A STUDY ON STUDENT PERSPECTIVE OF E-LEARNING IN READING COMPREHENSION AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR

A THESIS

Intended to Fulfill One of the Requirements for the Award of Sarjana Degree in English Language Teaching and Education

Written By :

HURRIYATUL AINAH
NPM. 156310606

ENGLISH LANGUAGE EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
ISLAMIC UNIVERSITY OF RIAU
2020

TABLE OF CONTENTS

REFERENCES

ATTACHMENT

iii

ABSTRACT

The Study on Student's Perspective of E-Learning in Reading Comprehension at English Language Education of FKIP UIR

As receptive skill, reading at certain degree, some students have difficulties in learning. It was also affected by the attitude's factors student expressed that the majority of students have a favorable behavior toward E-Learning. The purpose of this research is to find out the level of student's perspective in third semester of english department of UIR.

Research method of this research was qualitative descriptive with research respondents of 30 students of English Department in UIR. This research focuses of very agree.agree, neutral, disagree, very disagree aspects.

The data was analyzed by using table on microsoft word. Based on the table, the result is to learn Reading comprehension by online. There are 60 respondents. Who is very agree with percentage in the amount 53,3%, there are 8 respondents who is agree with percentage in the amount of 26,70%, there are 6 respondents who is neutral with percentage in the amount 20,00%, there are no respondents who is disagree and very disagree. The researcher conclude that student's perspective of E-Learning on class 3B is very agree with 53,3%.

Keywords: Students' perspective, e-learning, reading comprehension.

DECLARATION

I hereby declare that the work in this is my own, excpet for the question which had been listed in references.

Pekanbaru,2nd Jan 2020

Hurriyatul Ainah
 156310606

ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful. All the praises and thanks be to Allah, the lord of the `Alamin (mankind, jinn and all that exists). The researcher has finished this thesis entitle "A STUDY ON STUDENT'S PERSPECTIVE OF E-LEARNING IN READING COMPREHENSION AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR" as one of the requirements for the Award of Sarjana Degree in English Study Program. In completing this thesis, the researcher has received valuable contribution, advice, support, motivation, help guidance from many people. Therefore, in this case the researcher wants to express the deepest sicere thanks and gratitude for the following great people.

1. Drs. Alzaber, M.Si, as the dean of Teacher Training and Education Faculty, who gives support and encouragement to finish this thesis.

2. All of dean assistans and official employess of Teacher Training and Education Faculty, who gives support and encouragement to finish this thesis.

3. Miranti Eka Putri, S.Pd,M.Ed, the head of English Study Program of FKIP UIR, for his kidness and attentionin finishing this thesis.

4. Miranti Eka Putri, S.Pd.,M.Ed as the advisor who gives all the best for the researcher in finishing this thesis.

5. The English Study Program Lectures and staffs who gave knowledge and guidance to the researcher, whom their names cannot be mentioned one by one.

6. All of the researcher beloved friend who always give support which their names cannot be mentioned one by one. The researcher is so lucky to have them all

The researcher

Hurriyatul Ainah

THESIS GUIDANCE AGENDA

It has been done thesis guidance agenda to:

Name	: Hurriyatul Ainah
Index Number	: 156310006
Study Program	: English Education
Faculty	: Faculty of Teacher Training and Education
Head Advisor	: Miranti Eka Putri S.Pd, M.Ed
Title	: **A STUDY ON STUDENT'S PERSPECTIVE OF E-LEARNING IN READING COMPREHENSION AT FKIP UIR**

No	Date	Guidance Agenda	Signature
1	28th may 2018	Consulting of Research Title	
2	14th january 2019	Revise Chapter I (added the Theory)	
3	21th may 2019	Revise Chapter II	
4	21th august 2019	Revise Chapter III	
5	10th september 2019	Acc to join seminar	
6	7th october 2019	Join Seminar	
7	5th november	Take the data	
8	6th december 2019	Analyzing data finding	
9	15th december 2019	Constructing result and constructing abstract	
10	19th december 2019	Constructing all chapters	
11	14th february 2020	Acc to join thesis examination	

Pekanbaru, 2nd January 2020
The Vice Dean of Academic

Dra. Hj. Tity Hastuti, M.Pd
NIP.195911091987032002
NIDN. 0011091987032002

viii

LETTER OF NOTICE

the head advisor and vice adviser here by notice that:

Name   : Hartati S dS

Index Number   : 156310606

Study Program   : English Education

Faculty   : Faculty of Teacher Training and Education

Has completely written a thesis which entitled:

"A STUDY ON STUDENT'S PERSPECTIVE OF E-LEARNING IN READING COMPREHENSION AT FKIP UIR"

It is ready to be examined.

This letter is made to be used as it mention.

Pekanbaru, 2nd January 2020

Adviser

Miranti Eka Putri S.Pd, M.Pd
NIDN. 1005068201

THESIS APPROVAL

TITLE

A STUDY ON STUDENT'S PERSPECTIVE OF E-LEARNING IN READING COMPREHENSION AT FKIP UIR

Name   : Hurriyatul Ainah
Index Number : 156310006
Study Program : English Education
Faculty   : Faculty of Teacher Training and Education

Adviser

Miranti Eka Putri, S.pd, M.Ed
NIDN. 1005068201

The Head of English Study Program

Miranti Eka Putri, S.Pd, M.Pd
NPK. 091102367
Penata Muda/Tingkat I Asisten Ahli/IIIb
NIDN. 1005068201

This thesis has been accepted to be one of the requirements for the award of Sarjana Degree in English Study Program, Faculty of Teacher Training and Education, Islamic University of Riau.

Pekanbaru, 2nd January 2020
The Vice Dean of Academic

Dra. Hj. Tity Hastuti, M.Pd
NIP.195911091987032002
NIDN. 0011091987032002

x

THESIS

"A STUDY ON STUDENT'S PERSPECTIVE OF E-LEARNING IN READING COMPREHENSION AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR"
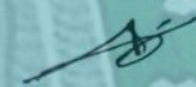
Name	:	Hurriyatul Ainah
Student number	:	156310606
Study Program	:	English Language Education
Faculty	:	Teacher Training and Education
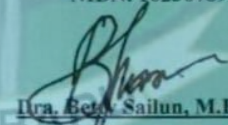
THE CANDIDATE HAS BEEN EXAMINED
TUESDAY, 7th OCTOBER 2019
THE EXAMINERS COMMITE

Advisor

Miranti eka Putri, M.Pd
NIDN. 1005068201
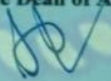
Examiners

Arimuliani Ahmad, S.Pd., M.Pd
NIDN. 1023078901

Dra. Betty Sailun, M.Ed
NIDN. 1005068201

Thesis is submit in partial fulfillment of the requirments for Degree of Sarjana of Education in Universitas Islam Riau .

