

**A SURVEY STUDY ON STUDENTS' ONLINE READING STRATEGIES
EMPLOYED BY THE STUDENTS IN ISLAMIC UNIVERSITY OF
INDONESIA**



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UNIVERSITAS ISLAM INDONESIA**

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A SURVEY STUDY ON STUDENTS' ONLINE READING STRATEGIES
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INDONESIA

By
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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 4 April, 2018

The Writer,



MOHAMMAD MA'RIF

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MOTTO

“WORK HARD, PLAY HARD”

DEDICATIONS

Gratefully and thankfully, I dedicate this thesis to:

My beloved parents, sister, family and all friends who support me in completing
thesis.

ACKNOWLEDGEMENT

All praise to Allah SWT of the gods of the universe, and great lord of the prophet Muhammad SAW. I am grateful to Allah SWT who has given my grace and strength to complete the thesis with hard work. The writer believed that with the completion of this thesis is not possible without the support of many parties. the writer really appreciate and convey the feeling of love as much as possible especially to my beloved father Syarifuddin and beloved mother Utari Malingkas, also my extended family. Furthermore, the researcher say thanks to Intan Pradita S.S.M.Hum as a supervisor who has been guiding, giving advice, support, and provide motivation until the writer finished thesis. The writer can learn a lot from her leadership. And also the writer grateful to Intan Pradita S.S.M.Hum who has facilities in research.

My great appreciation and gratitude to all my lecturers in the Education Department of English Islamic University of Indonesia who has given me a lesson, and knowledge which is very useful during being a student. Furthermore, I am grateful to the students in various departments in the Islamic University of Indonesia who have helped me in this research. The writer also believe that the thesis is far from perfect word. However, the writer hope this thesis can be useful and contribute in the process of teaching English. Therefore, criticism and suggestions will be helpful in refining this thesis.

Yogyakarta, 10 April, 2018

Mohammad Ma'rif

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ABSTRACT

This study aims to describe the online reading strategies employed by the students' in Islamic University of Indoneisa in using strategies reading online. This research refers mainly to online reading strategies categories by Mokhtari and Sheorey (2005) adapted from Poole (2010), which are global reading strategies, problem-solving strategies, and support strategies. The number of respondents that exist in this research is 300 students, taken from 23.000 total of student population from Islamic University of Indonesia. There are five majors in the Islamic University of Indonesia which involve English Education Department, Communication Science Department, Industrial Engineering Department, Law Department, and Medical Department. The survey results were obtained from a sample of students in online reading strategies that has an average range (mean = 3.73). The sample of students in the category of global reading strategies get the highest score (Mean = 4.19, SD = 0.77), followed by problem solving strategies (Mean = 4.03, SD = 0.85) and the lowest is support strategies (Mean = 2.86, SD = 1.18).

Keywords: Online reading strategies, survey study, Islamic University of Indonesia

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, Identification of the problem, limitation of the problem, formulation of the problem, objective of the research and significance of the research.

A. Background of the Study

Internet is an increasingly popular source of information today, including in the context of learning. Internet presents the facility as a source of same information like printed text, it is because online text book in the form of hypertext which happens to be more practical than printed text (Kymes, 2007). On the other hand, the emerging issues that argue about printed text more pronounced in terms of predictability and also more comfortable rather than online text (Kymes, 2007; Jusoh and Abdullah, 2012). Therefore, the challenge can still be debated even though online text enthusiasts are increasingly in interest.

The challenge of migration from printed text to online text is captured by several scientists, the first is by Jusoh and Abdullah (2015) who states that in the mastery of reading. The general text developing aspect of printed text to online text. with using electronic, information is more available than printed text. other scientists argue that traditional reading texts to digital text do not have to be adapted for the movement of the times. However, the understanding of digital literacy is needed by online text user as well (Gilbert, 2014).

The internet as an online medium makes a major breakthrough on students' literacy ability. The use of the internet in online reading that has emerged has encouraged learners to contribute in collecting information, both in terms of reading online for fun and learning and can also be used to complete the online material tasks. Based on survey, results from *Teens and Technology* As cited in Kymes (2007), researchers found that the contribution of internet use to students was 21 million (87%) of students ages 12-17 using the internet, the percentage was up about 73% in 2010. More than half of students, stated that they were online every day. The percentage reported that there was an increase in the use of the internet on the learner.

Some scientists are curious about the influence of the internet on learners, such as Coiro et al. (2003: 51) who agree that the use of online text is a new challenge that is very influential on students' reading ability. Students are more enjoying the reading online process and in searching information. The other distinction of reading electronic texts with printed text is on the involvement of strategies in processing information such as with just one click we get all the information in the world with using internet. Although there are some similarities from both media but in electronic texts having a more exclusive online understanding (Spiro, 2004; Coiro and Dobler, 2007).

Technological developments have changed the nature of literacy aspects, Now the internet has entered almost every educational institution in every world (Jusoh and Abdullah, 2015). UII without exception, based on the results of investigation *itsupport.uui.ac.id* (2016/2017), the researcher concluded that

although the use of internet technology in particular is still relatively new in the education system in UII, the institution is not left behind in applying technology into the curriculum because it can offer many benefits for teaching and learning process. Reading online is one of the daily routine activities of UII students with the influence of social media, students can interact because of the ease of access offered supported by the ever-evolving technology.

In understanding of online reading skills, research has been conducted on the use of reading strategies among English learners while doing academic work in the classroom (Corio, 2003). In fact, online reading is becoming more common for students in recent years. learners often turn to the internet before reading a book while collecting information, reading online for fun and learning, and using online materials to complete the task. However the research about online reading strategies has not yet conducted in UII. Whereas, the use for UII online reading strategies should be an awareness for UII students. Based on the background of the study above, the researcher interesting to find out the strategies to read online text by the students in UII.

B. Identification of The Problem

For the identification problems, the researcher identifies two parts: theoretically and contextually.

Theoretically, according to Kymes (2007) in print and online media there is still a debate that occurred. The first is about whether reading text is the same as reading text online, then the differences in the print media environment and online media in comparison that focuses on online media. Contextually, one of the findings is to

increase students' awareness about the importance of using strategies when reading materials online (Jusoh and Abdullah, 2015). Refer to *itsupport.uui.ac.id* 2016/1017, the use of internet technology particularly is relative new. However, reading online is one of the daily routine activities of UII students.

C. Limitation of The Problem

In this research, the researcher limit the problem which has relation to be more specific into the survey study on students' online reading strategies.

D. Formulation of The Problem

The problem formulation of this research is what are the online reading strategies employed by the students in UII?

E. Objective of The Study

This study aimed to describe the Online Reading Strategies employed by the students in UII.

F. Significant of Research

The importance of this research is:

1. For students

The first is to help students identify online reading strategies and to develop student achievement in reading skills. The second is to motivate and encourage students to become experts in reading text online.

