

**STUDENTS' PERCEPTION ON E-LEARNING TOWARD
READING COMPREHENSION IN SMP IT BUNAYYA
PEKANBARU**

A THESIS

*Intended to Fulfill One of Requirements for the Awards of Sarjana Degree in
English Language Teaching and Education Faculty Islamic University of Riau*



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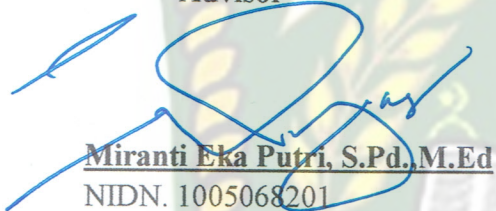
THESIS

STUDENTS' PERSEPTION ON E-LEARNING TOWARD READING
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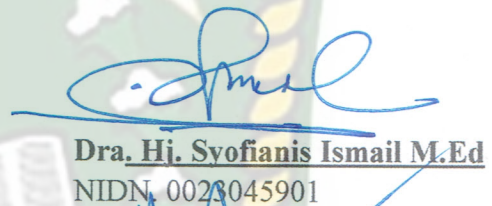
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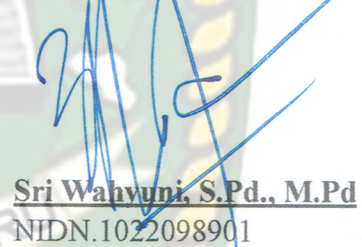
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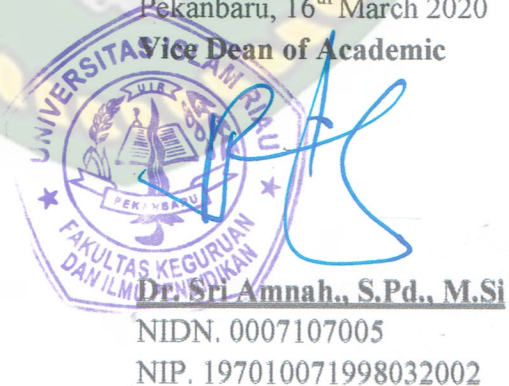

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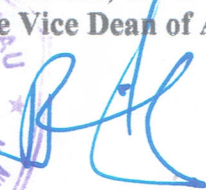
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No	Date	Guidance Agenda	Signature
1	October 8 th 2018	Consulting of the Title	
2	January, 8 th 2019	Revised Chapter I	
3	january, 20 th 2019	Revised Chapter I&II	
4	february, 05 th 2019	Revised Chapter III	
5	March, 11 th 2019	ACC for Join Seminar Proposal	
6	March, 18 th 2019	Join Seminar Proposal	
7	July, 30 th 2019	Took the Data	
8	November, 19 th 2019	Revised Chapter IV	
9	November, 19 th 2019	Revised Chapter V	
10	December, 9 th 2019	Checked All Chapter	
11	December, 10 th 2019	Approved to Join Thesis Examination	



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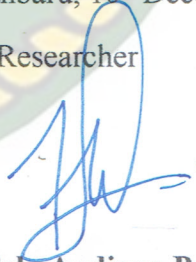
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I hereby declare this thesis is definitely from on my own work, except some theories which quoted or taken from some various sources including to "References". I took responsible for the truthfulness of the data presented in this paper.

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ACKNOWLEDGEMENT

First And Foremost The Researcher Wants To Give Thanks To Almighty God Who Has Given The Blessing, Mercy, And Ability To The Researcher In Completing The Thesis Entitled “**Perspective on E-Learning toward Reading Comprehension of at Junior High School.**”. This Thesis Is Proposes To Fulfill One Of The Requirements For The Award Sarjana Degree In English Program Of Teacher Training And Education Faculty Of Islamic University Of Riau.

The success and final outcome of this thesis required a lot of guidance and assistance from many people and I am extremely privileged to have got this all along the completion of my thesis. All that I have done is only due to such supervision and assistance and I would not forget to thank them.

1. Prof.Dr.H.Syafrinaldi,SH.,MCL., the Rector of Islamic University of Riau,
2. Drs.Alzaber.,M.Si., the Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
3. Dr.Sri Amnah,M.Si, the Vice Dean of Education and Teacher Training Faculty and all staffs of Islamic University of Riau,
4. Miranti Eka Putri,S.Pd.,M.Ed, the Head of English Study Program for her guidance and help given to the researcher to complete this thesis,
5. Muhammad Ilyas,S.Pd.,M.Pd, the Secretary of English Study Program, and the researcher’s vice advisor who has given correction, suggestion, support, advice, guidance and kindness in completing this thesis,

6. I respect and thank , Miranti Eka Putri,S.Pd.,M.Ed the researcher's head advisor. Gratefully thank you for your suggestion, support, advice, guidance and kindness in completing this thesis.
7. I owe my deep gratitude to my thesis supervisor, Sri wahyuni, S.Pd., M.Pd., and Dra. Hj.Syofianis, M.Ed., who took keen interest on my thesis work and guided me all along, until the completion of my thesis work by providing all the necessary information for developing a good work.
8. All lecturers who have given their knowledge and information through learning process in the class.
9. The researcher's beloved parents and brother ; Tumbur Pasaribu, lartien Aritonang and Pdt Tumpal pasaribu S.Th, who have never given up prayer for their daughter in their life and given their meaningful and useful support her financially and morally to finished her study at FKIP UIR to get this stage. The researcher cannot arrive at this stage, see and stand up to face everything in this world without the hard effort and love of theirs. They give the researcher more than they have.
10. The researcher would like to give thanks to this self because of her courage, confident, the feeling of never give up to her own self, and still can alive to survive everything for this final stage, Nurlela Audiana Pasaribu
11. The Last One, The Researcher Would Like To Give Thanks to my dearest Andry Harryson silalahi and All My Friends (Best Friend Forever)Dewi hosanna panjaitan ,Selly astika , Heni hutajulu, Firda sihombing, Lena

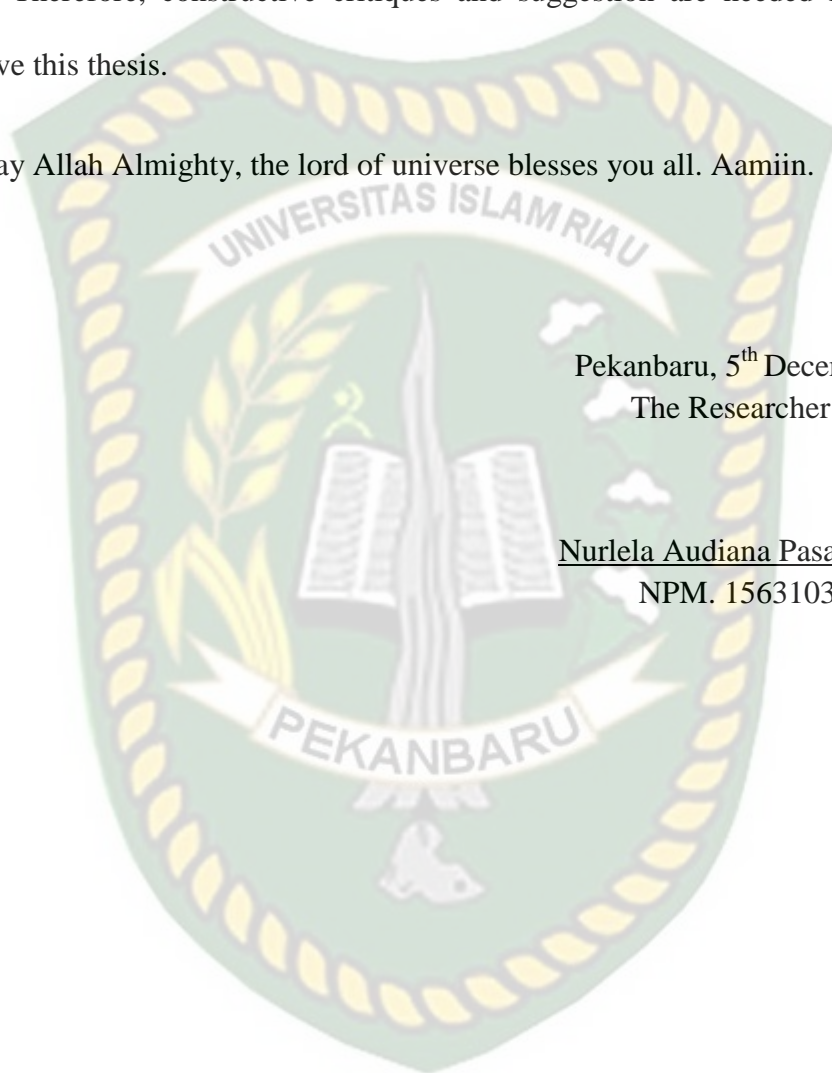
siagian,Saskia rahma. Who Always Given Me Support My Proposal Until Thesis.

Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the lord of universe blesses you all. Aamiin.

Pekanbaru, 5th December 2019
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ABSTRACT

Nur, 2019. Students' Perspective of e-Learning on Reading Comprehension at Junior High School.

Keywords: Students' Perspective, e-Learning, Reading Comprehension

Reading is a fundamental life time skill and keystone for a students' achievement in school. The number of students in classroom can be one of the issues that potentially raise problem in learning English reading comprehension. In average, the number of students in a classroom is 40 students. The aim of the research is find out the Students' Perspective on e-Learning toward Reading Comprehension of at Junior High School.

Research method of this research is used qualitative by using questionnaire and interview. Questionnaire distributed from 36 students at SMP IT Bunayya. Students' perspectives on e learning are seen in four indicators, namely (1) students' opinion toward e-learning, (2) students 'use experience of e-learning, (3) students' perception of adventures of e-learning, (4) students 'perception of disadvantages of e-learning. The data were analyzed by using statistic desriptive.

The result showed that from questionnaires, majority students were "enough" 27 students or 87,1%, "good" 3 students or 9,7%,. And least is poor category 1 students or only 3,2%. It means that students' perspective about e-learning on Reading Comprehension at SMP IT Bunayya was enough good. Based on interview session, the result showed that students' perception of adventures of e-learning was generally good. All student do agree that e-learning help alot while learning English, althoug one of students' disagree that reading comprehension is one of the demanding topic to use e-learning. They think that e-learning more effective and beneficial in learning listening.

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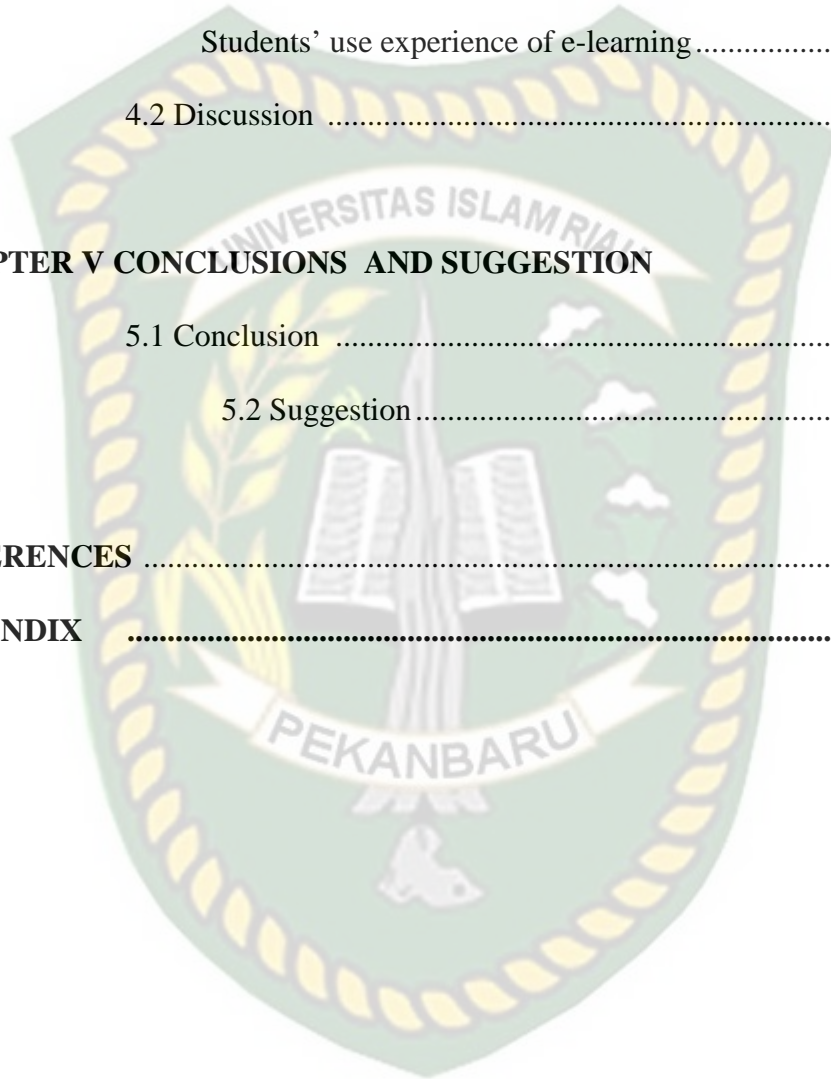
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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

Reading skills are one of the main components taught in English language teaching and learning processes in Indonesia. Teachers perform English teaching reading skills in, at least two level: beginning level and reading comprehension level. Beginning level comprises the earlier level of teaching reading where teachers introduces to the students orthographical writing in the form of separated alphabetical orders. At this point, Teachers commonly teaches students some basic English vocabularies to contextualize the phonemic knowledge of the alphabets. English reading comprehension level constitutes the higher level of reading skills. Students should be able to use their cognitive skill to comprehend the intertwined conditions between written and spoken communication in which factually these types of communication are different in nature from one to another.

Reading is a fundamental life time skill and keystone for a students' achievement in school. Reading comprehension skills are to be comprehended accurately. It is a skill that every students' needs to learn and should be able to decode what they read and make connections between their prior knowledge and deeply understand about what has been read (Bagum & Hamzah, 2017). Crosson & Lesaux, (2013) stated that reading comprehension is mind training not hand learning. It's a cognitive practice of understanding consequences from the printed

material or from the illustrative character commonly screamed as print (Oakhill & Cain, 2012). Reading is the main element for the success of students and their academic career as well (Leu, Forzani, Rhoads, Maykel, Kennedy, & Timbrell, 2015). In order to read one must have knowledge on how to comprehend words together to make a meaning to the listener otherwise there will be no persistence in reading. Reading comprehension is the most vigorous and essential skills which every student necessitate to acquire (Yengar, Karim, & Chagwira, 2016).

On the other hand, while learning English at classroom, reading comprehension also meet a big deal issues. Students' issues deal with their attitude in the learning processes. Firstly, students are passive in the process of learning and teaching activities. The passsive students' will makes reading comprehension not effective because the critical reasoning gained in active class from the students' activities (Natsir & Anisati, 2016). Such an attitude seriously affects the run of the classroom activities and students' learning achievement (Pamuji, 2015). Teachers commonly have to struggle to activate students' learnings that demand more teachers' energy for both motivating students to be active in the activities and ensuring their understanding toward the contents of the lesson (Damayanti, 2017).