Pekanbaru, August 3rd 2019
The Vice Dean of Academic

Dra. Hj. Titv Hastuti, M.Pd
NIP.195911091987032002
NIDN. 0011091987032002

CHAPTER I

INTRODUCTION

1.1 Backround of the Problem

English is an international language, it plays an important role in communication to make relationship between other people all around in present day. In Indonesia, English has become an important subject to be mastered by the students, either for academic purposes or for communicative purposes. It is studied at elementary schools, junior high schools, senior high schools and universities. English as the first foreign language has an important role since the language can be used to help not only students who want to enroll themselves into the higher educational institution but also the people who are looking for better jobs or positions. It can be understood that a lot of jobs and good positions invite candidates who have good mastery of written and oral English.

Nowadays we face globalization era so we are demanded to master international language. As we know English is the one of international language. English has pivotal role as a communication means for both oral or written. Therefore, English is taught to young learners in the early age in Indonesia and all over the world. English has been taught to young learners at the pre-school until university.

In the fast development of science and technology, people can get the information from various media of communication such as internet, television,

newspaper. Magazine, etc. In getting the information from a written form, people must have a good reading comprehension to comprehend what they are reading.

Reading is one of the language skill, should be mastered well by the students. Reading is an essential factor that influences one's activity in communication. People consider reading is an important activity, so that people usually say that reading is the way to open the world. Reading is an interesting activity because by reading people can get some information widely without going away.

According to Aebersold and Field (1997:15), reading is what happens when people look at a text and assign meaning to the written symbols in the text. In other words, we assume that reading activity is people's activity to read the text. It can be concluded that reading is a process of reacting and understanding a written text as a piece of communication.

The students seem to think reading means starting at the beginning and going word by word, stopping to look up every unknown vocabulary, until they reach the end. When they do this, students are relying exclusively on their lingistic knowledge. Effective language instruction shows the students how they can adjust their reading behavior to deal with a variety of situations, types of input and reading purpose. Reading is an activity with purpose. A person may read in order to gain information of verify existing knowledge, or in order to critique a writer's ideas or writing style.

The purpose of reading also determines the appropriate approach to reading comprehension. A student reading a scientific article to support an

opinion needs to know the vocabuary that is used, understand the facts and cause effect sequences that presented and recognize ideas that being presented. Further to attain better comprehension, a reader also needs to know structural framework of texts, writer's intention, pattern and feature, types of information being presented, and the way of flowing information from author (writer) to readers. The reader is conceived as an empty vessel waiting to be filled with the insight of the text.

Reading can be thought of as a way to draw information from the text and form an interpretation of that information. However, this statement does not really tell us much about what happens when we read and how comprehend a text. Sometimes, students may know most of the vocabulary and understand the main concept of a text, but they may not comprehend the text precisely. In some case, students may not be fully familliar with overall genre expectation of certain type of text. Students recognize and aware that something is not working the way they expect, but they do knot know why.

Teaching reading in University is focused on three characteristic of a text. They are social function of the text, generic structure, and linguistic features. The students are expected be able to recognize all the characteristic of text by neglecting how to understand sentences as a unit of a text. In my mind , recognize purpose of the text. Generic structure and linguistic features are not enough to lead the students comprehend the text.

As we know today, electronic media is widely used for learning. And used for the learning process to take place. Especially E-Learning is widely used

in English subjects. As we know there are 4 English language skills, namely writing, reading, speaking and listening. Especially reading, as we know reading a lot of learning is done through text-only.

There were some problems coming from the teacher and the students at university, outside the teacher and the students. From the teachers side, the teacher's way of teaching reading affected the student's reading comprehension. The teacher speaks too fast, and unclearly. She still uses ordinary way in teaching and learning process almost every day. The monotonous process of learning made students discouraged to learn such as when the teacher just asked the students to read certain text in the English book, and then she asked them to do the task following the text. The result is very bad and most of students got scores under the course grade.

But with the development of technology students can learn Reading through E-Learning which of course makes reading learning more enjoyable, active, and makes students interested in learning to read through E-Learning. the existence of learning reading through e-learning makes new breakthroughs to improve students' understanding of reading comprehension that is not only from texts. Where here the teacher is required to be creative in creating e-learning media in reading comprehension lessons.

E-learning has transformed from fully-online course to using technology to deliver part or all of a course independent of permanent time and place (Oblinger and Hawkins, 2005).

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' perseption of adventages of e-learning, and; (4) Students' perseption of disadvantages of e-learning.

Based on explanation above, the researcher decides to do research entitled: *E-Learning On Reading Comprehension Of Students' Perspective at grade III on Classes A and B at Faculty Of Teacher Training and Education Riau Islamic University.*

1.2 Identification of Problem

There are many problems that can cause the low ability of the students in using e-learning on reading comprehension 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' perseption of adventages of e-learning, and; (4) Students' perseption of disadvantages of e-learning.

1.3 Focus on the Problem

Based on the background of the problem, the writer focused the problem as follows: "*Perspective of students about e-learning on reading comprehension at grade III on class B at Faculty of Teacher Training and Education Islamic University of Riau*".

1.4 Research Question

Based on the identification of the problem and focus on the problem above, the researcher make the formulation of the problem in this research, the question is stated as : "*How is perspective of students about e-learning on reading comprehension at grade III on class B at Faculty of Teacher Training and Education Islamic University of Riau*".

1.5 Objective of the research

Based on the research problem, the purpose of the study can be formulated as follows :

1. To know how is perspective of students about e-learning on reading comprehension at grade III on class B at Faculty of Teacher Training and Education Islamic University of Riau.

1.6 Significance of the Research

In the end of this research, we will find several benefits for some sides, such as theoretical and practical benefits. The explanations are as follow:

1. Theoretical benefit

   a. The finding of this research will enrich the theories of e-learning on reading comprehension of students' perspective at university.

b. The findings of this research can be used for those who wants to conduct a research of e-learning on reading comprehension on students' perspective as the references.

2. Practical benefit

a. For the students

Hopefully, the technique of the research can know perspective students about e-learning on reading comprehension.

b. For the teacher

Hopefully, the research will be beneficial in the area teaching reading.

c. For the institution

The research is hoped to be used as consideration, especially for teaching of English.

d. For the researcher

This research also gives benefits for other writers who are interested in the same topic.

