individually.
- f. Financial difficulty for financing authentic English mass media publication.

This research considers the potential of the internet-based materials to support reading for struggling readers. The teacher shows a new innovation for choosing internet-based materials and integrating it into reading instruction effectively and independently. The use of internet-based materials can force the students to be active learners, as they are motivated by the technique as well as they are challenged to fulfill the task given in their monitor in a certain time for each number. The students deal with the text individually and try to understand the text in a specific time. Based on the fact in this research, the writer as the teacher brings forward the way of teaching using internet-based

materials which has been completed with instructions for the students, so the teacher only needs to give several instructions orally at the beginning of the activity and observe the students' activity in using software for reading. The reading software will encourage students to be active and independent learners. That's why; the researcher uses the internet-based materials for improving students' reading comprehension as the solution of the absence of good and authentic learning materials.

## **B. Identification of the Problems**

Based on the background of the study, there are some problems identified. They are:

1. Why does reading skill become difficult?
2. How to improve the reading comprehension of the students?
3. Does the teacher have to choose appropriate and interesting reading materials based on the students' needs?
4. How to find the appropriate and interesting reading material for the students?
5. Are using internet-based materials more effective?

## **C. Limitation of the Problems**

The limitations of the problems in this research are:

1. The researcher only focuses on the attempt to improve students' reading comprehension problems in terms of finding the main idea, inference, detail, and vocabulary.



2. The internet-based materials used are only taken from websites and blogs. The materials of reading comprehension are narrative.
3. The reading materials are applied in teaching reading comprehension to the eleventh year of TGB (Teknik Gambar Bangunan) SMK Negeri 5 Surakarta in the academic year of 2016/2017.

#### **D. Statement of the Problems**

Based on the background above, the writer identifies some problems, as follows:

1. Can internet-based materials improve students' reading comprehension skill of the academic year 2016/2017?
2. Can internet-based materials increase the students' activities in the teaching-learning process in the classroom of the eleventh year of TGB SMK Negeri 5 Surakarta in academy year 2016/2017?

#### **E. Objectives of the Research**

The objectives of the research are:

1. To know whether the use of internet-based materials can improve students' reading comprehension of the eleventh year of TGB SMK Negeri 5 Surakarta in academy year 2016/2017
2. To describe what happen when internet-based materials are applied in teaching narrative reading of the academic year 2016/2017.

## **F. Benefits of the Research**

The result of the study is expected to offer both theoretical and practical benefits as follow:

### **1. Theoretical Benefits**

Theoretically, the result of this research may give contribution as follow:

#### **a. For other researchers**

This research should be beneficial and interesting for the researchers and scholars in the wider community specially those persons concerned with teaching by using internet-based materials. This will also give additional references and contribution for the next research about the use of internet-based materials in teaching. Furthermore, this research may inspire and encourage other researchers to conduct similar or even broader research on developing a model of teaching using internet-based materials for vocational school or other level.

#### **b. For English Teachers**

The teaching model can help the teacher vary their teaching. It can also optimize the use of internet-based materials in teaching which is monotonously to display Power Point slide only. Obviously, this can also help the teachers save their time to do other teaching activities since the internet-based materials can deliver the feedback directly

after the pupils have done the task. As a result, it can enhance the pupils' motivation in learning.

**c. For students**

By using internet-based materials in learning process, the students can be motivated in learning. The motivation, then, can positively affect their learning outcome. It goes without saying that it can help to enhance the students' reading skill.

**2. Practical Benefits**

Practically, the result of this research may give contribution as follows:

**a. For other researchers**

This research may provide other researchers a better understanding of teaching reading by using internet-based materials especially for the eleventh graders of vocational schools.

**b. For English teachers**

The teaching model can be used by the teacher in the classroom. Hopefully, the teachers can apply it appropriately so they can achieve the learning objectives as well as possible.

**c. For students**

Students have to develop their mastery of reading. It is expected that they will improve their mastery after being taught by using the model of teaching reading using internet-based materials.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, SUGGESTIONS, AND RECOMMENDATION**

#### **A. Conclusion**

After the researcher did the action research by using internet-based material to improve the students' reading comprehension in eleventh grade of TGB in SMK Negeri 5 Surakarta in the academic year 2016/2017. The researcher got conclusion, as follows:

##### **1. Internet-based materials can improve the students' reading comprehension**

The action research carried out in SMK Negeri 5 Surakarta, showed that teaching reading using internet based materials could significantly improve the students, reading comprehension. Before the research, the students were lack of motivation primarily because of the teacher technique which did not promote the students active learning. The teacher did not consider his students characteristics in his teaching. The students' low reading comprehension was closely related to this problem. Therefore the researcher implemented a different technique i.e. using internet based materials to overcome the root of the problem so that the students' reading comprehension can be improved. By using internet based materials, the students seemed to be more motivated and actively involved in the lesson.