Secondly, the number of students in classroom can be one of the issues that potentially raise problem in learning English reading comprehension. In average, the number of students in a classroom is 40 students (Lie, 2007). This number reduces chances for the students to obtain facilitation for their teachers.

Lack of facilitation in their learning can lead to problem in their learning attainment.

Thirdly, the way of teaching needs to be more interesting and makes students' focus. Muhammad, Muslem, & Sari (2017) argue that teachers still need to improve their teaching by making some improvement in designing more interesting materials. The interesting authentic materials that are developed with rich contextual clues to understand the content facilitate students to have better learning outcome (Astika, 2015). Boring materials discourage students' interest in doing classroom reading activities (Natsir & Anisati, 2016). Therefore, teachers are suggested to use and design more attractive and well-suited material with the nature of the students' contextual learning experiences. In addition, teachers also need to motivate and provide immediate helps to the students who appears to face problems in their learning (Muhammad, Muslem, & Sari, 2017).

Lastly, time allocations for reading skill practices are limited. For non-education English education department, the national curriculum just provides two to four credit hours in a weak to teach English (Lie, 2007). Similarly, secondary school allocate similar amount of time to teaching English. When teaching English should accommodate for English main skills (listening, speaking, reading, and writing), this curriculum time allocation raises another issue in English reading comprehension teaching and learning. Adding time allotment for English learning may become a solution to this issue (Rustipa, 2014).

Therefore, solutions to minimize difficulties and obstacles in reading comprehension are needed. One of the lessons that can be offered in this case is the use of e-learning. E-learning is worth implementing as an alternative in which teachers, for example, have another way of delivering their teaching materials to students outside the classrooms (Mohammadi, Ghorbani, & Hamidi, 2011). It was due to two different factors; practical factor and professional factors. The practical factor refers to the large number of students in class, class size, time allotment, lack of appropriate resources to support the implementation of the approach. While, professional factors may cover the teacher preparations, mastery of the discussed topics, and teaching-learning strategies (Dwiastuty, Susilawati, & Sulhan, 2018). Hence, students have insufficient of time to deliver questions for unclear matters and teachers may not satisfy their explanation to the students due to the limited time. Another problem emerges in such a way that teachers lost opportunity to fully concentrate in the teaching activities. Teaching in a crowded classroom can cause failure to attract students' attention and involvement as some students may make noises and not focus in the learning process.

Based on the explanation above, the researcher is interested in carrying out the research entitled “e-Learning on Reading Comprehension of Students’ Perspective at Junior High School”.

1.2 Identification of the Problem

The first, students are passive in the process of learning and teaching activities. Teachers commonly have to struggle to activate students’ learnings that

demand more teachers' energy for both motivating students to be active in the activities and ensuring their understanding toward the contents of the lesson. The second, the number of students in classroom can be one of the issues that potentially raise problem in learning English reading comprehension. It reduces chances for the students to obtain facilitation for their teachers. Lack of facilitation in their learning can lead to problem in their learning attainment. The third, the way of teaching needs to be more interesting and makes students' focus. Boring materials discourage students' interest in doing classroom reading activities. Therefore, teachers are suggested to use and design more attractive and well-suited material with the nature of the students' contextual learning experiences. The last, time allocations for reading skill practices are limited. The national curriculum just provides two to four credit hours in a week to teach English. When teaching English should accommodate for English main skills (listening, speaking, reading, and writing).

1.3 Focus of the Problem

From the background stated, the researcher found the problem. To limit the problem in this research, the researcher focuses the research only focused of Students' Perception on e-Learning toward Reading Comprehension of at Junior High School.

1.4 Research Question

Based on the limitation the researcher formulates the problem of the research as follow: “How is the students’ perception about e-learning on Reading Comprehension at Junior High School?”

1.5 Objective of the Research

Objective of the research is to find out the Students’ Perception on e-Learning toward Reading Comprehension of at Junior High School.

1.6 Significance of the Research

This research will be hopefully useful for the teacher, students, other researcher and readers. Some of those areas as following:

- a. This research is expected to help the process of teaching learning English, especially in reading comprehension.
- b. This research is expected to provide the readers and teachers information about students’ perception about e-Learning on Reading Comprehension.
- c. This research is expected to motivate the students to improve their reading skill.

1.7 Definition of Key Term

In order to avoid misunderstand and misinterpretation about the title of this research, would be better for the writer to define a number of terms used in the research.

a. E-Learning

E-learning is the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration (Soliman, 2014). In this research means a research is carried to find out e-learning in reading comprehension of junior high school students.

b. Reading Comprehension

Reading is the process to gain the correct message from a text that the writer intended for the reader to receive (Pourhosein, Gilakjani, & Ahmadi, 2011). Comprehension is a process in which readers make meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the views of readers related to the text (Duke, 2003).

c. Perception

Most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups (Demuth Andrej, 2013). According to the direction of information flow. The first is a group of theories which suppose using only bottom up processes when acquiring and processing sensory data. By bottom-up processes, we mean processes that start at the lowest sensory levels. On the contrary, the top-down theories suppose that in the process of discrimination, but mainly when processing sensory stimulus, we start by “feeling” sensory data on receptors.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.3 Relevance Theory

2.1.1 The Definition of Reading Comprehension

Reading is a very important skill that must be possessed by learners. It would help them in understanding the meaning of text learnt in the school. According to Tarigan (2008: 7), reading is a process to get message of the writer through words or written languages.

Reading is the process to understand a text or a passage. The purpose of reading is to catch the idea or information in paragraph text. The primary target in reading is comprehension. The following is the purpose of reading by Anderson in Cahyani (2007: 99-100):

- a) Reading for detail facts. This reading activity is aimed at knowing at the discoveries that have been done by a character or to solve the problems creates.
- b) Reading for main ideas. This reading activities aimed at finding what the main topic of reading passage is.
- c) Reading for sequence or organization. This reading activities aimed at knowing the sequence of event or story that happens in the text.
- d) Reading for inference. This reading activities aimed at concluding the contents contained in the reading passage.

- e) Reading for classify. This reading activities aimed at classifying the story in text.
- f) Reading to evaluate. This reading activities aimed at evaluating the contents of the text.
- g) Reading to compare or contrast. This reading activities aimed at comparing between phenomenon on the text and real life.

Reading comprehension consists of two words; those are reading and comprehension. Those have each meaning as cited in Pakzad (2012: 77-78):

“Reading may be considered the process of recognition and perception of the written or printed material. On the other hand, comprehension is understanding of the meaning of the written material and covers the concious strategies that lead to understanding. (Sheng, 2000) Tarigan (2008: 58) defines that reading comprehension is kind of reading activity that aims at understanding literary standards , critical review, printed drama, patterns of fiction.

Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In understanding read text information children develop mental models, or representations of meaning of the text ideas during the reading process. There are two classes of mental models: a text-based model, which is a mental representation of the propositions of the text and a situation model consisting of what the text is perceived to be about (Wooley, 2011: 15-16).

Concluding the several view points above, reading comprehension can be defined as ability to understand the meaning of written or printed materials, and get information from it that can be measure with a test.