1.7 Definition Of The Key Terms

Followings are used these definitions are given misunderstandings or misinterpretations about the variables involved in this study.

1. E-Learning

Oblinger and Hawkins (2005) noted that e-learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place.

2. Reading comprehension

According to Homby (1974: 174) Reading comprehension is a way in widen something is interpreted or understood or the mind's set or power of understanding. It means that is a process of activating the prior knowledge of the reader which skill such as listening, speaking, writing inseparable with reading. They are entail's each other corporate with the appropriate cognitive skills and reasoning ability to find out the concept from printed text.
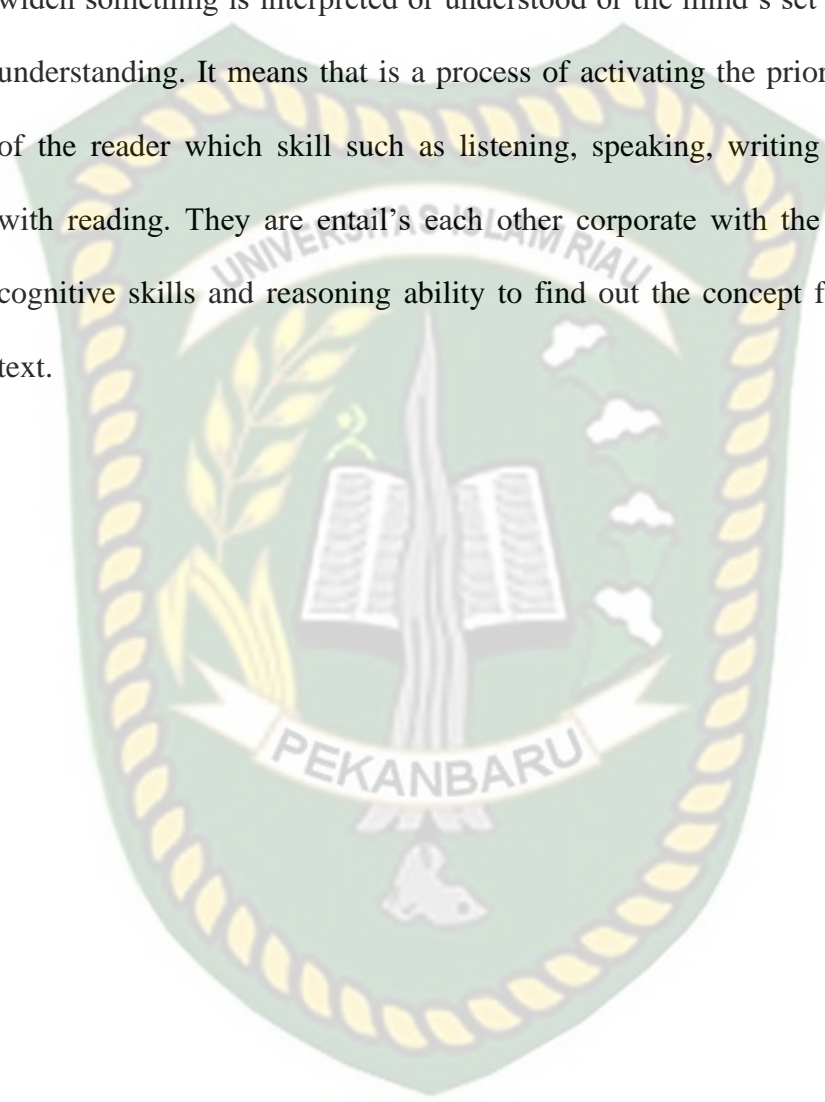
CHAPTER II

REVIEW OF RELATED LITERATURE

2.1   Relevance Theories

There are some theori about e-learning and reading comprehension can be seen from the definitions below such as :

2.1.1 The Definition of E-learning

E-Learning lapped over from two shares, that is 'e' representing abbreviation of 'electronica' and 'learning' meaning 'study'. Become e-learning mean study by using service aid peripheral of electronics. Become in its execution, e-learning use audio service, video or peripheral of computer or combination from third its Equally e-learning is study which in its execution is supported by service technological like telephone, audio, videotape, transmission of satelite or computer. (Tafiardi, 2005)

According to, Onno W. Purbo (in Amin, 2004) explained that term "e" in e-learning that is all technology which used to support the effort instruction pass electronic technology of internet. Internet, satelit, tape audio/video, tv interactive, and CD-ROM is some of used electronic media. Instruction may be sent at the same time (synchronously) and or when is different (asynchronously).

Besides, there is which formulate congeniality of e-learning more wide of again. In fact items of e-learning donot have to in distributed on-line either through local network and also intemet. Interaction by using internet can be run on-line and real-time and or off-line or of archieved. Distribution of offline use

9

media of CD/DVD even also the including pattern of e-learning In this case items and application learn in developing according to requirement and in distributed to pass media of CD/DVD, hereinafter learner can be utilize CD/DVD and learn in place where her/him reside in (Lukmana,2006).

The internet has become one of the vital ways to make available recources for research and learning for both teachers and students to share and acquire information (Richard and Haya, 2009). Technology-based e-learning encompesses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001). In some definitions e-learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger and Hawkins (2005) noted that e-learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commision (2011) describes, e-learning as the use of new multimedia technologies and the internet to in crease learning quality by easing acces to facilities ans services as well as distant exchanges and collaboration.

E-learning is a growing field (Area & Adell, 2009; Bates, 2015; Docebo, 2014, 2016). Traditionally it has reffered to full-scale distance education (elements such as platforms, onlin`2e classrooms, teaching roles, tutors, multimedia, interactive tools, resources, and computer-supported collaborative learning). Normally it has been practised in higher education and corporate and occupational training contexts as a part of life long learning. However, with the

emergence of new open and mobile platforms and web apps, a range of possibilities has opened to facilitate teaching and learning processes in fully on-site or blended environments. As a result, e-learning has been implemented in all educational systems, transcending the traditional idea of distance education.

Examples include experiences based on mobile learning, game-based learning, MOOCs, the flipped classroom, and learning analytics, all of which are becoming increasingly visible (Gros, 2016).

2.1.2 Characteristic, Benefit and Function of E-Learning

Characteristic of this e-learning such as is:

1. Exploiting technological service of electronic. So that can obtain;get information and do communications with easy to and quickly, goodness between instructor with learner, or learner with learner.

