

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Survey Results

The respondents of the survey were 79 high school students which are graded 11 and 12. Based on chart below, there were 30 male respondents and 49 female respondents which females and grade 11 are significantly dominant:

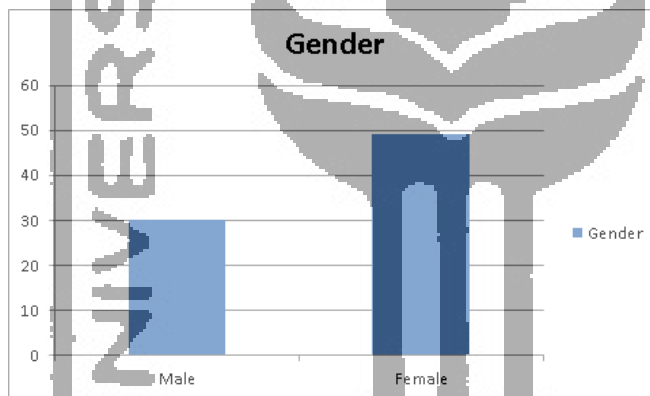


Figure 3. Gender

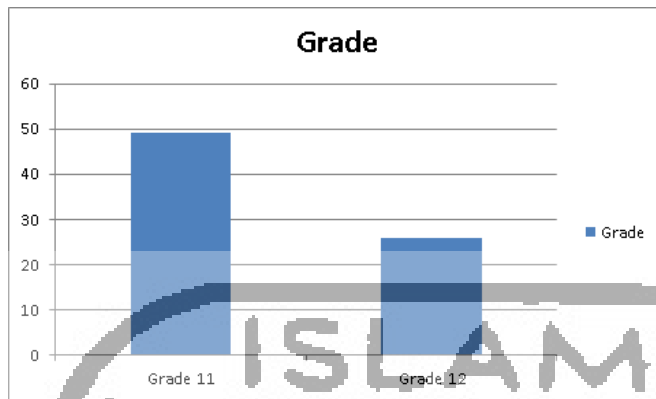


Figure 4. Grade

The figure shows that on the place in accessing internet, home become the most place where respondents access, meanwhile cyber cafe become the least place to access.

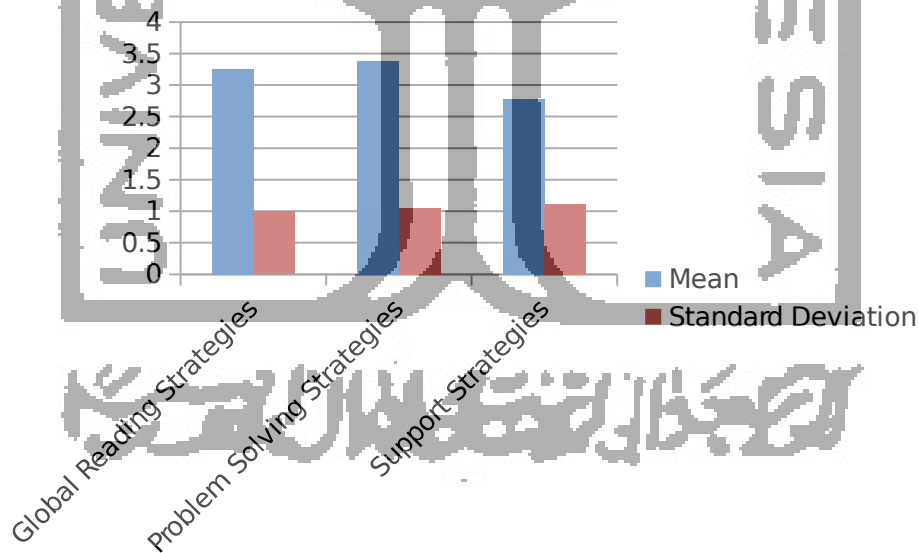


Figure 5. Online Reading Strategies

## 2. Online Reading Strategies

From the figure above, it is found that Problem Solving Strategies has the highest mean (Mean: 3,338851 SD: 0.998007) with “When reading on-line, I decide what

to read closely and what to ignore.” Has the highest point.. Meanwhile, Support Strategies has the lowest mean (Mean:2,763713 SD: 1.109762) with “I ask myself questions I like to have answered in the on-line text.” Has the lowest point.