The implementation of internet based materials in cycle one encountered problems and failures. Four main problems were some students still found difficulties in finding the main idea, detail information, and meaning of words and

reference. They got difficulties to conclude what the text about. The students got difficulties in finding the implicit information of the text. They were also not able to find the meaning of the words using clues and conclude the meaning of the sentence. Some students were still shy to answer questions and express their ideas. They knew the answer but they had no courage to show off.

## **2. The media of internet can improve the students' activities in the classroom.**

When the internet-based material was applied in the class, all of the students were very enthusiastic to follow the class. In fact, the internet-based materials could improve the students' activities in the classroom, in term of attracting the students' attention that make them concentrate on the lesson, motivating the students in the teaching and learning process, and enhancing the students' participation in the class. Besides that, the internet-based material also made the teacher teach their students easily. The dominancy of the teacher had been eliminated.

### **B. Implication**

Based on the result and the fact, there is a significant enhancement in reading comprehension achieved by the students through the internet-based materials. It implies that the internet-based materials which was interesting and different from the common reading media. The internet-based materials are very beneficial to be applied in teaching learning process. The internet-based materials which are supported with computers, internet access and multimedia room had attracted the students' attention so that they are interested to get involved and be active in reading activity. As they are interested, their motivation to follow the

reading activity increases. They get better understanding of the text given, as the result, their performance is better. Finally, their competences in reading enhance.

Related to narrative, narrative can be defined based on its social function, generic structure, and language feature as a text which says the past activities or event which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader.

### **C. Suggestion**

After carrying out the study and obtaining the conclusion of the study, it can be suggested that for continuation, other researcher could deeply research the use of implementing internet-based materials in teaching reading. It is hoped that the result of the study can be used as additional reference for further research in different context that will give contribution in teaching English.

## BIBLIOGRAPHY

- Adams, Marilyn Jager. (1990). *Beginning to Read: Thinking and Learning about Print*, MIT Press.
- Aebersold, Jo Ann and Mary Lee Field. (1997). *From Reader to Reading Teacher*. USA: Cambridge University Press.
- Allwright, D., & Bailey, K.M. (1991). *Focus on the Language Classroom*. New York: Cambridge University Press.
- Blachowicz, Camille., and Donna Ogle. (2008). *Reading Comprehension Strategies for Independent Learners*. New York: Guilford Press.
- Brown, H.D. (1994). *Principles of Language Learning and Teaching*. Englewood Cliffs: Prentice Hall Regents.
- Brown, H.D. (2001). *Teaching by Principles, An interactive Approach to Language Pedagogy*. London: Longman
- Burns, A. (1999). *Collaborative Action Research for English Language Teachers*. Cambridge: Cambridge University Press.
- C. Nutall. (2006). *Teaching Reading Skills in a Foreign Language*. Oxford: Macmillan Education.
- Celce-Murcia, Marianne. (2001). *Teaching English as a Second or Foreign Language*. United States of America: Thomson Learning Inc.
- Cook, G. (1997). *Discourse*. Oxford: Oxford University Press.
- Dick, W; Carey, L and Carey, J.O. (2001). *The Systematic Design of Instruction*. London: Longman.
- Fish, C., & Hurst, B. (2003). Paraphrasing for Comprehension. *The Reading Teacher*, 57(2), 182+. Retrieved August 12, 2009, from Questia database.
- Freeman, Larson, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- Gagne, Robert, M. (1977). *The conditions of Learning*. New York: Holt, Rinehart and Winston.
- Grabe, William. (1991). *Current developments in Second Language Reading Research*. TESOL. Quarterly 25(3), 375-406.
- Graddol, D. (2000). *The Future of English (on-line) The English Company (UK) Ltd*: <http://www.english.co.uk>.