2. Exploiting computer media, like computer jaingan (networks computer) or is (digital of media).

B. Benefit of E-Learning

E-Learning water down interaction between educative participant with materials/Iesson items. Educative to Participant earn is sharing each other opinion or information concerning matters which concerning lesson or requirement of development of educative participant herself/himself. Besides that, teacher can place materials learn and duties which must be done by certain educative participant in place in web to in accessing by educative participant. As according to requirement teacher earn also give opportunity to educative participant to access materials learn certain and also test problems what can only be accessed

11

by just educative participant once and in spanning certain time also (Website Pack, 2002, in Siahaan).

C. Function of E-Learning

At least there are 3 (three) function study of electronic to activity of study in class (instruction classroom), that is (in Siahaan, 2002)

1. Suplementary

Told to function as suplementary, if educative participant having freedom of election, do will exploit items study of electronic or do not. In this case, there is no responsibility to educative participant to access items study of electronic. Even if optional in character, educative participant which exploiting him/her of course will have knowledge addition or knowledge.

2. Complement

Told to function as complement, if items of e-learning programmed to equip study matei which is student accept in class (Lewis, 2002). As enrichment, if educative to participant earn swiftly mastering/comprehending items of lesson sent by is teacher looked in the face given by opportunity to access items of e-learning which it is true is peculiarly developed to they is. Its target to be progressively settle level domination of educative participant to items of lesson presented by is teacher in class. As remedial, if educative participant find difficulties in comprehending items of lesson sent by is teacher look in the facely in class. Its target to be educative participant progressively more easy to comprehend presented by Iesson items is teacher in class.

3. Substitution

Intention of e-learning in the place of conventional class is to be educative to participant earn flexiblely manage activity lecturing as according to everyday other activity and time. There is 3 (three) alternative model activity of study of which can followed educative participant :

1) Fully looked in the face is conventional

2) Partly looked in the face and some of again through internet or even.

3) Fully through internet.

2.1.3 Concept of E-learning

With the introduction of the computer and internet in the late 20th century, e-learning tools and delivery methods expanded. The first MAC in the 1980's enabled individuals to have computers in their homes, making it easier for them to learn about particular subjects and develop certain skikls sets. Then, the following cecade, virtual learning environments began to truly thrive, with people gaining access to a wealth of online information and e-learning opportunities.

By the early 90s several schools had been set up that delivered courses online only, making the most of the internet and bringing education to people who wouldn't previously have been able to attend a college due to geographical or time contraints. Technological advancements also helped educational establishments reduce the costs of distance learning, a saving that would also be passed on to the students-helping bring education to a wider audience.

In the 2000's, business began using e-learning to train their employees. New and experienced workers alike now had the opportunity to improve upon

their industry knowledge base and expand their skill sets. At home individuals were granted access to programs that offered them the ability to earn online degrees and enrich their lives through expanded knowledge.

2.1.4 Purposes of E-learning

The development of multimedia and information technologies, as well as the use internet as a new technique of teaching, has made radical changes in the traditional process of teaching (Wang et al. 2007). Development in information technology, According to Yang and Arjomand (1999), has recognized e-Learning as having the prospect to transform people, knowledge, skills and other institutions of higher learning race to advance online course capability in a speedily developing cyber education market. E-learning, has come to be more and more important in institutions of higher education. The introduction and expansion of a range of e-Learning tools has been initiating several changes in higher education institutions, particularly when it comes to their educational delivery and support processes (Dublin, 2003).

Just as there are different types of e- Learning, there are also different ways of employing the technique in education. Algahtani, (2011), in his evaluation of e-Learning effectiveness and experience in Saudi Arabia, discovered three distinct models of using e- Learning in education including the "adjunct, blended e-Learning and online". The three ways of using e- Learning technologies as discovered by Alghatani (2011) are described below.

The "adjunct e-Learning is the situation which e- Learning is employed as an assistant in the tradition classroom providing relative independence to the

learners of students (Algahtani, 2011). In the blended e- Learning, Algahtani (2011) and Zeitoun (2008) explained that, in this way of using e- Learning, the delivery of couser materials and explanations is shared between traditional learning method and e- Learning method in the classroom setting. The third one which is the online is devoid of the traditional learning participation or classroom participation. In this form of usage, the e- Learning is total so that there is maximum independence of the learners or students (Algahtani, 2011 ; Zeitoun, 2008). Zeitoun (2008) has gone further to explain that the online model is divided into the individual and collaborative learning, where the collaborative and asynchronous learning (Zeitoun, 2008).

The adoptions of e-Learning in education, especially for higher educational institutions has several benefits, e-Learning in considered among the best methods of education. Several studies and authors have provided benefits and advantages derived from the adoption of e-Learning technologies inti schools (Klein and Ware, 2003; Algahtani, 2011; Hameed et al, 2008; Marc, 2002; Wentling et al, 2000; Nichols, 2003).

Some studies give advantage of e-Learning as its ability to focus on the needs of individual learners. For example Marc (2000) in his book review on e-Learning strategies for delivering knowledge in digital age noted that one of the advantages of e-Learning in education is its focus on the needs of individual learners as an important factor in the process of education rather than on the instructors', or education institutions' needs. Some of the advantages thet the adoption of e-Learning in education, obtained from review of literature includes

the following : It is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the

2.2 Reading

2.2.1 The Definitions of Reading

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2000:2) reading meansa result of interaction between the writer's mind and the reader's mind. It is the way how tothe reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

According to Pang (2003:6) reading is defined as understanding written texts. He says that reading consists of two related processes: word recognition and comprehension. Word recognition is defined as the process of gettinghow written symbols correspond to one's spoken language while comprehension is the process of making the meaningof words, sentences and connected text.He adds his statement that the reader who hasbackground knowledge, vocabulary, grammatical knowledge, experience with text and other strategies can help them understand written texts.

Based on two definitions above reading can be defined as the instantaneous recognition of various written symbol with existing knowledge and it also can be defined as comprehension of the information and the idea communicated. It means that when a reader interacts with printed messages, he

tries to get the visual (written) information result or to get meaning in comprehending the messages or the texts from the writer. It also can be said that reading not only theprocess ofgetting the written symbols correspond to one's spoken languagebut it is also the process of making the meaningof words, sentences and connected text that can be called comprehension.

2.3   Reading Comprehension

There are many definitions of reading comprehension accepted from some writers. According to Klingner (2007:2) reading comprehension is "the process ofconstructing meaning by coordinating a number of complex processes that included word reading,word and world knowledge,and fluency". It refers to the ability in interpreting the words, understanding the meaning and the relationships between ideas conveyed in a text. He summarized reading comprehension instruction for the teacher as following a three-step procedure: mentioning, practicing, andassessing. That is, teachersmention the skills that thestudentswant to use, then theygive them opportunities topractice thoseskills through workbooks or worksheets, and finally assess whether or not they use the skill successfully.