2.1.2 The Component of Reading Comprehension

In comprehending reading material, the most important thing to be considered is the component of reading comprehension. According to Leu (1987: 30-37), there are six major components of reading comprehension:

a) Decoding Knowledge

It refers to the readers knowledge use to determine the oral equivalent of written word. It is important for comprehending when determining the oral equivalent of a word helps reader identify meaning. It is usually thought in the early grades, is an important part of beginning reading instruction.

b) Vocabulary Knowledge

It refers to the knowledge are about word meaning to determine the appropriate meaning for a word in a particular context. It is important at all grade level, but is a particularly important aspect of reading instruction as children develop and explore less familiar subject areas with somewhat specialized vocabulary.

c) Syntactic Knowledge

It means that knowledge of the words order rules that determine grammatical function and sometimes the meaning and pronunciation of words.

d) Discourse Knowledge

It is knowledge of language organization at units beyond the single sentence level. It includes knowledge of the structural organization of different types of writing.

e) Readiness Aspects

Traditionally, it refers to the students' ability to benefit from initial reading instruction. It also refers to the students' ability to read and understand a particular selection. It describes the abilities required for reading and comprehending any particular piece of printed material.

f) Affective Aspects

In reading comprehension, affective aspects include both interest and attitude. These increase motivation and facilitate reading comprehension. All readers comprehend better when interested in reading.

From the explanation above, it can be considered that the major components of reading influenced someone in comprehending the text. The readers would comprehend the text perfectly if the major components of reading are understood well.

2.1.3 Teaching Reading Comprehension

Kimbly and Garmezy in Brown (2000:7) define that teaching is the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, provide with the knowledge, cause to know, understand knowledge and give new knowledge. Brown (2000:7) also says that "teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learners to learn, setting the conditions for

learning”. Meanwhile learning is getting the knowledge or the acquisition of the knowledge. From the definitions above, we can define teaching as helping, facilitating, and giving instructions how to learn and get something or knowledge. Here the teacher is the subject in doing those because the teacher has the obligation to help the students getting or acquiring the second language that is English.

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2000: 306-311), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

- a) Identifying the purpose in reading By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students know what information they want to know in reading the texts. (Brown, 2000: 306).
- b) Using graphemic rules and patterns to aid in bottom up decoding (especially for the beginning level learners) At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc). (Brown, 2000: 306).
- c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels) In advanced learner, teacher can apply

reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2000: 306)

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one's eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2000: 308)

e) Scanning the text for specific information. Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2000: 308)

f) Using semantic mapping or clustering. Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2000: 308).

g) Guessing when you are not certain.

Brown (2000: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to: (1) guess the meaning of a

word, (2) guess grammatical relationship (e.g., a pronoun reference), (3) guess a discourse relationship, (4) infer implied meaning (“between the lines”), (5) guess about a cultural reference, and (6) guess content messages.

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students’ reading comprehension. Moreover, the students should encourage themselves to be strong readers. Strong reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2.1.4 The Definition of e-learning

E-learning is composed of two parts, namely 'e' which stands for 'electronica' and 'learning' which means 'learning'. So e-learning means learning by using electronic device assistance services. So in its implementation, e-learning uses audio, video or computer devices or a combination of the three.

E-learning is one of the educational outcomes that has surfaced from the development of ICT. Its general concept is essentially learning which involves the usage of any electronic device, from computers to mobile phones, and which might, or might not, involve the usage of the internet (Web sites or other applications) or an intranet (Thuraya, 2015 :24).

E-learning could be presented through several resources, for example: computer software and internet websites. Moreover, other applications have been developed specifically for e-learning, such as Virtual Learning Environments (VLEs), which provide the user or the learner with numerous facilities like comfortable access to learning materials, communication with lecturers or trainers

and the other peers. The VLE provides flexible access to learning, as it can be accessed anywhere and anytime (Adam & Healy, 2000).

The European Commission (2001) describes e-learning as: “The usage of new multimedia technologies and the Internet to develop the quality of learning and teaching by easing access to facilities and services in addition to remote exchanges and collaboration” (The European Commission, 2001). The Joint Information Systems Committee (JISC) offered a parallel definition in 2003, defining e-learning as "learning facilitated and supported through using the information and communications technology (ICT)" (JISC, 2003). Likewise, Clark & Mayer (2003) have indicated that e-learning is the instruction delivered on a computer by way of CD-ROM, internet or intranet with the next qualities: containing content relevant to the learning objective; using instructional methods which include the examples and practice to support learning; using the media elements for example words and pictures to transport and deliver the contents and methods also, building fresh knowledge and skills linked to individual learning goals or to improved organizational performance (Clark & Mayer, 2003).

Stockley (2005) has defined e-learning as “the delivery method of a learning, training or education program by electronic means, e-learning is involving the usage of a computer or electronic device (e.g. a mobile phone) to provide training, or learning material”.(Stockley, 2005). Also, Oblinger and Hawkins (2005) suggest that e-learning has transformed from being a completely online course to use technology to deliver selected parts or all of course,

independent of a fixed place or time. This means that students can be domestic, traveling or can learn at any distance (Oblinger and Hawkins, 2005).

In addition, there is a description of the meaning of e-learning more broadly. Actually e-learning material does not have to be distributed on-line either through local networks or the internet. Interaction using the internet can be run on-line and real-time or off-line or archived. Offline distribution using CD / DVD media also includes e-learning patterns. In this case the application and learning material are developed as needed and distributed through CD / DVD media, then the learner can utilize the CD / DVD and learn in the place where he is (Lukmana, 2006).

2.1.5 The Characteristics of e-learning

According to Alonso, et.al (2005) the characteristics of e-learning are:

- 1) E-learning is Learner-Centric Learning: The learner centric e-learning model makes an array of resources available to the learner, who is free to choose when, where and how to learn.
- 2) E-learning for lifelong learning: With increasing access to technologies and its ever increasing sophistication this approach to learning facilitates lifelong learning among various stake holders.
- 3) E-learning is Flexible Learning: E-learning has historically been linked with distance education and flexible learning. In distance education, various technologies can be used to link learners, instructors and resources that are removed in time or space. The

hallmark of flexible learning, as its name suggests, is its adaptability to learners' needs and circumstances.

- 4) E-learning is Social: E-learning seeks to foster collaboration and peers interaction. Various e-learning technologies facilitate various types of collaboration among learners and teachers.
- 5) E-learning Involves Learning Objects: E-learning uses reusable learning objects. This RLO permits one to create e-learning course with ease.
- 6) E-learning is Personalized: Usually e-learning system permits its users to personalize the learning by tailoring its offerings to their learning style, job requirements, career goals, current knowledge and personal preferences.
- 7) E-learning Involves Effective Communication: The effectiveness of e-learning also depends on establishing two-way communication between teachers and learners, and among learners themselves. There are many standalone tools as well as learner management system integrated tools to foster interactive and collaborative engagement.

2.1.6 The Benefit of e-learning

In more detail, the benefits of e-learning can be seen from 2 (two) angles, namely from the angle of students and teachers:

1) Student

With e-learning activities it is possible to develop high learning flexibility.

According to Brown, 2000 (in Siahaan, 2003) this can overcome students who:

- a) Studying in small schools in poor areas to follow certain subjects that cannot be given by the school,
- b) Follow family home education programs (home schoolers) to study material that cannot be taught by their parents, such as foreign languages and computer skills,
- c) Feeling phobia with school or students who are cared for in hospitals or at home, who drop out of school but are interested in continuing their education, as well as students who are in various regions or even those who are abroad, and
- d) Not accommodated in conventional schools to get education.

2) Teachers

According to Soekartawi (in Siahaan, 2003) some of the benefits obtained by the teacher are that the teacher can:

- a) It is easier to update the materials that are the responsibility according to the demands of scientific developments that occur,
- b) Develop themselves or do research in order to increase their insight because there is relatively more free time,
- c) Control the learning activities of students. Even the teacher can also know when the students learn, what topics are learned, how long something is learned, and how many times a particular topic is learned,
- d) Check whether students have worked on the practice questions after studying a particular topic, and
- e) Check the answers of students and notify the results to students.