2. For researchers

Researchers can apply the theories acquired at the university, thus providing experience in research related to online reading skills

3. For teachers

With this research to target survey during the teaching process. Furthermore, this research can be used as a reference to make the learning process, especially in learning to read online using strategies in a creative and innovative

4. For the English Department of Education

The first is to make professional students more professional as they graduate from university and get better departmental quality. The second is that this research can help the department get easier accreditation with better results.

CHAPTER II

LITERATURE REVIEW

In this chapter, the writer discusses the references related to the movement from printed reading to online reading strategies. It is begun by comparative analysis of online and printed text, and ended by an attempt to conclude certain theories as the basis of instrument adaptation.

A. Literature Review

1. The advantages of online and printed texts: a comparison

In this digital era, online texts is a popular source of information that uses the internet as an information retrieval facility (Langston, 2003). Online information is coften formatted in a similar fashion to printed information. In general, online texts have some advantages such as setting the content and particular purpose. In the academic field, online texts is used effectively and more dynamic with online references presented online at more cost-effective (Cox, 2004). The use of online texts can be more easily to determine the content into more specific and efficient than printed texts (Shelburne, 2009). According to Dennis (2008), by allowing individuals to discover information and to determine whether the content of the book is appropriate without possession to visit library or book store, the benefits of online reading are obvious. In addition, students found the online texts portability feature as well as ease of use, have a very wide exploratory space, and varieties of content display (Gibson and Gibb, 2011).

According to Kymes (2007), there are some differences between online and printed texts. By using hypertext as one of the features in online texts, hypertext is often not linear and can not predict the path in reading the online texts. On the contrary, printed texts has more predictable paths as well as more linear. Other researchers, such as Leu, Kinzer, Corio, & Cammack (2004), stated that with the prospects of online text and printed texts having interrelated comparisons, none of them can compare well. In determining online text and printed texts as the most appropriate means of reading, the debate is still going.

According to Kymes (2007), in terms of learning context, students and teachers alike are switching to the internet to searching information. Today's learners have more ability to access, and how to navigate the information they discover. However, it has worried teachers that it will make students become dependent on technology. Burke (2002) assumes that there is a misunderstanding between students and adults in understanding the online concept of texts that is about the use of hypertext and how to navigate the online pages. McEneaney (2003) state that in order for students and teachers to understand and analyse information properly, information processing in the research theory is needed strategically. The Internet is the need of today's students and teachers in testing skills in information retrieval, it needs more additional research to search and read information from the internet more effectively.

Currently, in determining the online and printed texts comparison sequence it appears that many of the skills used in printed text environments initially apply also to online texts. However, the significant difference between the two media is

the strategic role, that in the online environment that is more profitable than the printed texts environment.

2. Reading Strategies of Online and Printed Texts

According to *Cross Curricular Approach* (2000), as the times progressed, students were asked to read the information and graphics texts increasingly complex in the context of learning, the ability to understand the best strategy to use in learning is the key to student success. In addition, in understanding the new ideas found in the texts, readers must be adaptive by using their knowledge in information processing (Anderson & Pearson, 1984; Beck, Perfetti, & McKeown, 1982). Furthermore, the strategy in the use of the text information in particular to require the reader to take into account the features of structural text, to interpret the intended meaning, and to evaluate the relevance of a particular section of text to meet the reading targets (Dreher, 2002; Goldman & Rakestraw, 2000; Meyer, 1985; Meyer, Brandt, & Bluth, 1980).

The role of skills and strategy has long been an integral part of the reading process. Metacognitive is one skill that has been proven by a number of researchers in terms of reading strategy (Kymes, 2005). In determining the reading experience of students, students who read more often with approaches and broader strategies in interacting with the texts will be more successful (Pressley, El-Kinary, & Brown, 1992; Duke & Pearson, 2002; Pearson, Roehler, Dole, & Duffy, 1992; Garner, 1987; Garner, 1992; Wilhelm, 2001). Metacognitive roles and related components can allow readers to be aware of when they understand the break-down

system when reading and implementing a fix-up strategies in systematically improving understanding of reading texts (Garner, 1987; Collins, Dickson, Simmons, & Kameenui, n.d.).

Determining the strategy in the research is very important, because beside metacognitive strategies, another interesting strategies is Critical Strategies. Critical strategies is a set of skills used by readers to interact in the use of printed texts (Kymes, 2007). However, the important thing to note is that the online text use strategies that may be related to printed text during manipulation and exploitation in a printed text environment is successful (Reinking, Hayes, & McEneaney, 1988; Reinking & Rickman, 1990; Reinking & Schreiner, 1985). Therefore, Identification must be clear in determining the learning objectives so that research can serve the experience of better reading.

Based on the above statement, the explanation is still about the print text as a facility in reading. Whereas, Reinking (1998) recognizes that online text is a technology activity that has dissolved the text print power, and revolutionized literacy practiced, recognized, and defined. it can not be ignored that this change affects the significance of education as well as text literacy. Leu (2000) states that the change from printed text to online texts is likely to require a higher level of strategic knowledge, undeniable and possibly even different forms of knowledge to successfully navigate the more information available in the global online environment. Research on understanding hypertext reading is useful when considering skills and strategies that may be needed when students read online texts

(Kymes, 2005). McEneaney (2003), argues that hypertext in online readings have a different set of skills than reading in a print texts environment. Other expert Bland (1995) found that adults with high computer skills were able to use the strategies they get in text to online texts. With a lot of experience, one can manage information online accurately. Furthermore, users can understand the points of any reading that will affect the large scale online texts.

3. Related Instruments on Online Reading Strategies

Metacognitive Awareness of Reading Strategies Inventory MARSI is an instrument designed to assess students' seriousness in considering reading strategies (Mochhari and Reichard, 2002). The criteria for measuring standards of valid action, development that MARSI uses in analyzing the main factors of metacognitive strategy, that have been perfected by Mokhtari and Reichard. Calculated for each scale and for level of achievement (Churchill, 1979; Crocker & Algina, 1986; Sax, 1997). The coefficient ranges from 0.89 to 0.93 and the reliability for the total sample is 0.93 to identify the metacognitive awareness level of a reasonably reliable reading strategy.

Preliminary research in the review of the survey study on students' online reading strategies, that focus on online material is information that aims to research. Based on the development of Metacognitive Awareness of Reading Strategies Inventory MARSI, the authors adopt it into ORSI's Online Reading Strategies Inventory which contains twenty-three questions referring to the online texts environment rather than print texts. This study focuses on ORSI also as a student

facility in reading online, as well as in reporting the results of student tasks that are done using internet network (Kymes, 2005). Most of the materials in ORSI are general information for school or research purposes. In the reading process, in fact most of the current literature is commercial online reading (eg, Anderson 2003, Cohen, 1998, Mokhtari & Sheorey, 2002). The significant development of the textual online context has a degree of validity and reliability ($\alpha = 0.85$) called Online Reading Strategy of Inventory ORSI (Hassaskhah, 2014). ORSI is developed and validated for research purposes that have meaning in academic, practical and is expected to contribute to the growing literature in online reading.