Alderson(2000: 28) defines reading is an enjoyable, intense, private activity in which the readers get much pleasure and can totally absorb the reading. According toPang(2003:14)comprehension is the process of making sense of words, sentences and connected text. He says that comprehension is the processes of deriving themeaning of one word to another in a text.Readers typically make

use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies to help them understand the written texts.

According to Grabe and Stoller (2002), reading comprehension is the ability to understand what we read where words have context and text have meaning, reading comprehension skills allow up to read proficiently, learn effectively and to conceptualize. These skills are basically, based on earlier stages of reading development, including oral reading and reading fluency. Without developing these earlier reading skill, student must continually focus on decoding letter and words, rather than progressing to meaning and understanding.

According to Homby (1974:174), reading comprehension is a way in widen something is interpreted or understood or the mind's set or power of understanding. It means that is a process of activating the prior knowledge of the reader which skill such as listening, speaking, writing inseparable with reading. They are entail's each other corporate with the appropriate cognitive skills and reasoning ability to find out the concept from printed text.

Reading comprehension is a process where by a message intended by a writer recognize by the reader against the background of information already store by the reader's memory. Wenden (1987:50), in Javarina (2005:7), in addition. Reading comprehension is understand a written text means extracting the required information from it as efficiently as possible.

From the definitions above, reading comprehension can be concluded as the ability to find thestated or unstatedwriter's idea in the text. The essence of reading comprehension isunderstandingall information delivered by the writer.It

also refers to the ability toconnect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

2.3.1 Concept of Reading Comprehension

Concept of reading comprehension have changed dramatically over the decades. Theories of language learning have again shifted dramatically during the latter part of the 20th century (Crain, 2011). We have moved from a behavioural perspective, which dominated the field from the turn of the century to the seventies and eighties, and continues to shape our thingking about reading comprehension today. Some researcher view reading as a cognitive, development, and socially constructed task that goes beyond understanding the words on a page (Hedgock and Ferris, 2009).

In the past reading was considered a relatively static activity. General meaning was being imbedded in the text, and the reader's jon was to understand what was being transmitted via the words on the page. Curent research views reading as a more dynamic process in which the reader "construct" meaning based on information s/he gathers from the text.

Katherine Maria (1990) defines reading comprehension as: holistic process of constructing meaning from written text through the interaction of (1) the knowledge the reading bring to the text, i.e. word recognition ability, word knowledge, and knowledge of linguistic conventions; (2) the reader's interpretation of the language that the writer used in constructing the text' and (3) the situation in which the text is read. (p.14-15) University-level reading is much

more sophisticated than at high school, and in a special course load, student may encounter and face many more literacy genres than over before.

They may be asked to read, comprehend, and apply them in a meaningful way. Understanding these text are essential for academic success, yet in an average class, attention will not given to reading strategy training which may be important for the laguage learning task.

2.3.2 Purpose of Reading Comprehension

Adam Z. (2016) Reading comprehension is captured the attention of many linguists, instructors and teachers. The fact behind that, reading has become an indispensable aspect of human interactions. People interact with written, printed or on-line texts and daily basis for the purpose of getting information, self-entertaining broadcasting background knowledge, obtaining facts, verifying information, conducting international proficieny texts i.e. TOEFL, IELTS, GRE, ...etc., In its simplest definition, reading comprehension can be defined as the ability to grasp a deeper understanding of written texts.

The main purpose of teaching comprehension is to develop students understanding of a piece of witten language. Martin, (1991:131) cried that, the purpose of reading is to connect the ideas of the page to what you already know. "if you don't know anything about a subject, teh pouring words of the text into your mind are like pouring water into your hand. You don't retain much." Most of the objectives being set in EFL classroom are to help students to read effectively and profesionally. Every one reads with some kind of purpose in mind; generally speaking, the purpose is either to enjoy oneself or to obtain information of some

kind. In the same stream, Chorney, (2005) stated that, interactive reading can be defined as a process in which readers have control over the text they are reading. This control enables them to influence the nature of the reading process in that they are able and free to participate actively in the contruction of meaning of whatever they are reading.

2.3.3 Motivation on English Reading Comprehension

Reading motivation is a broad trait that varies time and context (Guthrie in Donovan, 2013). Reading motivation dependent on the student's mood as on their choice of reading material. Motivation is personal and when it is real, it is authentic. Motivation can be defined as the authentic desire to read for purposes designated by the reader.

Reading motivation is defined by as individual's self concept and the value the individual places on reading. Evidence from theory and reasearch suport the notion that high motivation to read is associated with positive self-concept and high value assigment, while low motivation to read is associated with poor self concept as a reader and low values assigment (Wigfeld, 1994).

2.3.4 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.

2.3.5 Indicator of Students' Perspective of E-Learning on Reading Comprehension

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' perseption of adventages of e-learning, and; (4) Students' perseption of disadvantages of e-learning.

Many readers have different ways and techniques in reading. Some experts have proposed many ways of reading, as follows :

1) Scanning

Grellet (1999:4) says that scanning means glancing rapidly through a text either to research for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose.

2) Skimming

Quickly going through a text to find a particular piece of information. Grellet (1999:4).

3) Intensive Reading

Reading shorter texts, to extract specific information. This is an more accuracy activity involving reading for detail. Grellet (1999:4)

4) Extensive Reading

Reading longer text, usually one's own pleasure. This is a fluency activity, mainly involving global activity. Grellet (1999:4)

There are several categories of macro skill and micro skills reading according to Brown (2003:187):

1) Micro skills:

a) Discriminate among the distinctive graphemes and orthographic patterns of English

b) Retain chunks of language of different length in short term memory

c) Process writing at an efficient rate of speed to suit the proses.

d) Recognize a core of words, and interpret word order patterns and their significance.

e) Recognize grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization), patterns, rules and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relation between and among clauses.

2) Macro skills

a) Recognize the rhetorical form of written discourse and their significance for interpretation.

b) Recognize the communicative functions of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From describe events, ideas, etc. infer links and connection between events, deduce cause and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies, such a scanning and skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

According to Jain (2008:113), the types of reading in particular can be divided into:

1) Intensive Reading

Related to further progress in language learning under the teacher's guidance.

2) Silent reading

Read a discourse or text without sound is also an activity that is necessary reading skill at the higher grade levels. It trains the students to read silently really c on contracting or mind in order to understand to content of discourse or text

3) Extensive Reading

The purpose of extensive reading will be to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

4) Aloud Reading

The activity in reading aloud is intended to train the students can read with the correct punctuation or speech.