2.1.7 Students' Perspective

Perspective is our recognition and interpretation of sensory information. Perspective also includes how we respond to the information. According to Jacobs et al (2004:231) refer to perspective as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different senses.

In teaching and learning process perspective is important to know how far understanding of the learner or the students. Jacobs et al (2004:231) refer to perspective as one of the most important elements underpinning effective teaching and learning. Learning can only occur after exposure to stimuli, and each person is exposed daily to a variety of stimuli that affect the different.

2.1.8 Indicator of Students' Perspective on e-learning

According to Caporarello, Manzoni & Bigi (2018) students' perspective on e-learning such as : (1) Students' opinion toward e-learning, it shows the general opinion students have towards e-learning, both with regard to what they mean by e-learning, and to its future trends (2) Students' use experience of e-learning, it shows the experience students make of e-learning, taking into account their frequency of use, the reasons why they use it and their satisfaction (3) Students' perception of advantages of e-learning, and; (4) Students' perception of disadvantages of e-learning.

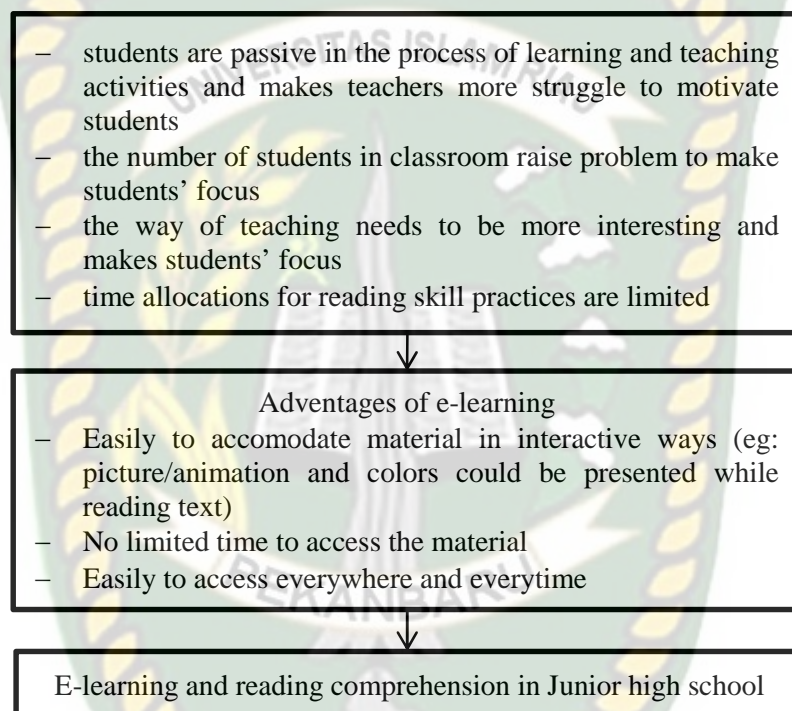
2.1.9 E-learning for Junior High School Students' in Reading Comprehension

Vivian (2016: 21) stated that there were four prospects of e-learning in the teaching of reading comprehension as reported by the teachers. First, the use of e-learning was said to be beneficial in terms of attracting students' attention. Secondly, with e-learning gadgets, suitable online reading materials are made available to the students. Again, it could help students improve their vocabulary and enable them to find out the meaning of words in the texts they read. Lastly, e-learning usage could meet the teachers teaching objectives as e-learning aid the teaching process. With regard to the problems of e-learning in the teaching of reading comprehension, it is reported that teachers found it more difficult to control the class once a lesson is going on with e-learning tools. Students became too excited when e-learning was used and this caused problems to teachers in terms of class control. Besides that, students might be distracted by other elements in the website when they use internet. Apart from the distraction factor, teachers were afraid of the actual content from students' reading on the internet as there were so many articles available and students might not actually read what they are required to.

Tunmibi, et.al (2015) done the research entitled impact of e-learning and digitalization in primary and secondary schools, the result showed that most students agreed that e-learning help students to have access to unlimited source of information; reveals connection between subjects; promotes critical thinking; and encourages students' way of learning. The study further shows that majority of the

teachers agreed that e-learning is easier and effective; helps to further develop teachers' computer skills; and brings out the best in students. Interestingly, the two parties agreed that e-learning helps teachers and students to share accountability for learning and achievements.

2.4 Conceptual Framework



The study is aim to find out the implementation of e-learning in students' reading comprehension at Junior High School Pekanbaru. Since there is students' issues deal with their attitude in the learning processes especially in junior high school. Students are passive in the process of learning and teaching activities. The passsive students' will makes reading comprehension not effective because the critical reasoning gained in active class from the students' activities. Teachers commonly have to struggle to activate students' learnings that demand more

teachers' energy for both motivating students to be active in the activities and ensuring their understanding toward the contents of the lesson. Also, the number of students in classroom > 20 students. This number reduces chances for the students to obtain facilitation for their teachers. Lack of facilitation in their learning can lead to problem in their learning attainment.

In additon, reading comprehension sometimes makes student bored. Boring materials discourage students' interest in doing classroom reading activities. Therefore, teachers are suggested to use and design more attractive and well-suited material with the nature of the students' contextual learning experiences. So, the use of e-learning is expected to reduce the problem and help students and teachers in achieving learning goals.

CHAPTER III

RESEARCH METHOD

3.1. Research Design

This research is a mixed method. According to Sami Almalki (2016) mixed method research was a suitable approaches to any given project, its use would yield positive benefits . This study focuses on students' perspective of e-learning in reading comprehension. The study was conducted by primary data from an open questionnaire given to the sample. Next, the researcher analyzed the interview results to ensure answers from the study based on an open questionnaire.

3.2. Source of Data

This research was conducted at SMP IT Bunayya. Time location of this research was from April 2019. The population of this research is class IX at SMP IT Bunayya. The populations of this research are 31 students from one classes.

Table 3.1 Population of the Research

No	Class	Population
1	IX Alfarabi (Male)	22
2	IX Alaslamy (Female)	9
Total		31

The researcher chooses them as the population in this research. According to Arikunto (2005:116) research sampling as follows if less than 100 better taken all until the research is a population study if the number of large subject can be take around 10% - 30%.

Sampel of this research is 31 students, because the researcher choose sensus sampling as sampling technic so all number of population taken as sample.

3.3. Data Collection Technique

In collecting the data, the researcher will do some steps which are describes as follow:

- a. The researcher come to the school and asking permission to teacher.
- b. The researcher come to classroom, greeting.
- c. The researcher will explain the goal of researcher' coming to the classroom.
- d. The researcher will distribute the questionnaire to the respondents.
- e. The researcher will give time to students' in doing that.
- f. The researcher will collect the questionnaires and analyze the data.
- g. After the researcher collect all questionnaires. Next day, the researcher will interview several students by giving some questions about aspects of e-learning in reading comprehension.