Based on a study from Poole (2010), the EFL reading strategy consists of three categories: global, problem solving, and support. The global strategies serves to manage students' understanding based on planning first when reading texts. Furthermore, the problem-solving strategies is an event involves the use of strategies when reading the parts of the text that are deemed difficult. Support strategy is an event in reading that uses a tool to understand the contents of the text in while reading. After a few years later, Mokhtari & Shoerey (2002) developing their EFL reading strategies is metacognitive strategies updated into global reading. Furthermore, cognitive strategies are transformed into problem-solving strategies of reading, only unchanged support. These strategies is Mokthari & Shorey (2002) adapted from (Poole ,2010) strategies.

Another strategy is to adapted by Mokhtari and Sheorey (2002), they created a new instrument called OSORS designed to measure online reading strategies.

However, the differences between these two instruments are not very visible. In fact there are many similarities, especially in the use of global strategy in online context. The only difference is that OSORS is focused on learning environments rather than academic disciplines. According to Pookchoen (2009), OSORS uses mixed methods (OSORS and verbal protocols and interviews) that focus on the level of students' reading skills online.

Based on the explanation of the above instruments, the authors chose Online Reading Strategies Inventory ORSI as the main instrument on quantitative methods, and related to Creswell (2003) explains that the structure of reports such as data analysis using quantitative methods and follow the type of strategy selected for study. While OSORS provides a mixed method in its research, as Pookcoen (2009) says. The researcher also using strategies from Poole (2010) which is involving global strategies, problem-solving strategies, and support strategies.

4. Review on Relevant Studies

There are some research related on my research that also discuss about reading online strategies. From Kymes (2007), *Investigation and Analysis of Online Reading Strategies*. Which aims to analyze, identify and categorize students' online reading strategies using online text. This study also determines the comparison of strategies students use when reading printed text similar to text online or not the same. By using Metacognitive Awareness Reading Strategies Inventory (MARSII) as a main instrument in data collection, the target of this study are the 11th and 12th grade students enrolled in the Sports Management program. Based on the results of

the data acquisition, this study refers to the questionnaire from (Mokhtari & Reichard (2002), Metacognitive Awareness Reading Strategies Inventory (MARSI) as the conclusion of the Kymes study (2007), the most commonly used strategy is problem-solving involving the statement "when the text becomes difficult, the student re-read the text to increase the understanding".

Another Research, from Coiro (2007), *Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet*. By using qualitative methods, the purpose of this study is to explore the process of understanding students while reading on the internet. Online media that is used is yahoolignas as an application to know the source of previous knowledge of students, as an inferential reasoning strategy, and the process of reading that can be designed itself. The focus of this research is 150 students of grade 6 in three different schools in central and Northeastern American using interviews as main instruments. Based on the data acquisition results, research from Jusoh and Abdullah (2002) the main strategy of this research has in common with the results of study Kymes (2007), that is problem-solving. This suggests that the statement "when the text becomes difficult, the student re-read the text to increase the understanding" most in the interest of students in translating English to the Malaysia language.

Also from Mufida (2004), *The Effectiveness of Using Online Newspaper to Improve Reading Comprehension Ability at The First Grade Students' of SMA N 6 Purworejo*. The purpose of this study is to know whether or not the use of online

newspapers as a medium of instruction. This research is also experimental, by using pre-test and post-test in an online newspaper reading experiment. The target of this research is the students of grade XI SMA N 6 Purworejo.

Based on the three relevant studies above, the writer can determine his own instruments in the online reading strategy. By using Online Reading Strategies Inventory (ORSI) in quantitative methods for survey UHI student that using online reading in daily activities. The researcher also use three categories of strategies adapted by Mokhtari and Sheorey (2005) which is global reading strategies, problem-solving, and support strategies to determine the outcome of data retrieval.

5. Theoretical Framework

Based on the description that has been raised previously and some construct theories that have been noted above, the variables involved in this study can be formulated through a framework as follows:

1. Online text is a source of information search that is more popular than printed texts, that uses the internet as an information retrieval facility (Langston, 2003). Using the same format with printed text even more, online text has some advantages such as setting content in reading needs (Shelburne, 2009).
2. In the academic field, the use of online texts more effectively and dynamically with abundant reference and highly efficient information presentation without excessive costs (Cox, 2004).

Table 1. Theoretical framework

Reading Strategies

Students who read more often with broader approaches and using metacognitive strategies in interacting with the text will be more successful (Pressley, El-Kinary, & Brown, 1992)

Media Context

Using online text as a transition from printed text in accessing and browsing information from the internet (Kymes, 2007)

Reading Online

Reading online is a good learning context in use in the process of student success in learning (*Cross Curricular Approach*, 2000),

Online Reading Strategies Inventory (ORSI)

Main instruments in the process of online reading identification with commercial online literature reading (eg, Anderson 2003, Cohen, 1998, Mokhtari & Sheorey, 2002)

A Survey study on Students' Online Reading Strategies

CHAPTER III

RESEARCH DESIGN

This chapter explains about the methodology of the study. It covers the research design, participants and data collection techniques.

A. RESEARCH DESIGN

This research is designed to know the strategies of online reading which is undertaken by students in the scope of Islamic University of Indonesia. By applying survey research, this study uses online platform to describe the overall students' strategies in reading online.

This study is applied quantitative research, especially on survey study. In the measurement of quantitative variables, the use of instrument is very influential to collect data information (Creswell, 2002). Furthermore, This study focuses on surveys which is, to measure students' mindsets in a population, employs numerical descriptions, in order to study samples from that population (Sugiyono, 2010). Conditions that must be in the survey research that is in the selection of samples, determine the required sample size, and consideration in the selection of appropriate survey media (Glasow, 2005).

1. Population and Sample

a. Population

Based on data from *pmb.uui.ac.id 2017/2018*, Universitas Islam Indonesia has an active student population of over 23,000 students and has 86,000 alumni up to October 2017. According to that statement, this study were conducted the various majors at UII included English Language Education Department 2015, Communication Science Department 2016, Industrial Engineering Department 2016, Medical Educational Department 2016, and Law Science Department 2015. The writer choose the various major in UII because, online reading is not limited to certain departments, but every student who uses online reading in search of information.

b. Sampling

According to Arikunto (2006), sample and population related each other which has same characteristics. Another statement from Arikunto (2006), a significant difference of sample and population is on the number of population gained. If the population is less than 100, then all populations can be sampled. However, if the number of population exceeds 100 respondents then the researcher can take 10-25% of all population as sample. Furthermore, the sample of this research consists of 82 students from English Language Education Department 2015, 33 students from Communication Science Department 2015, 102 students from Industrial Engineering Department 2015, 64 students from Medical Education Department 2016, and 19 students International Program Law Science Department 20016. In this study, populations taken exceeded 100 respondents, thus it is large-scale populations. This research employed both random sampling by sending the

questionnaire to Islamic University of Indonesia students' email and also cluster sampling by coming to certain department to guide the students filling the questionnaire. As an addition, the researcher has a experience joy and sorrow in taking data. The pleasant experience that is when the researcher take data in industrial Engineering Department, with the help of lecturer there, the students' so enthusiastic in filling questioner. On the contrary, an unpleasant experience of communication and law department. There was little miscommunication between the researchers and the lecturers in the department, as a result the respondents gained far from expectations. However, based on the results of the data retrieval process, regardless of the challenges faced by the researcher, the number of respondents more when in cluster sampling than random sampling.