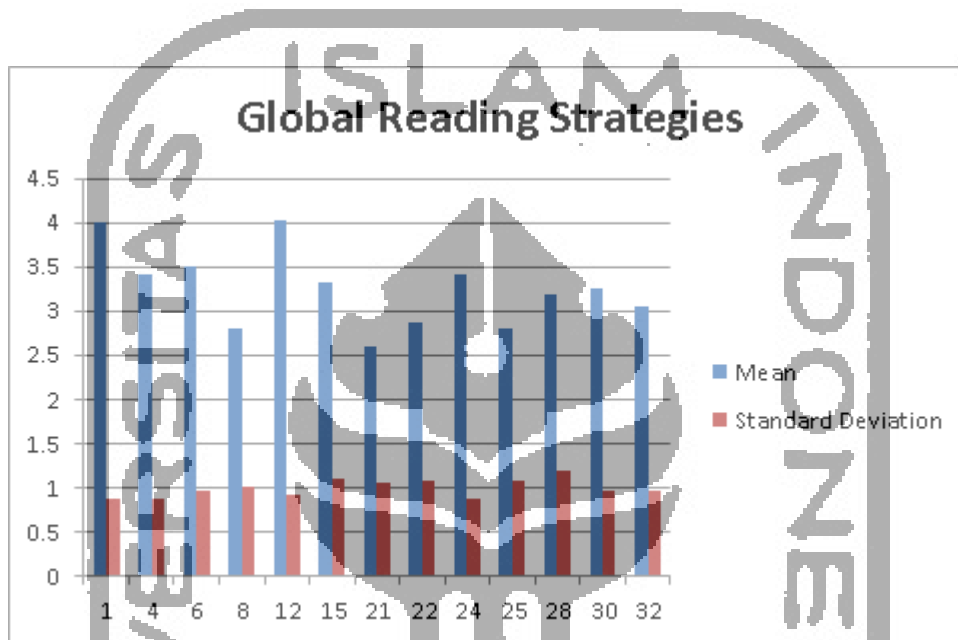


Figure 6. Global Reading Strategies

According to the chart above, it is found that item 12 “When reading on-line, I decide what to read closely and what to ignore.” has the highest point (Mean: 4,025316; SD:0,919513). In the opposite, item 15 “I use typographical features like bold face and italics to identify key information.” become the lowest statements of the Global Reading Strategies domain (Mean:2,594937; SD:1,056348).

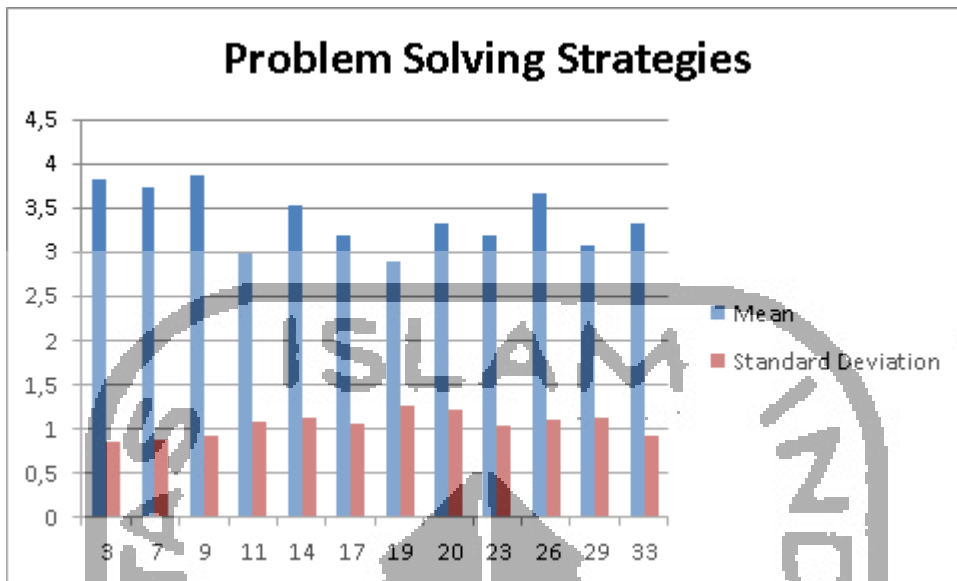


Figure 7. Problem Solving Strategies

Based on the chart above, it is concluded that Item 9 “I try to get back on track when I lose concentration.” has the highest score in this domain (Mean:3,860759 ; SD: 0,930042). Meanwhile item 19 “I paraphrase (restate ideas in my own words) to better understand what I read on-line” has the lowest score in this domain.