Table 3.1 Questionnaire Items Distributions

No	E-learning	Question Number	Total
1.	Students' opinion toward e-learning	1,2,3	3
2.	Students' use experience of e-learning	4,5,6	3
3.	Students' persepction of adventages of e-learning	7,8,9,10,11,12,13,14,15	9
4.	Students' persepction of disadvantages of e-learning	16,17,18,19,20,21,22	7
Total		22	

Table 3.2 Questionnaire's Item

No	Item	Ques. Number
1	E-learning help me to learn reading comprehension by online	1
2	I belief that e-learning is one of reliable learning source for future to help everyone learn about reading comprehension easily	2
3	E learning facilitates me to learn and increase motivation in reading comprehension	3
4	I ever attended an e-learning course in my school in the last 12 months	4
5	I use e-learning source to learn English in the last 12 months	5
6	I willing to attend e-learning course in reading comprehension in the futre	6
7	e-learning Increasing flexibility (time and place) on learning reading comprehension	7
8	By using e-learning, it is easy to get and share of learning materials especially in reading	8
9	I use e-learning to download learning material (such as slides)	9
10	I update my knowledge by reading online some text of reading comprehension	10
11	e-learning improves interaction processes with teachers	11
12	While learning English by e-learning, I get a quick feedback	12
13	e-learning improves collaboration and coordination among students	13
14	e-learning improves the development of student's knowledge and skills on reading comprehension	14
15	e-learning fosters interaction processes among students on reading comprehension	15
16	e-learning reduces sosial interaction while learning reading comprehension	16
17	e-learning increases extra costs in terms of technological equipment on searching about text of reading comprehension	17
18	e-learning reduces the opportunity to understand the students' learning style	18
19	I face some techological-related issues (ex: networking problem) so, it become inefficient	19
20	I think e-learning only better for students with	20

No	Item	Ques. Number
	technological and computer skills, so learning reading comprehension not effective by using e-learning for everyone	
21	Implementing e-learning in school still a challenge due to lack of readiness of school administration staff	21
22	e-learning makes me difficult to self-organizing the learning schedule	22

3.4. Data Analysis Technique

Before analysing the data, depend on the data collection technique, the researcher followed the procedures to collect the data which is necessary in the research as follows:

3.4.1 Questionnaire

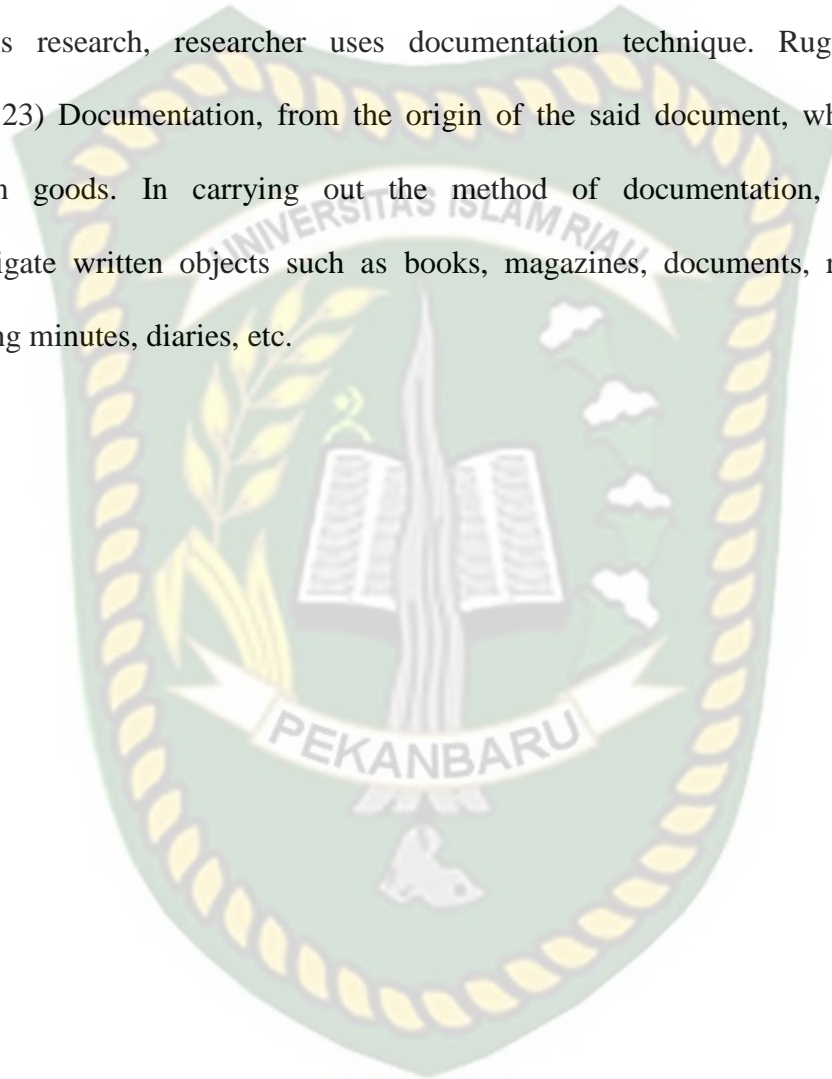
According Arikunto (2013:194) quistionnaire are a number of written questions that are used to obtain information from respondents in the sense of report about their personality or things knows. The data achieve through questionnaire and it analyze by describing how the students' perspective about using e-learning. To find out the e-learning in reading comprehension, 18 indicators used based on the indicator of e-learning theory. The researcher will describe each student's answers.

3.4.2 Interview

After data collected, the data are checked, learnt. The research will take a few students for giving some questions by interview. The researcher will ask the students by 4 indicators of e-learning. According to Lexy (2014) interview is a conversation with purpose, usually an interview is done by a person interviewer or more who will be the interview.

3.4.3 Documentation

After data collected, the data are checked, learnt, and compared to make necessary interpretation and it associated to their questionnire too. The researcher will take the pictures and videos as evidences of documentation. Data collecting in this research, researcher uses documentation technique. Rugaiyah said (2016:23) Documentation, from the origin of the said document, which means written goods. In carrying out the method of documentation, researcher investigate written objects such as books, magazines, documents, regulations, meeting minutes, diaries, etc.



CHAPTER IV

THE PRESENTATION OF RESEARCH FINDING

4.1 Data Presentation

This chapter discusses the data analysis and findings of the research. The questionnaire used in this retrospective study was carefully analysed to ensure that the data gathered was presented clearly with the aid of tables, percentages and graphs, where possible. A retrospective chart analysis was conducted to capture the data essential to accomplish the research objectives.

This research aimed to find out the students' perception on e-learning toward reading comprehension of at Junior High School. Data collected done by questionnaire and interview. According to Caporarello, Manzoni & Bigi (2018), students' perspectives on e learning are seen in four indicators, namely (1) students' opinion toward e-learning, (2) students' use experience of e-learning, (3) students' perception of adventures of e-learning, (4) students' perception of disadvantages of e-learning.

The questionnaire compared four indicators with a total 22 structured closed questions that were developed to ensure objectivity of data.

a. Questionnaire

1. Students' opinion toward e-learning

Table 4.1
Students' opinion toward e-learning

No	The Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1	e-learning help me to learn reading comprehension by online	10	32,3	15	48,4	6	19,4	-	-
2	I belief that e-learning is one of reliable learning source for future to help everyone learn about reading comprehension easily	7	22,6	15	48,4	9	29,0	-	-
3	e- learning facilitates me to learn and increase motivation in reading comprehension	10	32,3	12	38,7	9	29,0	-	-

From the table 4.1 know that most of item in students' opinion toward e-learning is 48,4% agree that "e-learning help me to learn reading comprehension by online", 48,4% students' agree that "e-learning is one of reliable learning source for future to help everyone learn about reading comprehension easily" and 38,7% students agree that "e- learning facilitates me to learn and increase motivation in reading comprehension".