This is the table for sampling of respondent based on various majors in Islamic University of Indonesia which is: English Language Department 2015, Communication Science 2015, International Relations 2015, and International Program 2015.

Table 2. Population and Sample

NO	MAJORS	POPULATION	SAMPLE
1.	English Language Education Department 2015	82	82

2.	Communication Science 2016	33	33
3.	Industrial Engineering 2016	102	102
4.	Medical 2016	64	64
5.	Law Faculty 2015	19	19
		300	300

According to (Cohen, Manion and Morrison, 2007) states that, determine the number of samples, can be predicted from the total population. Predictions in sampling refer to the beliefs of 90%, 95% and 99% which can be detailed in confidence intervals in the following table:

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	683	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

Table 3. Confidence of Margin Errors

For the use of population and sample according to the (Cohen, Manion and Morrison, 2007) table above, the researcher uses data from the total population in Islamic University of Indonesia which is 23.000 active students. Then, apply the level of confidence (95% = 5.6% margin of errors). Thus, the level of confidence taken by the researcher is to have a low sample based on population.

B. Data Collection Techniques

This study describe data collection techniques which are instrument, validity and reliability.

1. Instruments

Research in this section is to explain about the technique of data collection using the instrument as a result of research. According to Arikunto (2006), the instrument is a facility in data collection in systematic research, which aims to the results of research can be achieved well and facilitate researchers in research. Researchers used questionnaires in research instruments. By using google form as an online medium that focuses on surveys and questionnaires, the researcher can analyze data results with more easily. This medium is very interesting because without using additional cost and easy to use. Google form aims to support the creation of a form from ORSI specifically for surveys and questionnaires at no additional cost. Data collected directly can be analyzed all in a spreadsheet from google. The following is an example of a google form design which is:

PERTANYAAN TANGGAPAN

Online Reading Strategies Inventory ORSI

ORSI Descriptive by Question

Alamat email *

Alamat email yang valid

Formulir ini mengumpulkan alamat email. [Ubah setelan](#)

Gender *

Male

Female

Majors/Jurusan *

Law Faculty

Figure 1. Google Form Design

a. Questionnaires

In this study, the researcher chose Online Reading Strategies Inventory (ORSI) questionnaire as the main instrument in data retrieval. This study focuses on the strategies students report when reading online materials. According to Kymes (2005) the function of this online material is largely informational and used for research purposes. Online Reading Strategies Inventory (ORSI) itself is an instrument developed from MARSII to measure online reading strategies (Mokhtari & Sheorey, 2002). To use ORSI in online reading, there are twenty-three main questions to answer what the research strategies students that used when reading online. Below are one sample of data retrieved on Online Reading Strategies (ORSI). This sample became the templet of data analysis in chapter IV in this study.

Table 4. ORSI *descriptive*

<i>Item</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>SD</i>
ORSI	300	2.98	4.19	3.73	0.77

The sample images explain for the total sample of students, the reported online strategy means being on a high scale.

Table 5. Categories of Online Reading Strategies

Categories	Strategies	Mean	SD
Global Reading	I have a purpose in mind when I read online	4.19	0.77
	I think about whether the online text fits with my purpose text	4.16	0.96
	I review the online text, looking at length and organization	3.21	1.05
	I read information on the internet for school purpose	3.88	0.91
	I use the typographical features of the text (bold, italics, headings, colours, and fonts) to identify important information	3.49	1.15
	I critically analyse and evaluate the information I find in online texts	3.49	0.91
	I check to see if I understand when I read new information	3.88	0.82
	I think about what I already know to help me understand what I am reading online	3.9	0.85
	I look at the overall view of the text before I start reading online	3.61	0.98
	Problem-Solving	I read slowly and carefully to understand what I am reading online	3.98
I try to get back on track when I lose concentration		4.03	0.85
I adjust my reading speed according to what I am reading online		3.72	

	When reading online, I decide what to read carefully and what I can choose to ignore	3.79	0.93
	I stop occasionally and think about what I am reading online	3.8	0.90
	I visualize or picture in my mind the things I read online	3.95	0.81
	I scroll up and down in the online text to remember and connect information together	3.83	0.83
			0.91
Support	I print a copy of the online text so I can write on it and make notes	2.86	1.18
	I take a notes while reading online to help understand what I read	2.98	1.20
	I use link to reference materials (like online dictionaries) to help me when I don't understand what I am reading	3.94	1.02
	I use the pictures and other graphics on the sites to help understand what I am reading online	3.51	1.06
	I paraphrase (say in my own words) what I read online	3.58	0.98
	I read out loud to myself when the online text gets confusing or difficult to understand	3.02	1.33

As shown in the Table above, each dimension of the strategy has been grouped into three main strategies complete with the highest results of Statements, Mean, and also the standard deviation (SD) that have been analyzed further. These strategies involve Global reading (Mean = 4.19, SD 0.77), Problem-Solving strategies (Mean = 4.03, SD = 0.85) and support strategies (Mean = 3.94, SD = 1.02) all reading online strategies used with high frequency, and the average ORSI was Mean = 3.73.

b. Validity and Reliability of The Instrument

a) Validity

According to Brown, (1996), there are two types to measure the validity in quantitative research that is content validity and construct validity. Wahyuni (2012), states that content validity is technique in determining the level of validity that is referring to the truth of the instrument in theory. The other hand, brown (1996) state that the validity content of investigators testing the extent to which a test becomes a representative sample of any content designed in its measurement. According to Brown (1996), construct validity is technique to gain through lengthy discussions with the lecturer. In describing the legitimate results of an instrument, the researcher examines the technique of validity by using rational analysis of judgments by the experts. The ORSI questioner is legitimate and can be used in this research. Hassaskhah, (2014) state as for the validity score of online reading strategies inventory ORSI ($\alpha = 0.85$) in the development of literature on the online reading.