In conclusion media type of reading have for kind, the researcher choose intensive reading because in the practice the students guided teacher.

2.4 Conseptual Framework

− students are passive in the process of learning and teaching activities and makes teachers more struggle to motivate students
− the number of students in classroom raise problem to make students' focus
− the way of teaching needs to be more interesting and makes students' focus
− time allocations for reading skill practices are limited

↓

Adventages of e-learning
− Easily to accomodate material in interactive ways (eg: picture/animation and colors could be presented while reading text)
− No limited time to access the material
− Easily to access everywhere and everytime

↓

E-learning and reading comprehension at university

Picture 2.1 Conseptual Framework

The study is aim to find out the implementation of e-learning in students' reading comprehension at university. 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.

The meaning of media is often related with means of communication. The term media often refers of any device that brings information from the source of message to the destination. In our daily life, we can see some examples. They are television, radio, book, record, and picture. Media are any devices that assist ant instructor to transmit to learner facts, skills, attitudes, knowledge and

appreciation or additional materials used when using a particular teaching method to make learning easy, as it intends to help both the teacher to teach more reflectively and the learner to grasp the concepts more effectively. Roblyer (2010:54) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did.

According to Kamaludin (2009:29) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that 20 motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

Media is a apart of communication. Wherever communication is held, media is always used. The use of media is needed to ensure effective communication in order to improve the effect of instruction.

In conclusion, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

CHAPTER III

RESEARCH METHODOLOGY

3.1   Research Method

In complete the data, the researcher used field trip research. In the field research, the researcher conducted the research for the students at University in Pekanbaru. This research is a descriptive study of one variable. 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   Location And Time Of The Research

3.2.1 Location of The Research

The location of the research is at Islamic University of Riau on Jl. Kaharuddin Nasution, Simpang Tiga, Bukit Raya, Pekanbaru City.

3.2.2 Time of Research

This research will starts on september 2019.

3.3   The Participants and Subjects of the Research

The subject of the research is the 3rd grade students of class B of Islamic University of Riau.

Table 3.1 Data of population student in 3ᵗʰ grade classes B

NO	CLASS	POPULATION
1	Grade 3B	30
	TOTAL	30

3.4 Data Collection Techniques

The collection techniques of analyzed which are used in this research are qualilative quantitative. Descriptive quantitative according Aliaga and Gunderson (2002) says "Quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g in particular statistics ". in other opinion by Creswell (2003) researcher primarily uses post-positivist approach to develop knowledge when quantitative research is selected (i.e cause and effect thinking, use of measurement and observations, and test of theories), employs strategies of inquiry such as experiments and surveys, collects data on predetermined instruments that yield statistical data. 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 writen 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.

Table 3.2 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' perseption of adventages of e-learning	7,8,9,10,11,12,13,14,15	9
4.	Students' perseption of disadvantages of e-learning	16,17,18,19,20,21,22	7
	Total	22	

Table 3.3 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	4

No	Item	Ques. Number
	school in the last 12 months	
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	17

No	Item	Ques. Number
	of technological equipment on searching about text of reading comprehension	
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 technological and computer skills, so learning reading comprehension not effective by using e-learning for everyone	20
21	Implementing e-learning in school still a challenge due to lack of readiness of school admistration staff	21
22	e-learning makes me difficult to self-organizing the learning schedule	22

Source :

3.4.2 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. Bowen said (2009) Document analysis is a form of reasearch in wich documents are interpreted by the researcher to give voice and meaning around an assessment topic. And again he said that analyzing documents incorporates coding content into themes similar to how focus group or interview transcripts are analyzed.

3.5   Data Analysis Techniques

There were two kinds of the data in this research. Namely quantitative and qualitative data. The detailed techniques of data collection are on the following explanation.

1.   Quantitative Data Collection

Quantitative research is research that uses numerical analysis. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena.

In making scale, research require to assume there are him a real kontinum from nature of is certain. For example, in the case of approval to something, for example, there are a network from "at least agreing" up to "very agree", where the network is very disagree, disagree is, neutrally, agree, very agree. because compulsion there will be its a kontium in making scale, hence items which do not correlate, input cannot in is same scale (Moh Nazir, 2009).

In measurement of scale of likert, there are two question form, that is positive question form to measure positive scale, and form question of negativity to measure negative scale. given by Positive question of score 5,4,3,2 and 1, while form question of negativity given by score 1,2,3,4 and 5 or - 2,-1,0,1,2. Answer scale form of likert for example: very agree, agree, neutrally, disagree, very disagree.

Calculation formula use scale of likert

$$Rumus = T \ x \ Pn$$

Boldness :

  T : total is amount of respondent chosening

 Pn : score number choice of likert

Determining result of highest score interprestasi (X) and score of lower (Y) for the item of assessment with the following formula:

$$X = low\ score\ x\ total\ respondenY = high\ score\ likert\ x\ total\ responden$$

$$= Total\ Score/Y\ x100\text{Formula index }\%$$

Before finishing us also have to know interval and gratuity interprestasi to be knowing assessment with gratuity score interval method

Tabel 3.3 Interpretation Criteria Score Based On Interval

1.	Very agree	Angka 80% - 100%
2.	Agree	Angka 60% - 79,99%
3.	Neutral	Angka 40% - 59,99%
4.	Disagree	Angka 20% - 39,99%
5.	Very Disagree	Angka 0%- 19,99%

Source : Nazir, 2009

2. Qualitative Data Collection

Qualitative research is a generic term for investigative methodologies described as ethnographic, narturalistic, anthropological, field, or participant observer research. It emphasizes the importance of looking at variables is important of looking at variables in the natural setting.

35

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

4.1   Data Description

The data was analyzed by quantitative and qualitative data. The quantitative data was were taken from the questionnaire of the students' score in determining the perspective of the students about reading comprehension. The qualitative data were taken from questionnaire and documentation (photography evidence). This research was conducted in one class with 30 students, consists of girl and boy students in 3th grade at Riau Islamic University.

1.   The Result of the Needs Analysis

Researcher conducted need analysis on the sample students, which is the 3th grade students at Riau Islamic University to get some basic information. This information was needed to support the designing process of the reading comprehension. A questionnaire was given to the respondents. The questionnaire was developed by considering the range of the interval class and using scale of likert. The questionnaire consisted of twenty two questions. The organization of the questionnaire can be seen in Chapter III, while the details of the questionnaire can be seen in the appendix.