2. Students' use experience of e-learning

Table 4.2
Students' use experience of e-learning

No	The Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
4	I ever attended an e-learning course in my school in the last 12 months	3	9,7	13	41,9	12	38,7	3	9,7
5	I use e-learning source to learn English in the last 12 months	1	3,2	7	22,6	19	61,3	4	12,9
6	I willing to attend e-learning course in reading comprehension in the futre	9	29,0	13	41,9	9	29,0	-	-

From table 4.2 know that most of item in students use experience of e-learning is agree. 41,9% students' agree that students ever attended an e-learning course in my school in the last 12 months. 61,3% students disagree that students' uses e-learning source to learn English in the last 12 months. And 41,9% students willing to attend e-learning course in reading comprehension in the future.

3. Students' perception of advantages of e-learning

Table 4.3
Students' perception of advantages of e-learning

No	The Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
7	e-learning Increasing flexibility (time and place) on learning reading comprehension	3	9,7	20	64,5	8	25,8	-	-
8	By using e-learning, it is easy to get and share of learning materials especially in reading	7	22,6	18	58,1	6	19,4	-	-
9	I use e-learning to download learning material (such as slides)	7	22,6	16	51,6	5	16,1	3	9,7
10	I update my knowledge by reading online some text of reading comprehension	3	9,7	21	67,7	-	-	7	22,6
11	e-learning improves interaction processes with teachers	3	9,7	9	29,0	15	48,4	4	12,9
12	While learning English by e-learning, I get a quick feedback	4	12,9	12	38,7	7	22,6	8	25,8
13	e-learning improves collaboration and coordination among students	7	22,6	17	54,8	7	22,6	-	-
14	e-learning improves the development of student's knowledge and skills on reading comprehension	7	22,6	19	61,3	7	22,6	-	-

No	The Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
15	e-learning fosters interaction processes among students on reading comprehension	5	16,1	19	61,3	-	-	7	22,6

From table 4.3 know that most of item in students' perception of advantages of e-learning questionnaire is agree in several item. 64,5% students' agrees that e-learning increasing flexibility (time and place) on learning reading comprehension. 58,1% students' agree that by using e-learning, it is easy to get and share of learning materials especially in reading. 51,6% students' agree that they use e-learning to download learning material (such as slides).

4. Students' perception of disadvantages of e-learning

Table 4.4
Students' perception of disadvantages of e-learning

No	The Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
16	e-learning reduces sosial interaction while learning reading comprehension	6	19,4	10	32,3	13	41,9	2	6,5
17	e-learning increases extra costs in terms of technological equipment on searching about text of reading comprehension	6	19,4	12	38,7	11	35,5	2	6,5
18	e-learning reduces the opportunity to understand the	2	6,5	11	35,5	14	45,5	4	12,9

No	The Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
	students' learning style								
19	I face some technological-related issues (ex: networking problem) so, it become inefficient	4	12,9	21	67,7	6	19,4	-	-
20	I think e-learning only better for students with technological and computer skills, so learning reading comprehension not effective by using e-learning for everyone	4	12,9	14	45,2	10	32,3	3	9,7
21	Implementing e-learning in school still a challenge due to lack of readiness of school admistration staff	7	22,6	15	48,4	7	22,6	2	6,5
22	e-learning makes me difficult to self-organizing the learning schedule	2	6,5	8	25,8	14	45,2	7	22,6

From table 4.4 students' perception of disadvantages of e-learning is mostly agree with several statement. 41,9% students' agrees that e-learning can reduce sosial interaction while learning reading comprehension. 38,7% students' agree that e-learning increases extra costs in terms of technological equipment on searching about text of reading comprehension.

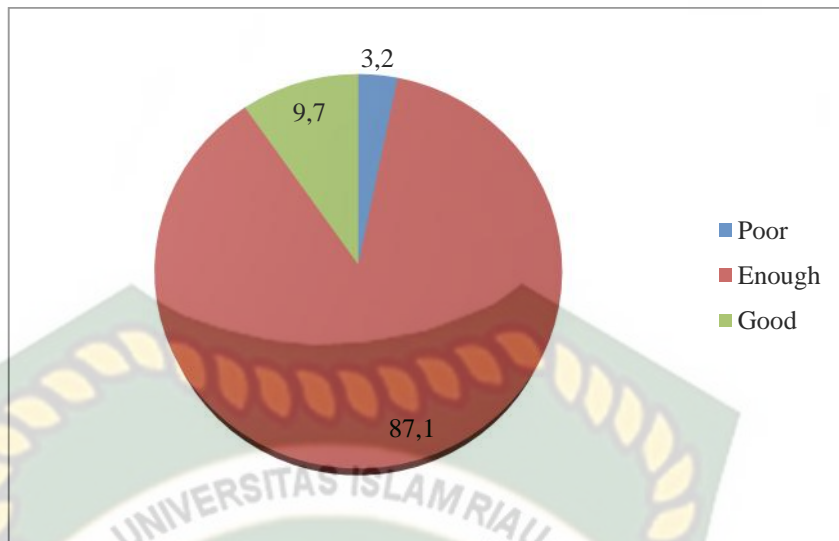
5. Categorizing Students' Perspective on e-Learning toward Reading Comprehension of at Junior High School

To know the Students' Perception on e-Learning toward Reading Comprehension of at Junior High School. There are three option choices "Strongly Agree, Agree, Disagree, and Strongly Disagree". Researcher gave score 4, 3, 2, 1 for each choice. Then the researcher sums each value given to determine the overall score for each statement. After that researcher used the frequency of every statement on this formula $P = \frac{F}{N} \times 100\%$. Then, researcher calculated the percentage of each intelligence. Finally, researcher use SPSS for categorizing the students' perception on e-learning toward reading comprehension using statistic descriptive.

Table 4.5
Categorizing Students' Perception on e-Learning toward Reading Comprehension of at Junior High School

Students' Perspective					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	3,2	3,2	3,2
	Enough	27	87,1	87,1	90,3
	Good	3	9,7	9,7	100,0
	Total	31	100,0	100,0	

From the table above there are three categories. Majority students has "enough" 27 students or 87,1%, "good" 3 students or 9,7%,. And least is poor category 1 students or only 3,2%.



From the table and figure above that can be concluded most of students is categorized as enough in perception of e-learning (87,1%), and the least is categorized as poor (3,2%), and other is good (9,7%).

b. Interview

There are four questions about students' perception in using e-learning on reading comprehension at SMP IT Bunayya. In general, the response of the students of using e-learning is enough satisfied. In interview session researcher choose three students'and asking some question to gathering data.

Students' opinion towards e-learning on reading comprehension generally positive. Based on the interview all students think that they got some new experience since taught by using e-learning. One of the students said that:

“after using e-learning, I felt that more easy to use any technology tools to learning english”.

Other student also comments that:

“e-learning strengthenfully encourages to explore more about text and any information so that will help to easily understand the English text”.

So it can be concluded that, e-learning has positive impact enhancing reading comprehension in students' perception, due to the ease the technology and encourages students to gather information in internet especially learning toward English text.

Students' use experience of e-learning was generally enough experienced. It shows the experience of the student into account their frequency of use. All students' generally not always access e-learning, most of students use e-learning while at their home or not so in classroom activity. The reasons why they use it because they think that e-learning more effective to understand and accesable everytime. One of the students not also use e-learning that provided by teacher, she states that:

“I also bought and subscribed one of e-learning that sold monthly. I think that it is important to increase learning activity on using e-learning at home, although the teacher does not provide yet”.

Students' perception of advantages of e-learning was generally good. All student do agree that e-learning help alot while learning English, although one of students' disagree that reading comprehension is one of the demanding topic to use e-learning. Student states that:

“I love learning by using e-learning, it helps me a lot! I dont have any issue while using e-learning, all the thing makes impact to my English skill”

“I think that e-learning more effective and beneficial in learning listening rather than reading something on internet”.