According to Sukardi (2007), the level of data validity is measured from the extent to which the accuracy of data taken from quantitative studies. An instrument is called valid if the instrument is measured accurately and in accordance with expectations. Furthermore, the validity of the instrument is shown to conform to the test standards in a study.

b) Reliability

Validity and reliability are interrelated techniques. According to Semin (2001), in the presence of reliability, an instrument can be measured with the same consistency phenomenon. Which means the instrument is reliable when generating the same data more than once when used on different participants. Questioners from ORSI Online Reading Strategies Inventory presented in Indonesian language, which is the authenticity of direct questions from ORSI without any word changing. By using Go form media as a support in analyzing data from questioner. For score reliability is the same as the validity level developed from textual context by online reading strategies inventory ORSI ($\alpha = 0.85$) in online reading research (Hassaskhah, 2014).

C. Data Analysis Technique

1. Data Indicator

This study show the specific measurement to answer the research questions.

a). Questionnaire ORSI (Online Reading Strategies Inventory)

In the online reading strategy survey, using the media Go form administrative time can be traveled very efficiently which is about 5-10 minutes in completion of the questioner from ORSI. As an opening, the researcher explains in advance the purpose of data retrieval. After that the researcher guides participants how to use and fill the questioner using Google form. If there is not yet understood in invite to ask questions in advance in the process of taking data using Go form.

After that, the researcher directs the participants to read the sample questions before entering the real question by using the Likert 5-point scale.

By using the Go form, each score can be summed up automatically. Caused by a spreadsheet application that can be directly analyzed by google. Manual step can be done by using Microsoft Excel if needed. Namely by transferring scores from Go form answers into Microsoft Excel. With the SUM formula, in order to find the average of each column in excel.

2. Steps of Data Analysis Techniques

The researchers take the same steps in accordance with this study.

- a) The ORSI Online Reading Strategies Inventory questionnaire is adapted as an instrument by translating the English question ORSI content in Bahasa Indonesia.
- b) Checking the item periodically in the questionnaire to make sure it is easy to understand by consultation to the lecturer.
- c) Using the Google form web for the data collection. Afterwards, the researcher simply links created from google form into tinyurl.com.
- d) Share the link 23 questions of questionnaires to 300 students in the English Language Education Department 2015, Communication Science 2016, Industrial Engineering 2016, Medical Faculty 2016, and Law Faculty 2015
- e) Using Microsoft Excel to analyze the data descriptively and calculating the amount data received from google form.

The questionnaires were share to various majors students at UII on March 2, 2018 by requesting permission from the supervisors. The estimated time given for each majors is about 10-15 minutes.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher describes the findings in the form of a questionnaire about the online reading strategies most used by students in the universitas Islam Indonesia. For the participation, the researcher chose five different majors from the total majors that available in Islamic University of Indonesia universitas.

Overall, the survey results were obtained from a sample of students on the use of an online reading strategies that has an average range (mean = 3.73). For more details, the researcher categorize data acquisition into three categories of strategies: global strategy, problem solving strategies, and support strategies. The sample of students in the category of global reading strategies get the highest score (Mean = 4.19, SD = 0.77), followed by problem solving strategy (Mean = 4.03, SD = 0.85) and support strategy (Mean = 2.86, SD = 1.18).

A. RESEARCH FINDING

1. Questionnaires Result

Table 6. Respondents' information

Item		Frequency
Gender	Female	140
	Male	160
Age	18-20 years old	124

Majors	20-25 years old	176
	Law Faculty	19
	Science and technology	102
	English Language	82
	Education	33
	Communication	
	Science	64
	Medical Faculty	

The total number of respondents who filled the questionnaire was 300 students. From table 3, the distribution of female and male respondents were relatively balance, which were 140 female students, and 160 male students. The comparison of ages in this study was not relatively balance for there were 124 students who were in the first to two years study, and there were 176 students of 20-25 years old who were in their their third to fourth years study. The researcher, as mentioned in chapter III, did not put the study length as a consideration. The more important ones were the respondents' status as the students of Islamic University of Indonesia and they have been experienced to online reading activities. As for the majors are divided into five: law department 19 students, science and technology department 102 students, English Language Education department 82 students, Communication Science department 33 students, and Medical department 64 students.

2. Online Reading Strategies

The researcher firstly did a descriptive statistic analysis to calculate the mean and the standard deviation. It is necessary to find out the standard deviation because when the researcher found the similar amount of highest or lowest mean, there chosen one was the mean with the higher standard deviation. It is because standard deviation score implies that the chosen statement is stable. Based on the descriptive statistic analysis through employed *excel* as the data analysis tool, the researcher describes the findings of online reading strategies of students Islamic University of Indonesia into the figures below:

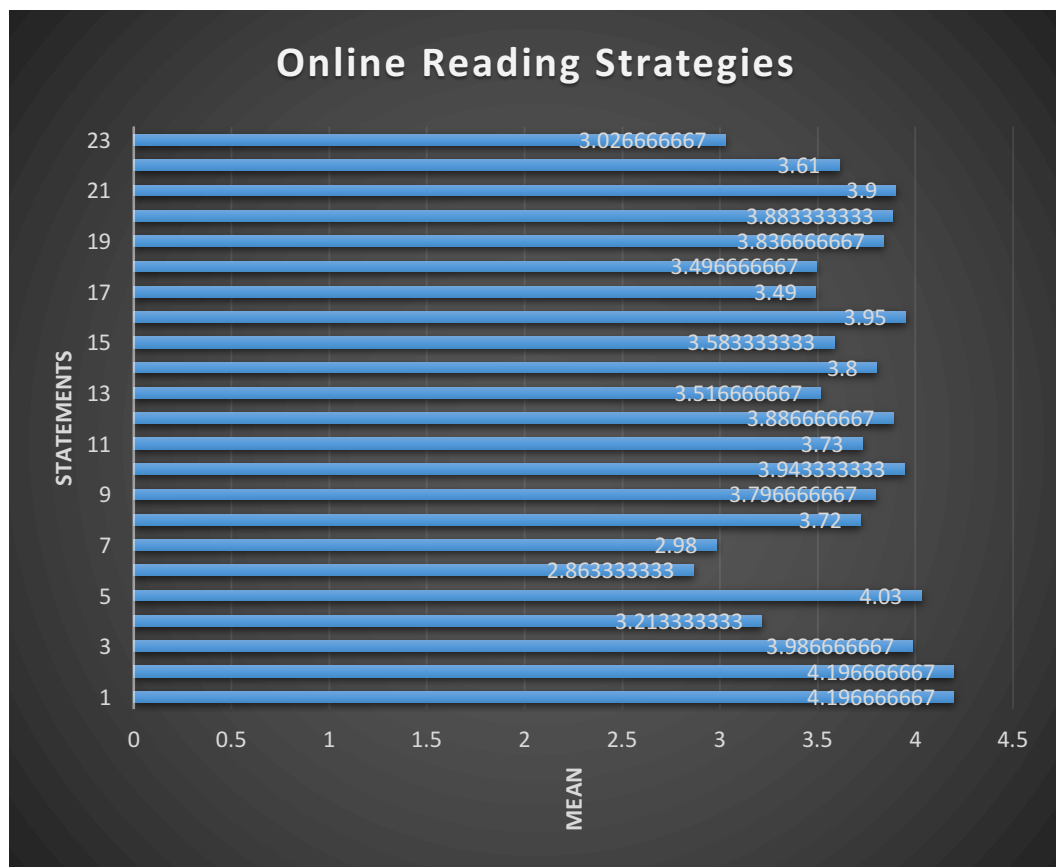


Figure 2. The result of online reading strategies in Islamic University of Indonesia

The table shows that the highest mean is in statement number one (Mean = 4.19), which is "I have a purpose in mind when I read online ". The statement is included as global reading strategies. Whereas, the lowest one is in statements number ten (Mean = 3.58), which is "I use the links to reference materials (like inline dictionaries) to help me when I don't understand what I am reading" the statements is included as support strategies.

