CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter describes all the findings based on the questionnaire that was shared with students in senior high school. Then, the research will find what kind of strategies that most use by the students while they do online reading in English text.

The study will describe the general information of the respondents such as the average of age, highest and lowest score of each strategy. Then, the result will show the categories of strategies there are global reading strategies, problem-solving strategies and support reading strategies.

4.1. Research Findings

The questionnaire contained online reading strategies that consist of global reading strategies, problem-solving strategies, and support reading strategies. Based on the strategies, the data results are presented based on the general result and based on each category.

4.1.1 General Data Result

The characteristics of general respondents from this research shown in table below:

Item		Frequency
Gender	Male	65
	Female	109
Age	15-16 years old	155
	>=17 years old	19
Class	XI Science	101
	XI Social	73

Table 4.1 *Respondents Personal Information*

From the table shown above, the data results collected from grade XI which consists of 174 respondents. The total of female and male respondents is relatively unbalanced, the respondents dominated by the female with 109 students, then the total of male with 65 students.

The age is about 15 to 17 years old. The table also found that the total of students at the age is about 15-16 years old consists of 155 students while the students in >= 17 years old consist of 19 students. Then, the respondents from grade XI science are 101 students while the respondents from grade XI social are 73 students.

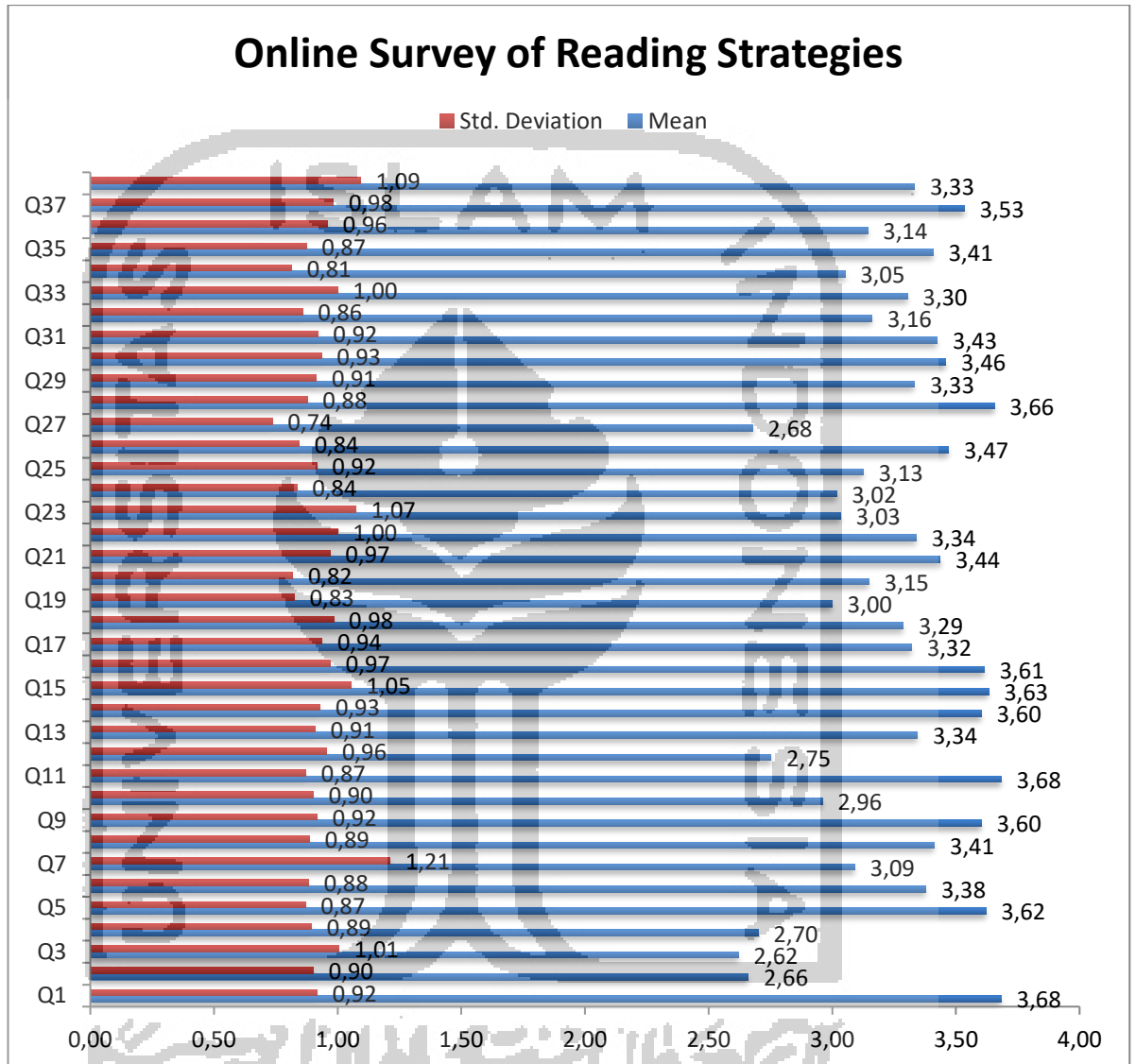## 4.1.2   The General Result of Online Reading Strategies

