

CHAPTER I

INTRODUCTION

A. Background of the Study

The appropriate online reading strategies in school context are challenging due to online media disruption. The online resources sometimes used as reference for the learners. Some educational institutions apply these resources in purpose to teach students that online text could be reference among the students to support their learning. However, the students still find it difficult to deal with online resources especially when they need to read. Those difficulties are the length of the text, complexity of the text and lacks level of vocabulary (Huang, 2009). This study proves that teach online reading strategies such as improve students' awareness on the use of strategy, giving example the strategies, scaffold learning, practices, evaluation, and giving feedback to students may enhance their ability in facing challenges of online texts and lead them to be good readers. Another proof shows that good readers tend to apply online reading strategies more frequently than the poor ones, which means that the use of online reading strategies can help students in reading online text (Anastasiou & Griva, 2009; Huang, 2009). Hence, the students' online reading strategies are needed to be identified in order to help students consider which strategies they should use to read.

In the past ten years, studies found that Indonesian students have low comprehension in reading text both in online and offline text as both require

similar prior knowledge in order to gain information from the texts (Syatriana, 1998; Hamra, 1996; Kweldju, 2001, as cited in Pammu et al, 2014; Coiro & Dobler, 2007). Whereas, some learning activities in high school sometimes use online texts in the classroom. The form of online texts are online articles, online news, social media, and downloadable e-book. It occurs when teacher asks his/her students to open any online text based on the material they are learning. Therefore, the students may face difficulties when they are reading online texts such as hypertexts system, difficulty of searching information (Coiro & Dobler, 2007; Eagleton and Dobler, 2007).

The previous studies tend to identify online reading strategies through observation, interview and document analysis in junior high school level (Masruroh, 2015), and university students (Pammu et al, 2014). Meanwhile, the research on online reading itself has been conducted in United States such as Kymes's research (2007) and Lester's research (2012), and South East Asia such as Abidin et al's research (2011) in rural area context. Both Abidin et al (2011) & Lester (2012) highlight the issue of online reading in rural area. They agree that because technology has been spreaded through not only urban schools but also rural schools area. It is necessary to explore online reading issues in rural area as well. Howeverer, limited research in accordance with rural area is still limited. It is still rare study about online reading strategies conducted in high school context especially in rural area. Whereas, the government made a policy on implementation of online reading and assessment which is called national computer-based test. In a year, the number of schools participated in computer-

based national exam is increasing up to 86% (National Ministry in Education, 2017). Thus, to fill this empirical gap, this study aims to discuss high school students' reading strategies when they use online text in their learning activity. It is purposed to describe which strategies are used by the students in reading online texts.

B. Significance of the Research

This research is proposed to have an empirical benefit. It means that this study will enhance the scope of context on the implementation of online reading strategies in high school or secondary education.

C. Research Question

According to the background of the study, the problem is formulated in the question below:

1. What are the most frequently used online reading strategies?
2. What are the least frequently used online reading strategies?

D. Aims and Goals

-The purpose of this study is to identify the most frequently used and the least frequently used online reading strategies in an EFL high school in a rural area.