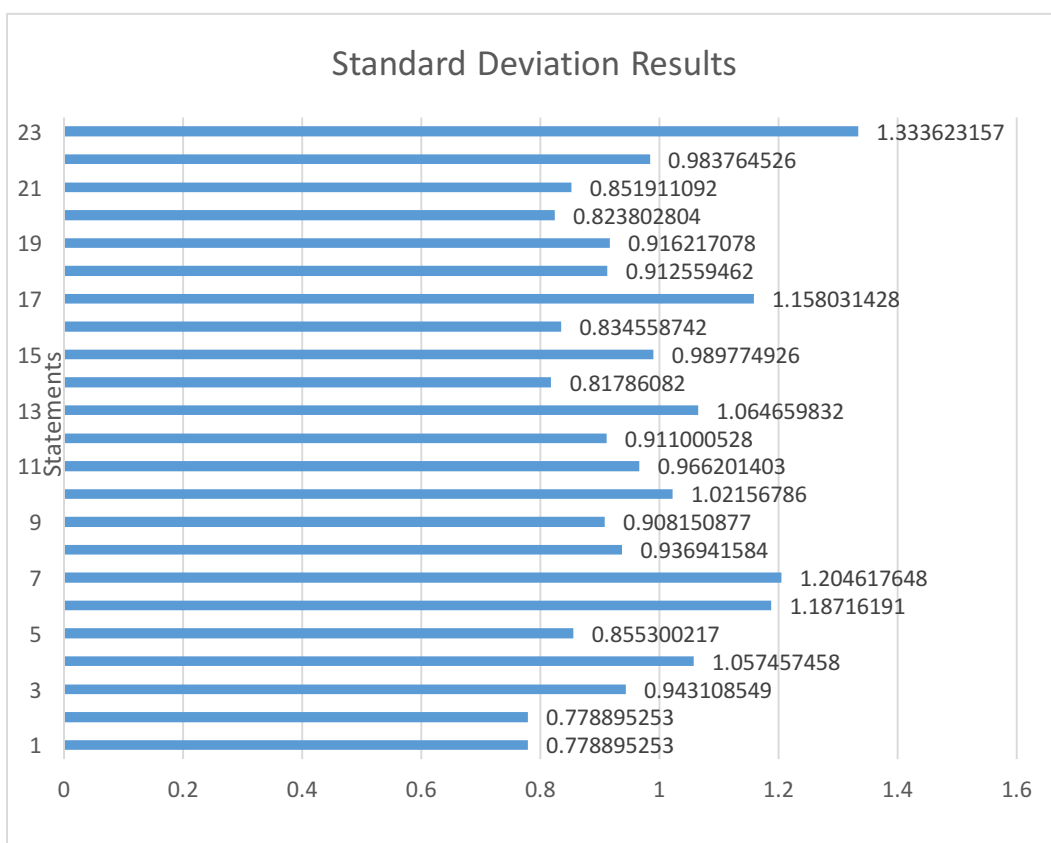


Figure 3. Result of Standard Deviation

From the chart above, it is known that the highest standard deviation is number two (SD = 0.96) which is the statement is "I think about whether the online text fits with my purpose text". The statement is under the domain of global reading strategies.

The results of the data retrieval can be viewed from the diagram, through a two-week process of data retrieval. Researchers spread the questionnaire by using google form and small website (tinyurl.com). There are 23 questions as the strategies in online reading. After that, the results of the responses were into the Microsoft Excel for data processing. It has to be underlined that there are 300 respondents in various majors in the university of Islam Indonesia which has a total population of 23,300 active students. After the data collected, the researcher determines the standard deviation (SD) and Mean by using the formula = STDEVA and = AVERAGE. After getting the results, the researcher know the highest strategies and the lowest in reading online. Can be seen from the results of the charts below.

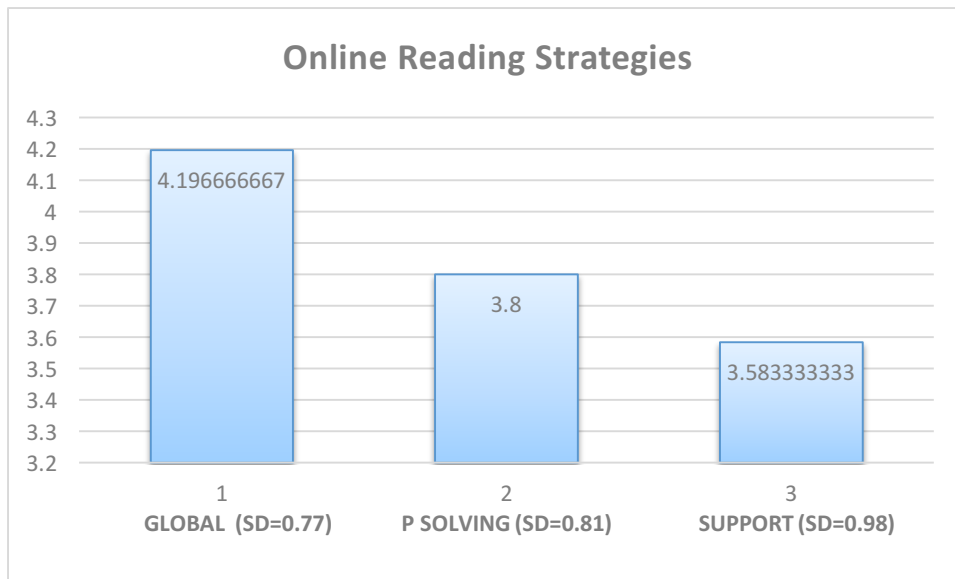


Figure 4. The Category of Strategies

Based on the overall strategies in the diagram of ORSI, there are three main categories of strategies in a survey of students using online reading based on findings from (Mokhtari and Sheorey, 2002) such as: Global strategies, Problem solving, and support. While in this study the global average strategies has the highest value (Mean = 4.19, SD = 0.77) than on other strategies. meanwhile, the lowest strategies is support which has only value (Mean = 3.58, SD = 0.98).