Online Survey of Reading Strategies

Legend: ■ Std. Deviation   ■ Mean

Question	Std. Deviation	Mean
	1,09	3,33
Q37	0,98	3,53
	0,96	3,14
Q35	0,87	3,41
	0,81	3,05
Q33	1,00	3,30
	0,86	3,16
Q31	0,92	3,43
	0,93	3,46
Q29	0,91	3,33
	0,88	3,66
Q27	0,74	2,68
	0,84	3,47
Q25	0,92	3,13
	0,84	3,02
Q23	1,07	3,03
	1,00	3,34
Q21	0,97	3,44
	0,82	3,15
Q19	0,83	3,00
	0,98	3,29
Q17	0,94	3,32
	0,97	3,61
Q15	1,05	3,63
	0,93	3,60
Q13	0,91	3,34
	0,96	2,75
Q11	0,87	3,68
	0,90	2,96
Q9	0,92	3,60
	0,89	3,41
Q7	1,21	3,09
	0,88	3,38
Q5	0,87	3,62
	0,89	2,70
Q3	1,01	2,62
	0,90	2,66
Q1	0,92	3,68

Figure 4.1 Online Survey of Reading Strategies Profile of Items

According the diagram above shows that the highest average is in the question number 1 (Mean = 3,68) that is "I have a purpose in mind when I read online" which is a category from global reading strategies and the question number 11 (Mean =

3,68) that is "I try to get back on track when I lose concentration" which is a category from Problem-Solving strategies.
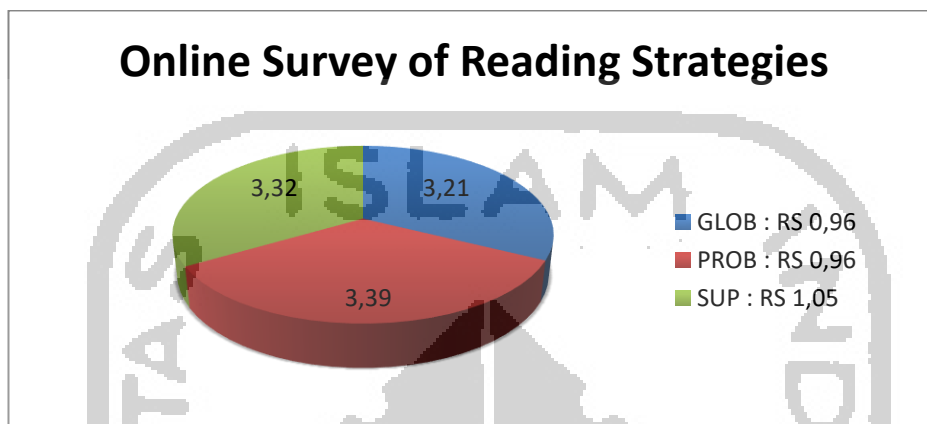

Figure 4.2 Online Survey of Reading Strategies Profile in General

Based on the diagram above, the highest of online reading strategies employed by the students in senior high school is problem-solving strategies and the lowest of online reading strategies employed by the students in senior high school is global reading strategies.