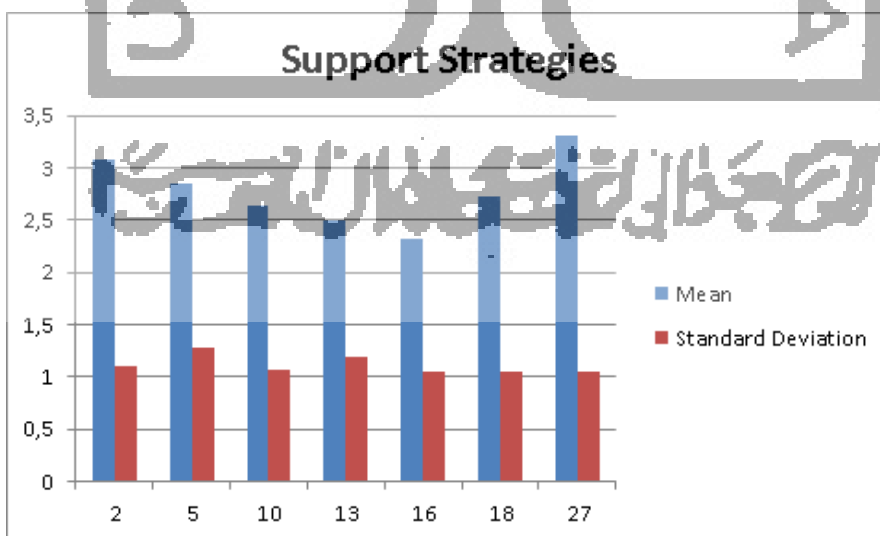


Figure 8. Support Strategies

In the Support Strategies domain, item 27 “I ask myself questions I like to have answered in the on-line text.” has the highest score (Mean:3,316456; SD:1,056655). Otherwise, item 16 “I use tables, figures, and pictures in the on-line text to increase my understanding.” become the lowest one (Mean: 2,329114; SD:1,046625).

## **B. Discussion**

Based on the collected data through OSORS, the result shows that problem solving strategies become the most strategies chosen among high school students (Mean:3,379747). Secondly the most chosen strategies are global reading strategies (Mean: 3,251356). Meanwhile support strategies become the least strategy chosen (Mean:2,775769). There are some research related to the online reading strategies. Such as Anderson’s research (2003) which the researcher adapt the instrument from it. His research explores the online reading strategies used by L2 readers. Comparing to this study, the result shows the same order which problem solving become the highest and support strategies become the lowest. As it is recognize that Anderson adapted the instrument from Sheorey and Mokhtari (2001), hence the research will be mentioned although this research is not related to the online reading strategies but reading strategies instead. His research is resulted the same like this study and Anderson’s which problem solving strategies become the highest and support strategies become the lowest.

There are some previous research similar to this study in terms of online reading in high school context. As it is recognized that this research identify the online reading strategies among high school students, there were some research which identify other variable of online reading. The first, a research conducted by Mateos et al (2007) which is focused on online cognitive and metacognitive task .His research exploring the nature of the online cognitive and metacognitive activities of high school students in doing both reading and writing tasks, exploring whether summarizing and synthesizing activities change their nature or not, and the relation between the reading and writing process to their writing result. The result shows that paraphrasing become the highest result. However, the process of relating between the content and prior knowledge were not well improved. Answering whether summarizing and synthesizing activities change the nature or not, it is concluded that there were no significant difference of influence of the activities toward the nature. The second, a study from Abidin et al (2011) related to reading habit. In Abidin's (2011) research, it is found that students prefer to read e-mail and comic strip which is separated according to gender; the females prefer e-mail, and the males prefer to read comic strip. On the language preferences, his respondents tend to choose English in reading online text instead of their first language (Bahasa Melayu). The third is Matuga's research. This research explores the relation between online reading to students' online reading activities. The activities include online reading process which is still related to the researcher's study. Moreover, the result shows that students apply one of the problem reading strategies which is stated that students agree that when they got

confused in reading text in online course, they decide to went back and re-read it.

The fourth, a study from Colina (2009) which relates between online reading and its effectiveness to the lexile score and reading level. The result shows that the lexile score improved after post-test conducted. Meanwhile, the score of reading level has various influence. The score of the beginner and advanced level got decreased while the score of the intermediate and advanced high level increased.

The last research is a similar research to the researcher's study in terms of design, context, and result. Kymes' (2007) study found that problem-solving strategies has the highest result, meanwhile support strategies become the lowest one. It is resulted the same as the researcher study and all previous research which is cited in the previous paragraph.