- Grellet, Françoise. (1981). *Developing Reading Skills: A Practical guide to Reading Comprehension Exercises*. New York: Cambridge University Press.
- Gronlund, N.E. (1991). *Measurement and Evaluation in Teaching*. New York: Macmillan Publishing Co.Inc.
- Gunadi, (2009). *Bahasa Inggris SMA*. Malang
- Haris, D.P. (1969). *Testing English as a Second Language*. New York: McGraw-Hill Book Company.
- Harmer, Jeremy. (2000). *How to teach English*. Britain: Pearson Longman.
- Harvey, Stephanie, and Anne Goudvis (2002). *Strategies That Work*. Ontario: Pembroke Publishers Limited.
- Hornby, A. S. (1995). *Oxford Advanced Learners' Dictionary*. New York: Oxford University Press.
- Impey, G., Underhill, N. (1964). *The ELT Manager's Handbook*. Oxford: Heinemann.
- James, C. (1998). *Contrastive Analysis*. London: Longman.
- Kasanga, Luanga A. (2006). *Requests in a south Africa Variety of English*. World Englishes 25. 1, 65-89.
- Lengkanawati, Nenden Sri. (1990). *Aspek Logika dan Aspek Linguistik dalam Kemampuan Menulis Bahasa Indonesia dan Bahasa Inggris*. Bandung: IKIP Bandung.
- Mayer, Richard. (2003). *Learning and Instruction*. Upper Saddle River, New Jersey: Pearson Education, Inc.
- McNeil, John D. (1992), *Reading Comprehension*, Third Edition, Harper Collin Publisher, Los Angeles: University of California
- McNiff, J. & Whitehead, J. (2006) *All You Need To Know About Action Research*, London; Sage.
- Moleong, Lexi J. (2004). *Methodologi Penelitian Kualitatif*. Bandung: Penerbit PT Remaja Rosdakarya.
- Ngadiso. (2007). *Module on Thesis Proposal: Semester 2*. Surakarta: Sebelas Maret University Press.
- Nunan, D. (1998). *Designing Task for the Communication Classroom*. Cambridge: Cambridge University Press.



- O'Grady, W., Dobrovolsky, M., Katamba, F. (Eds). (1996). *Contemporary Linguistics An Introduction*. London: Longman
- Pardiyono. (2007). *Pasti Bisa! Teaching Genre-Based Writing*. Yogyakarta: Andi Offset.
- Pressley, M. (2006). *Reading Instruction That Works: The Case for Balanced Teaching*. New York: Guilford Press.
- Purwanto, Ngalm M. (1985). *Prinsip-prinsip & Teknik Evaluasi Pengajaran*. Jakarta: CV. Remadja Karya.
- Purwanti M., Marta Yuliani. (2005). *English for a Better life*. Bandung; Pakar Raya
- Richards, J.C. (1997). *Curriculum Development in Language Teaching*. Cambridge: Cambridge Language Education.
- Richards, J.C., Renandya, W.A. (2005). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Richards, J.C., and Rodgers, T.S. (2001). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Richards, J.C., Lockhart, C. (1997). *Reflexive Teaching in Second Language Classroom*. Cambridge: Cambridge University Press.
- Schweizer, H. (1999). *Designing and Teaching an On-line Course*. Needham Height: A Pearson Education Company.
- Slobin, D.I. (1974). *Psycholinguistics*. Lilinois: Scott, Foresman and Company.
- Smaldino, Sharon E. (2012). *Instructional Technology & Media for Learning*. Penerbit: Kencana
- Snow, Catherine. (2002). *Reading for Understanding*. Pittsburgh: RAND.
- Spears, Deanne Milan. (2000). *Improving Reading Skills, Fourth Edition*. San Francisco: McGraw Hill Companies Inc.
- Sudarwati Th. M., Eudia Grace. (2007). *Look Ahead an English Course 2*. Jakarta: Erlangga.
- Suharsini, Arikunto. (1998). *Dasar-dasar Evaluasi Pendidikan (Edisi Revisi)*. Jakarta: Bumi Aksara.
- Sutopo. (2006). *Metode Penelitian Kualitatif*. Surakarta: Universitas Sebelas Maret.
- Teeler, D., Gray, P. (2000). *How to Use the Internet in ELT*. Essex: Longman.

Tuckman, B.W. (1978). *Conducting Education Research*. New York: Harcourt Brace Jovanovich, Inc.

Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

Weir, C.J. (1990). *Communicative Language Testing*. New York: Prentice Hall.

White, R., Martin, M., Stimson, M; Hodge, R. (2001). *Management in English Language Teaching*. Cambridge: Cambridge University Press.

William, J. (2007). *Reading in the Language Classroom*. London: Macmillan.