4.1.3 The results Between Global, Problem and Support reading strategies

Table 4.2. Global Reading Strategies

Statement	N	Mean	SD
1. I have a purpose in mind when I read online.	174	3.68	0.92
2. I participate in live chat with other learners of English.	174	2.66	0.90
3. I participate in live chat with native speakers of English.	174	2.62	1.01
5. I think about what I know to help me understand what I read on-line.	174	3.62	0.87
6. I take an overall view of the on-line text to see what it is about before reading it.	174	3.38	0.88

8. I think about whether the content of the on-line text fits my reading purpose.	174	3.41	0.89
10. I review the on-line text first by noting its characteristics like length and organization.	174	2.96	0.90
14. When reading on-line, I decide what to read closely and what to ignore.	174	3.60	0.93
17. I read pages on the Internet for academic purposes.	174	3.32	0.94
18. I use tables, figures, and pictures in the on-line text to increase my understanding.	174	3.29	0.98
20. I use context clues to help me better understand what I am reading on-line.	174	3.15	0.82
23. I use typographical features like bold face and italics to identify key information.	174	3.03	1.07
24. I critically analyze and evaluate the information presented in the on-line text.	174	3.34	0.86
26. I check my understanding when I come across new information.	174	3.47	0.84
27. I try to guess what the content of the on-line text is about when I read.	174	2.68	0.74
30. I check to see if my guesses about the on-line text are right or wrong.	174	3.46	0.93
32. I scan the on-line text to get a basic idea of whether it will serve my purposes before choosing to read it.	174	3.16	0.86
33. I read pages on the Internet for fun.	174	3.30	1.00

According to table 4.2 shows that the highest and lowest score from global reading strategies. Based on the total sample that consists of 174 respondents (N), the highest strategies employed by the students is the statement number 1 "I have a purpose in mind when I read online" (Mean = 3.68, SD = 0.92). The lowest strategies employed by the students is in the is statement number 3 "I participate in live chat with native speakers of English" (Mean = 2.62, SD = 1.01).

The results from the data above, students in senior high school always have a purpose before they read an English text in online. Then, the students in senior high school less to participate in live chat with a native speaker. So, in the global reading strategies, the most employed by the students is statement number 1.

Table 4.3. Problem-Solving strategies

Statement	N	Mean	SD
9. I read slowly and carefully to make sure I understand what I am reading on-line.	174	3.60	0.92
11. I try to get back on track when I lose concentration.	174	3.68	0.87
13. I adjust my reading speed according to what I am reading on-line.	174	3.34	0.91
16. When on-line text becomes difficult, I pay closer attention to what I am reading.	174	3.61	0.97
19. I stop from time to time and think about what I am reading on-line.	174	3.00	0.83
22. I use context clues to help me better understand what I am reading on-line.	174	3.34	1.00
28. When on-line text becomes difficult, I re-read it to increase my understanding.	174	3.66	0.88
31. When I read on-line, I guess the meaning of unknown words or phrases.	174	3.43	0.92
34. I critically evaluate the on-line text before choosing to use information I read on-line.	174	3.05	0.81
35. I can distinguish between fact and opinion in on-line texts.	174	3.41	0.87
36. When reading on-line, I look for sites that cover both sides of an issue.	174	3.14	0.96

Based on table 4.3 shows the highest score from problem-solving strategies is statement number 11 "I try to get back on track when I lose concentration" (Mean = 3.68, SD = 0.87). The lowest score from problem-solving strategies is statement number 19 "I stop from time to time and think about what I am reading on-line" (Mean = 3.00, SD = 0.83). It means that most students try to focus while they read an English text.