The questionnaire includes the description of the students, target needs, and perspective students in the reading comprehension in 3th grade students at Riau Islamic University. After conducting the need survey, the result of the questionnaire was analyzed by the researcher. This part presents the data obtained

in the needs analysis. It includes the characteristic of respondents, information of students.

a. The Characteristics of Respondents

There were thirty respondents who filled in the questionnaires. They were students in class 3B at Riau Islamic University. Below are the table of the research samples in class 3B at Riau Islamic University.

Tables 4.1 Research Samples

Students	Sex		Age
	Male	Female	
30 students	2	28	20-22

Source : Data Result of Research, 2019

Based on the table above, the respondents of this research consist of thirty students. Their age ranged from 20 (twenty) to 22 (twenty two) years old. There were fifteen students in the age of 20, ten students were 21 and 5 students were 22 years old. The researcher considered those characteristrics on perspective students in reading comprehension.

1. Students opinion toward E-Learning

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the first question that is E-Learning help me to learn reading comprehension by online can be seen in the table below as follows :

Tables 4.2 E-Learning help me to learn reading comprehension by online

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	16	80	53,30%
2	Agree	4	8	32	26,70%
3	Neutral	3	6	18	20,00%
4	Disagree	2	0	0	0
5	Very Disagree	1	0	0	0
	Total		30	650	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning help me to learn reading comprehension by online there are 16 respondents who is very agree with percentage in the amount of 53,30%, there are 8 respondents who is agree with percentage in the amount of 26,70%, there are 6 respondents who is neutral with percentage in the amount of 20,00%, there are no respondents who is disagree and very disagree. Because with E-Learning students more easier to find the answer about learning reading comprehension in the class.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the second question that is I believe that E-Learning is one of reliable learning source for future to help everyone learn about reading comprehension easily can be seen in the table below as follows :1

Tables 4.3 I believe that E-Learning is one of reliable learning source for future to help everyone learn about reading comprehension easily

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	12	60	40,00%
2	Agree	4	13	52	43,30%
3	Neutral	3	4	12	13,30%
4	Disagree	2	1	2	3,30%
5	Very Disagree	1	0	0	0
	Total		30	630	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I believe that E-Learning is one of reliable learning source for future to help everyone learn about reading comprehension easily there are 12 respondents who is very agree with percentage in the amount of 40,00%, there are 13 respondents who is agree with percentage in the amount of 43,30%, there are 4 respondents who is neutral with percentage in the amount 3,30%, there are 1 respondents who is disagree with percentage in the amount 3,30% and there are no respondents who is very disagree. Because with E-Learning students' can be reliable learning source for the future and to help everyone learn about reading comprehension.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the third question that is E-Learning facilitates me to learn and increase motivation in reading comprehension can be seen in the table below as follows :

Tables 4.4 E-Learning facilitates me to learn and increase motivation in reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	6	30	20,00%
2	Agree	4	15	60	50,00%
3	Neutral	3	9	27	30,00%
4	Disagree	2	0	0	0
5	Very Disagree	1	0	0	0
	Total		30	585	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning facilitates me to learn and increase motivation in reading comprehension there are 6 respondents who is very agree with percentage in the amount of 20,00% and there are 15 respondents who is agree with percentage in the amount of 50,00%, there are 9 respondents who is neutral with percentage 30,00%. And there are no respondents who is disagree and very disagree. Because with E-Learning students can be facilitates to learn and increase motivation in reading comprehension.

2. **Students'Use Experience of E-Learning**

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the fourth question that is I ever attended an E-Learning course in my school in the last 12 months can be seen in the table below as follows :

Tables 4.5 I ever attended an E-Learning course in my school in the last 12 months

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	2	10	6,70%
2	Agree	4	6	24	20,00%
3	Neutral	3	9	27	30,00%
4	Disagree	2	12	24	40,00%
5	Very Disagree	1	1	1	3,30%
	Total		30	430	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I ever attended an E-Learning course in my school in the last 12 months there are 2 respondents who is very agree with percentage in the amount of 6,70%, there are 6 respondents who is agree with percentage in the amount of 20,00%, there are 9 respondents who is neutral with percentage in the amount of 30,00%, there are 12 respondents who is disagree with percentage in the amount of 40,00% and there is 1 respondents who is very disagree with percentage in the amount of 3,30%. Because some students ever attended an E-Learning course in their school in the last 12 months.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the fifth question that is I use E-Learning source to learn English in the last 12 months can be seen in the table below as follows :

Tables 4.6 I use E-Learning source to learn English in the last 12 months

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	5	25	16,70%
2	Agree	4	14	56	46,70%
3	Neutral	3	4	12	13,30%
4	Disagree	2	6	12	20,00%
5	Very Disagree	1	1	1	3,30%
	Total		30	530	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I use E-Learning source to learn English in the last 12 months there are 5 respondents who is very agree with percentage in the amount of 16,70%, there are 14 respondents who is agree with percentage in the amount of 46,70%, there are 4 respondents who is neutral with percentage in the amount of 13,30%, there are 6 respondents who is disagree with percentage in the amount of 20,00% and there is 1 respondents who is very disagree with percentage in the amount of 3,30%. Because some students uses E-Learning source to learn English in the last 12 months.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the sixth question that is I willing to attend E-Learning course in reading comprehension in the future can be seen in the table below as follows :

Tables 4.7 I willing to attend E-Learning course in reading comprehension in the future

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	6	30	20,00%
2	Agree	4	7	28	23,30%
3	Neutral	3	15	45	50,00%
4	Disagree	2	1	2	3,30%
5	Very Disagree	1	1	1	3,30%
	Total		30	530	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I willing to attend E-Learning course in reading comprehension in the future there are 6 respondents who is very agree with percentage in the amount of 20,00%, there are 7 respondents who is agree with percentage in the amount of 23,30%, there are 15 respondents who is neutral with percentage in the amount of 50,00%, there is 1 respondents who is disagree with percentage in the amount of 3,30% and there is 1 respondents who is very disagree with percentage in the amount of 3,30%. Because students willing to attend E-Learning course in reading comprehension in the future.