The highest strategy of each categories which is included global reading strategies: "I have a purpose in mind when I read online" (Mean = 4.19, SD = 0.77). Furthermore, that is problem solving: "I stop occasionally and think about what I am reading online" (Mean =3.8, SD = 0.81). The lowest is support strategies: "I use

the links to reference materials (like inline dictionaries) to help me when I don't understand what I am reading" (Mean=3.58, SD = 0.98).

The lowest strategy of each categories which is included global reading strategies: "I use typographical features of the text (bold, italics, headings, colors, and fonts) to identify important information" (Mean = 3.49, SD = 1.15). Furthermore, that is problem Solving strategies: "I read slowly and carefully to understand what I am reading online" (Mean = 3.98, SD = 0.94). The lowest is support strategies: "I take notes while reading online to help understand what I read" (Mean=2.98, SD = 1.20).

The focus of the discussion on this research that is in the category of strategies that is global reading strategies, problem solving, and support that each grouped using three different colours. Which is red for global reading strategies, yellow for problem solving and green for support.

1. The Result of Global Reading Strategies

Table 7. Domain of Global Reading Strategies

Global Reading Strategies			
Statements	N	Mean	SD

I have a purpose in mind when I read online.	3	4.1966	0.7788
	0	66667	95253
	0		
I think about whether the online text fits with my purpose text	3	4.1668	0.9680
	0	06337	98852
	0		
I review the online text, looking at length and organization	3	3.2133	1.0574
	0	33333	57458
	0		
I read information on the internet for school purpose	3	3.8866	0.9110
	0	66667	00528
	0		
I use the typographical features of the text (bold, italics, headings, colours, and fonts) to identify important information	3	3.49	1.1580
	0		31428
	0		
I critically analyse and evaluate the information I find in online texts	3	3.4966	0.9125
	0	66667	59462
	0		
I check to see if I understand when I read new information	3	3.8833	0.8238
	0	33333	02804
	0		
I think about what I already know to help me understand what I am reading online	3	3.9	0.8519
	0		11092
	0		

I look at the overall view of the text before I start reading	3	3.61	0.9837
online	0		64526
	0		

In the table above can be seen that there are statements, N, Mean and SD. for the statement that is in the form of online reading strategy that is packed in the form of questions. after that, N is the total sample that can be from various departments in the Islamic university of Indonesia that is as much as 300 respondents from the total 23,000 population of active students. Furthermore, Mean is the average value of each strategy that is packed in the form of questions. the last is the standard deviation (SD) associated with the value of Mean.

Based on research results, the global reading strategy is the highest average value over the other strategies that has a value (Mean = 4.19, SD = 0.77). However, another high value in reading online strategies is “I think about whether the online text fits with my purpose text” (Mean = 4.16, SD = 0.96). This statements is considerable to be the highest mean for the SD is higher than first statements (Mean = 4.19, SD = 0.77). Whereas, the lowest value of global reading strategies (Mean = 3.49, SD = 1.15). The statement that makes the global reading strategy as the highest value strategy and the lowest statement in the global reading classification are:

Table 8. Classification of global reading strategies

Statement	N	Mean	SD
I think about whether the online text fits with my purpose text	300	4.166806337	0.968098852
I use typographical features of the text (bold, italics, headings, colours, and fonts) to identify important information	300	3.49	1.158031428

According to the survey results, the researchers revealed that students are well aware of significant global reading strategies, most students have goals while some students use text typefaces (bold, italics, headings, colors, and fonts) to identify important information in online reading. The statement is the first question point as the most popular statement while the seventeenth point is an unpopular question point on global reading strategies.

Furthermore, students are considered to use global reading strategies at a fairly high frequency level (from the Overall Strategy). Then, followed by the second is problem solving strategies, while the least used is a support strategies.

2. The Result of Problem Solving Strategies

Table. 9 Domain of Problem Solving Strategies

Problem Solving Strategies			
Statements	N	Mean	SD
	3		
I read slowly and carefully to understand what I am	0	3.98666	0.94310
reading online	0	6667	8549
	3		
	0		0.85530
I try to get back on track when I lose concentration	0	4.03	0217
	3		
I adjust my reading speed according to what I am	0		0.93694
reading online	0	3.72	1584
	3		
When reading online, I decide what to read carefully	0	3.79666	0.90815
and what I can choose to ignore	0	6667	0877

	3		
When the online text becomes difficult, I pay closer attention	0	0.96620	
	0	3.73	1403
	3		
I stop occasionally and think about what I am reading online	0	0.81786	
	0	3.8	082
	3		
I visualize or picture in my mind the things I read online	0	0.83455	
	0	3.95	8742
	3		
I scroll up and down in the online text to remember and connect information together	0	3.83666	0.91621
	0	6667	7078

The results of the survey on problem solving strategies can be seen in the table above which is statements, N, Mean and standard deviation (SD). In the statement of problem solving strategies in the form of questions as well as other strategies. While N is the 300 sample value of respondents from the total of 23,000 active students in UII obtained by the researcher. After which there is a Mean as a result of the average value in the form of a question from the ORSI questionnaire. The last is the standard deviation (SD) that is closely related to the mean (mean).

Based on the results of the research, the problem solving strategy is the highest average value after the global reading strategy has a value (Mean = 4.03,

SD = 0.85), as for the lowest score on the problem solving strategy (Mean = 3.93, SD = 0.94). The statement that makes the problem solving strategy as the second highest value strategy after the global reading strategy can be seen in the table below with the lowest value as well

Table 10. Classification of Problem Solving strategies

Statement	N	Mean	SD
I try to get back on track when I lose concentration	300	4.03	0.855300217
I stop occasionally and think about what I am reading online	300	3.986666667	0.943108549

According to the results of the survey, the researchers revealed that students are aware of significant reading strategies with problem-solving categorization, average students try to refocus when they lose concentration. Besides, few students read slowly and carefully to be able to understand what students read in online. For strategy in the form of popular statement on problem solving that is fifth and unpopular point that is the third point. As for problem-solving strategies, students can use them at the average frequency level (of the overall strategies).

3. The Result of Support Strategies

Table 11. Domain of Support Strategies

Support Strategies			
Statements	N	Mean	SD
	3	2.863	
I print a copy of the online text so I can write on it and make notes	0	33333	1.187
	0	3	16191
	3		1.204
I take a notes while reading online to help understand what I read	0		61764
	0	2.98	8
	3	3.943	
I use link to reference materials (like online dictionaries) to help me when I don't understand what I am reading	0	33333	1.021
	0	3	56786
	3	3.516	1.064
I use the pictures and other graphics on the sites to help understand what I am reading online	0	66666	65983
	0	7	2
	3	3.583	0.989
	0	33333	77492
I paraphrase (say in my own words) what I read online	0	3	6
	3	3.026	1.333
I read out loud to myself when the online text gets confusing of difficult to understand	0	66666	62315
	0	7	7

The results of the survey on the support strategy can be seen in the table above, there are statements, N, Mean and standard deviation (SD). In a support strategies statement in the form of a question just like any other strategies. While N is the result of 300 sample respondents from total 23,000 active students in UII obtained by the researcher. Thereafter, Mean as a result of the average value in the form of a question from the ORSI questionnaire. The last is the standard deviation (SD) which is closely related to the Mean (average).