Table 4.4. Support Strategies

Statement	N	Mean	SD
4.I take notes while reading on-line to help me understand what I read.	174	2.70	0.89
7. When on-line text becomes difficult, I read aloud to help me understand what I read.	174	3.09	1.21
12. I print out a hard copy of the on-line text then underline or circle information to help me remember it.	174	2.75	0.96
15. I use reference materials (e.g. an on-line dictionary) to help me understand what I read on-line.	174	3.63	1.05
21. I paraphrase (restate ideas in my own words) to better understand what I read on-line.	174	3.44	0.97
25. I go back and forth in the on-line text to find relationships among ideas in it.	174	3.13	0.92
29. I ask myself questions I like to have answered in the on-line text.	174	3.33	0.91
37. When reading on-line, I translate from English into my native language.	174	3.53	0.98
38. When reading on-line, I think about information in both English and my mother tongue.	174	3.33	1.09

According to table 4.4 shows the highest score from support reading strategies is statement number 15 " I use reference materials (e.g. an on-line dictionary) to help me understand what I read on-line" (Mean = 3.63, SD = 1.05). Then, the lowest score from support reading strategies is statement number 4 " I take notes while reading on-line to help me understand what I read" (Mean = 2.70, SD = 0.89). It means that most students use references to get understanding with they read online.

4.2. Discussion

4.2.1. Global Reading Strategies

Based on the overall data collected by the Online Survey of Reading Strategies (OSORS) it can be seen that students in senior high school grade XI are used the global online reading strategies (1) " I have a purpose in mind when I read online".

The result shows that in the global reading strategies students have a purpose, it means they will read some articles if they need references or to get some information by online sources. Indirectly students have to give the results of these strategies meanwhile only found one statement that most students use it (Anderson, 2003). It can be concluded that in this research, the value of online reading strategies is the way to succeed in learning English.

Also, the lowest score is statement (3) "I participate in live chat with native speakers of English". It means that the students in senior high school only a few that have a live chat with native speakers. The important point to learn English is to try to live chat with a native speaker (Vaiciuniene & Uzpaliene, 2013). Then, the students can improve a new vocabulary that they rarely found in daily activities.

4.2.2. Problem-Solving Strategies

In the problem-solving strategies students try to focus on their reading, then the highest score in problem-solving strategies (11) "I try to get back on track when I lose concentration". The results there also show that some of the statements in problem-solving strategies in the range sometimes (3) to always (5) on the choice of Likert scale. The researcher found if the students in senior high school more often reading a general text in English such as song lyrics, captions in social media, quotes in English and other although sometimes they search an article as references in learning process, but the students most focus and want to know the meaning from the general text.

According to Chen (2015) as a mentor, we must direct the students to more focus on the function of online reading strategies to develop their reading skills in

the English language. So, this research found that increasing new vocabulary was more realized by the students while they read a general English text context than only for looking references to answers the questions during the learning process. The students that have read some general English text, they will focus and back on the track and they were more curious about the meaning.

4.2.3. Support Strategies

Support reading strategies are the lowest strategies used by the students in senior high school. The highest score in this strategy is statement 15 " I use reference materials (e.g. an on-line dictionary) to help me understand what I read on-line" (Mean = 3.63, SD = 1.05). It means that the students that used references only when they need to know the meaning of a word that they have read.

The results of this strategy are students in senior high school rarely use the media to help them understand the meaning of reading, except they want it then they will use a dictionary and others. According to (Donne & Rugg, 2015) the students need instruction to use a media or paraphrase a paragraph in their learning English text. It means that the students in senior high school use this strategy if they need a tool for understanding in their reading. The finding in this research has similiar with the previous research such as Anderson (2003) that is Problem Solving Strategies, Cheng (2016) that is Global Reading Strategies, then Chen (2015) that is Global Reading Strategies. Then, the strategy that are mostly the highest score in Global Reading strategies and followed by Problem Solving Strategies, the last strategy that employed by the students is Support Reading Strategies.