Students’ perception of disadvantages of e-learning was generally positive. Most of students think that there was no disadvantages of e-learning, instead of one of student argues that:

“e-learning is the new way to make study more fun and interactive.”

But, there is one students think that:

“e-learning could make someone lazier, because all reading material can be accessed on the internet, besides the possibility of answering the quiz can be cheating due to the e-learning is not able to limit access to its users”.

The researcher also asking about the difficulties using e-learning, all of students answered that internet connection. Hence by students’ accesses material component using mobile data from their smartphone, so some of students trouble in access data.

In this research, students reported that it was very useful for them to gain hands-on experience and see how others were using the e-Learning resources and provide an opportunity to share skills, learn from others and reflect on their practices. Ertmer et al. (2012) support this idea and argue that the more professional development initiatives are aimed at developing a

teacher's knowledge, skill and confidence in using technology in the classroom, the greater the likelihood of change in teacher practices. Modelling active learning processes, such as collaboration, hands-on practice and problem solving were a prime focus of this study, and the results indicate that this action in a professional development initiative was successful in being able to change teachers e-Learning practices and selection of an effective pedagogy to increase the likelihood of successful implementation of the e-Learning activity within their classroom setting.

Beside that, the students expect to continue using e-learning in schools as well. One student stated that:

"I really hope that e-learning will continue to be used in the classroom, so that I will be more motivated, I am happy not only to use the same learning resources. So I will use technology more."

4.2 Discussion

Based on the result of this research, there is positive perception by students in using e-learning on reading comprehension. According to Keller & Cernerud (2002) students' perceptions were negatively related to attitudes to new technology, in the sense that students identifying themselves as innovators or early adapters were more negative than others.

Some students of the current study had expressed in comments/suggestions that access to learning course material should be an interactive session both in classroom or at home. There should be a platform where educative videos and

important case based presentations can be shared. Online discussions and online work submissions should also be incorporated.

The disinterest to use web based learning materials/ resources were also expressed by Edirippulige S et al. Thus, to get the positive desired results, both learners and teachers need to adopt a new attitude towards such e-learning models and with integration of e-learning in curriculum, educators have to become more involved as facilitators of learning and assessors of competency.

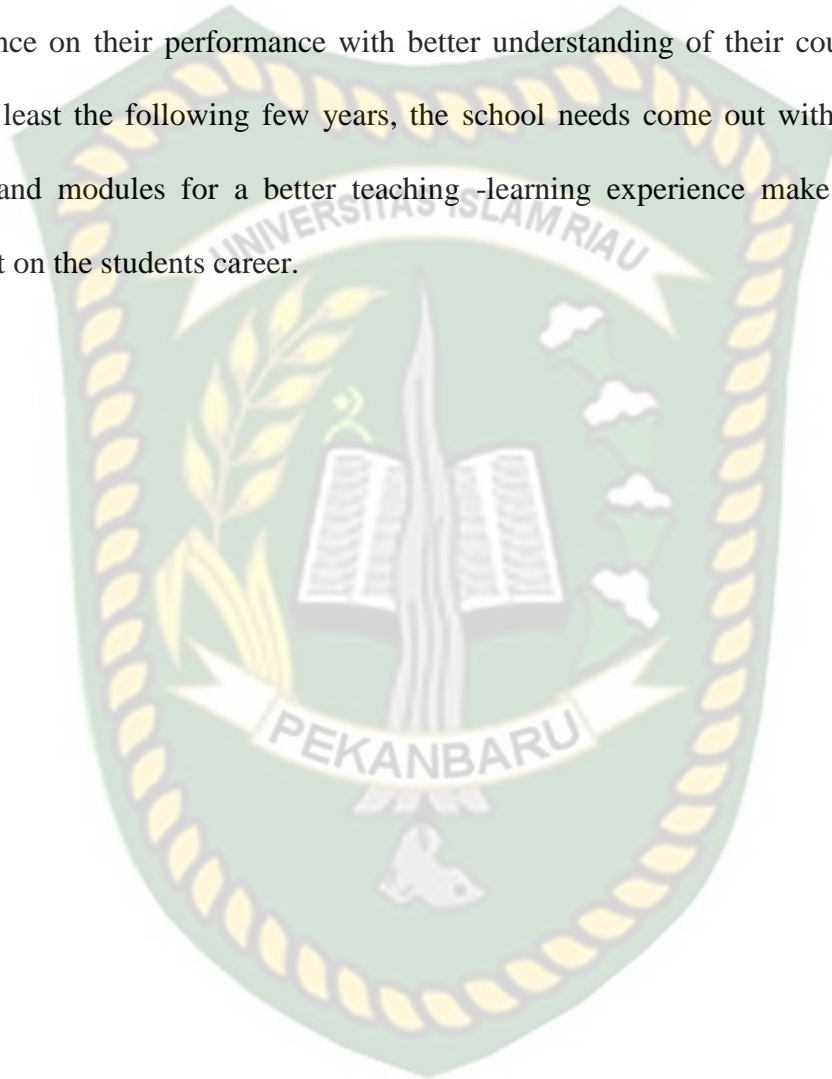
The students do find e-learning to be useful and beneficial in increasing their performances. It is in line with Khandve (2016) thus e-learning should be further utilized in a blended learning environment to support face-to-face teaching and allow for flexibility in delivery of medical education. . In current situation of gadget world, Institutions leading with blended learning environment will remain sustainable for long duration with successful academic achievement.

The researcher found from interview, the obstacles using e-learning of the students answered from internet connection. As Nawang et al (2012) said that the other obstacles faced to Indonesian students are low independence level, connection problem and difficulties in understanding the material. Besides the internet connection difficulties in understanding the material it was found only. Another obstacle that written by the student in that survey some of the students wrote that the lack of facilitation (computer) that was one of the obstacle.

The weaknesses from Bullen and Beam in Muhammad Yazdi's journal was not become the weaknesses of e-learning because the students and the teacher

really happy while using e-learning. The teacher and the students only found one the weakness of e-learning, it was in e-learning could not upload the file.

This research in line with Mahajan et al (2018) that found depicts that e-learning has its benefits from a student's perception and it will have a positive influence on their performance with better understanding of their courses. Thus for at least the following few years, the school needs come out with e-learning tools and modules for a better teaching -learning experience make a positive impact on the students career.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The research is focused on students' perception about e-learning on Reading Comprehension at Junior High School. Analyzing the data is presented in the previous chapter. The conclusion could be described as follow:

a. Questionnaire

Majority students were "enough" 27 students or 87,1%, "good" 3 students or 9,7%,. And least is poor category 1 students or only 3,2%. It means that students' perception about e-learning on Reading Comprehension at SMP IT Bunayya was enough good.

b. Interview

For interview, students' perception of advantages of e-learning was generally good. All student do agree that e-learning help alot while learning English, although one of students' disagree that reading comprehension is one of the demanding topic to use e-learning. They think that e-learning more effective and beneficial in learning listening.

5.2 Suggestion

Based on the result of analysis and conclusion above, the researcher would like to give suggestion not only for the English Teacher, but also for all elements of education:

a. For the Students

The information of the results showed that most students' agree that e-learning help a lot to enhance reading comprehension. So that, students expected to be able to learn more outside the classroom by accessing e-learning to familiarize reading practice.

b. For the Teacher

The use and implementation strategy at the Schools seemed to overrule the individual background variables traditionally said to influence user perceptions. Related to this result one might conclude that students do not necessarily regard access to a Web platform in regular school.

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