Based on the survey results, the support strategy is the lowest average value in this study, statements in the category of support strategies are rarely used by students when reading online. While the highest average support amount of each statement is (Mean = 3.58, SD = 0.98), as for the lowest value in support strategies (Mean = 2.98, SD = 1.20). The statements that make the support strategy as the lowest value strategy of any strategy in online reading are:

Table 12. Classification of Support strategies

Statement	N	Mean	SD
I paraphrase (say in my own words) what I read online	300	3.583333333	0.989774926
I take a notes while reading	300	2.98	1.204617648

online to help
understand what I
read

According to the results of the survey, the researchers revealed that students are not too interested in support strategies while reading online. Based on a statement in the category of strategies, the average student uses his own words in understanding the online reading. While a small percentage of students recount their reading results in order to understand the content of the readings online. For a popular statement about the fifteenth and unpopular support strategies is the fifth point. As for support strategy, students can use it at low frequency level (from whole strategy).

B. Discussions

1. Global Reading Strategies

Based on research findings, global reading strategies have the highest value of other strategies. It can be seen from the results of consideration of the mean data and standard deviation that has been collected by the research. Which explains that the global reading strategies have a value (mean = 4.16, SD = 0.96), with the statement "I think about whether the online text fits with my purpose text". While for the lowest value falls on the support strategies that have the value (Mean = 3.58, SD = 0.98) with the statement "I paraphrase (say in my own words) what I read online". The results of this study have differences with Kymes (2007), Kymes

research suggests that problem-solving is the highest strategies based on the results of a student survey with a "when the text becomes difficult, the student re-read the text to increase the understanding" statement. From that comparison the researcher concludes that it may refer to differences in mind-set, experience and background knowledge. Therefore, students in the Kymes (2007) study tend to prefer strategies problem-solving as the main strategies when reading text online.

In line with the statement of Langston (2003) that the purpose of reading online text is important because online text is a popular source of information currently. In addition, Cox (2004), said that online text influence is very important in academic context. Because reading online more effectively and dynamically with unlimited references. According to the results of this study, researchers conclude that students every time using online reading as a medium of information, students first have the right goal in accordance with the purpose of accessing information in learning process. As a source of information, students can also determine the real purpose while reading online.

2. Problem Solving Strategies

The researchers revealed that the survey results in online reading strategies in the category of problem solving has an average value (Mean = 3.8, SD = 0.81). With a statement that the student paused while reading online, and rethink the contents of the previous reading. The statement has a similarity statements with coiro (2005), which explains the strategies of reading online by reviewing students' reading results. Then, after understanding the content of the reading, students continue reading online. The difference is that in research Coiro (2005), problem-

solving is the highest strategies based on survey results with statements " when the text becomes difficult, the student re-read the text to increase the understanding" statement". In this research, the statement of problem-solving strategies can not make as the main strategies in reading online based on the results from 300 respondents. Problem solving is the second highest strategy after global reading with acquisition (Mean = 3.8, SD = 0.81). After that followed by support as strategies that have the lowest value.

With the problem solving strategies as the second highest in this research, the researchers concluded that when students read online. To be able to understand the contents of reading, students read with care and occasionally review the results of reading online. It explains that reading many times and thoroughly improves students' understanding of online reading.

3. Support Strategies

According to the results of the survey, researchers revealed that the percentage of support strategies has the lowest value in this study. Students are less interested in using these strategies. students a small percentage of their reading record to understand the contents of the online reading. If compared to Kymes (2007) research, support strategies are the second highest after problem-solving strategies. The statements is "I use the dictionaries to help me when I do not understand what I am reading". Based on the results of the survey, the researchers concluded that in the Kymes (2005) study, it may be a factor of cultural differences that causes it, for example abroad students use average links in the website as a

shortcut in searching for information. Whereas, Indonesian students still rarely use links as the main shortcut in searching for additional information when reading. However, Kymes (2005), states that online reading is a media source of information which can be accessed by students directly without going through intermediaries in understanding the contents of online reading.

Based on the results of the survey, the researchers concluded that various students from the Islamic University of Indonesia are more interested to read directly the information contained in online media without having to record or use additional shortcuts in reading. Furthermore, only a few students on the support strategy use their own words in understanding the online reading. The results of this statement make the support strategy the lowest strategy in this study.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter describes the summary of the research based on research findings in previous chapter and recommendation for further research.

A. Conclusion

The results of this study show that most students use global reading strategies (Mean = 4.19, SD = 0.77) when reading online. As described in the previous chapter, “students have a purpose when accessing information online”. As for the lowest statement of global reading strategies that few students use typographical features of the text (bold, italics, headings, colors, and fonts) to identify important information (Mean = 3.49, SD = 1.15). Furthermore, followed by problem solving strategies in the second sequence through the highest statement is “the students try to get back on track when they lose concentration” (Mean = 4.03, SD = 0.85). As for the lowest value is on the statement “the students stop occasionally and think about the reading online” (Mean = 3.98, SD = 0.94). the last is the support strategies as the lowest strategy in this study, which involves statements sometimes “the students paraphrase (say in the own words) while reading online (Mean = 3.58, SD = 0.98). As for the lowest statement which is “few students take notes while reading online to help the student understanding.

B. Suggestion

In general, researchers categorize suggestion in this study into three points below:

1. Advice for students in various departments in UII to be able to use online media as a means of finding information in the context of learning. With the influence of current technology, students should be wise in accessing information especially in reading online. Researchers suggest that students should know a good learning strategies that suits their individual characteristics. Furthermore, the researcher suggests to lecturers and students to be able in optimizing the support strategies in giving instruction or reading process. Moreover, The researcher also hope that students can use various strategies to combine in reading online. Also students should have clear goals and good planning when reading online.

2. This recommendation for lecturer at UII. Researchers suggest that in the context of learning to be empowered use of online media in the learning process. Currently the use of online sources such as articles, journals, e-books, etc is very efficient to use in the process of learning especially for online reading. Other things that can be taken into account from online reading that has unlimited references and does not require a lot of cost in order to access information from the website.

3. Current research offers recommendations for further study. The researchers hope that later students and lecturers use Google form and tinyurl.com as a means in survey research. Both tools will be very useful in the process of data retrieval and

easier in finding respondents. All the features that exist on Google form and tinyurl.com already is automatic and can be used by all circles is no exception.

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APPENDIX