3. **Students' Perseption of Advantage of E-Learning**

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the seventh question that is E-Learning increasing flexibility (time and place) on learning reading comprehension can be seen in the table below as follows :

Tables 4.8 E-Learning increasing flexibility (time and place) on learning reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	10	50	33,30%
2	Agree	4	11	44	36,70%
3	Neutral	3	7	21	23,30%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	595	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning increasing flexibility (time and place) on learning reading comprehension there are 10 respondents who is very agree with percentage in the amount of 33,30%, there are 11 respondents who is agree with percentage in the amount of 36,70%, there are 7 respondents who is neutral with percentage in the amount of 23,30%, there are 2 respondents who is disagree with percentage in the amount of 6,70% and there is no respondents who is very disagree. Because E-Learning increasing flexibility (time and place) on learning reading comprehension.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the eigth question that is By using E-Learning, it is easy to get and share of learning materials especially in reading can be seen in the table below as follows :

Tables 4.9 By using E-Learning, it is easy to get and share of learning materials especially in reading

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	11	55	36,70%
2	Agree	4	13	52	43,30%
3	Neutral	3	5	15	16,70%
4	Disagree	2	1	2	3,30%
5	Very Disagree	1	0	0	0
	Total		30	620	100%

Source : Data Result of Research, 2019

Based on the questionnaire about By using E-Learning, it is easy to get and share of learning materials especially in reading there are 11 respondents who is very agree with percentage in the amount of 36,70% and there are 13 respondents who is agree with percentage in the amount of 43,30%, there are 5 respondents who is neutral with percentage in the amount of 16,70%, there is 1 respondents who is disagree with percentage in the amount of 3,30% and there is no responden who is very disagree. Because with E-Learning students more easier to find the answer about learning reading comprehension in the class.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the ninth question that is I use E-Learning to download learning material (such as slides) can be seen in the table below as follows :

Tables 4.10 I use E-Learning to download learning material (such as slides)

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	15	75	50,00%
2	Agree	4	13	52	43,30%
3	Neutral	3	2	6	6,70%
4	Disagree	2	0	0	0
5	Very Disagree	1	0	0	0
	Total		30	655	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I use E-Learning to download learning material (such as slides) there are 15 respondents who is very agree with percentage in the amount of 50,00%, there are 13 respondents who is agree with percentage in the amount of 43,30%, there are 2 respondents who is neutral with percentage in the amount of 6,70%, there is no respondents who is disagree and very disagree. Because student needs E-Learning to download learning materials (such as slides) for reading comprehension in the class .

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the tenth question that is I update my knowledge by reading online some text of reading comprehension can be seen in the table below as follows :

Tables 4.11 I update my knowledge by reading online some text of reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	8	40	26,70%
2	Agree	4	9	36	30,00%
3	Neutral	3	11	33	36,70%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	565	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I update my knowledge by reading online some text of reading comprehension there are 8 respondents who is very agree with percentage in the amount of 26,70%, there are 9 respondents who is agree with percentage in the amount of 30,00%, there are 11 respondents who is neutral with percentage in the amount of 36,70%, there are 2 respondents who is disagree with percentage in the amount of 6,70% and there is no respondents who is very disagree. Because the students always update their knowledge by reading online some text of reading comprehension.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the eleventh question that is E-Learning improves interaction processes with teachers can be seen in the table below as follows :

Tables 4.12 E-Learning improves interaction processes with teachers

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	9	45	30,00%
2	Agree	4	11	44	36,70%
3	Neutral	3	6	18	20,00%
4	Disagree	2	4	8	13,30%
5	Very Disagree	1	0	0	0
	Total		30	575	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning improves interaction processes with teachers there are 9 respondents who is very agree with percentage in the amount of 30,00% and there are 11 respondents who is agree with percentage in the amount of 36,70%, there are 6 respondents who is neutral with 20,00%, there are 4 respondents who is disagree and there very disagree. Because E-Learning can improves interaction processes students with teachers .

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the twelveth question that is While learning English by E-Learning, I get a quick feedback can be seen in the table below as follows :

Tables 4.13 While learning English by E-Learning, I get a quick feedback

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	5	25	16,70%
2	Agree	4	5	20	16,70%
3	Neutral	3	19	57	63,30%
4	Disagree	2	1	2	3,30%
5	Very Disagree	1	0	0	0
	Total		30	520	100%

Source : Data Result of Research, 2019

Based on the questionnaire about While learning English by E-Learning, I get a quick feedback there are 5 respondents who is very agree with percentage in the amount of 16,70%, there are 5 respondents who is agree with percentage in the amount of 16,70%, there are 19 respondents who is neutral with percentage in the amount 63,30%, there is 1 respondents who is disagree with percentage in the amount 3,30%. Because while students learning English by E-Learning they get a quick feedback.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the thirteen question that is E-Learning improves collaboration and coordination among students can be seen in the table below as follows :

Tables 4.14 E-Learning improves collaboration and coordination among students

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	0	0	0
2	Agree	4	12	48	40,00%
3	Neutral	3	15	45	50,00%
4	Disagree	2	3	6	10,00%
5	Very Disagree	1	0	0	0
	Total		30	495	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning improves collaboration and coordination among students there is no respondents who is very agree, there are 12 respondents who is agree with percentage in the amount of 40,00%, there are 15 respondents who is neutral with percentage 50,00%, there are 3 respondents who is disagree with percentage 10,00% and there is no respondents who is very disagree. Because with E-Learning can improves collaboration and coordination among students.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the fourteen question that is E-Learning improves the development of students knowledge and skills on reading comprehension can be seen in the table below as follows :

Tables 4.15 E-Learning improves the development of students knowledge and skills on reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	4	20	13,30%
2	Agree	4	15	60	50,00%
3	Neutral	3	9	27	30,00%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	555	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning improves the development of students knowledge and skills on reading comprehension there are 4 respondents who is very agree with percentage in the amount of 13,30%, there are 15 respondents who is agree with percentage in the amount of 50,00%, there are 9 respondents who is neutral with percentage in the amount of 30,00%, there are 2 respondents who is disagree with percentage in the amount of 6,70% and there is no respondents who is very disagree. Because E-Learning can improves the development of students knowledge and skills on reading comprehension.

In order to find out the perspective of students about e-learning in reading comprehension, respondents' answer regarding the fifteen question that is E-Learning fosters interaction processes among students on reading comprehension can be seen in the table below as follows :

Tables 4.16 E-Learning fosters interaction processes among students on reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	3	15	10,00%
2	Agree	4	14	56	46,70%
3	Neutral	3	11	33	36,70%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	540	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning fosters interaction processes among students on reading comprehension there are 3 respondents who is very agree with percentage in the amount of 10,00%, there are 14 respondents who is agree with percentage in the amount of 46,70%, there are 11 respodents who is neutral with percentage in the amount of 36,70, there are 2 respondents who is disagree with percentage in the amount 6,70% and there is no respondents who is very disagree. Because with E-Learning fosters interaction processes among students on reading comprehension.

4. Students' Perseption of Disadvantages of E-Learning

In order to find out the perspective of students about e-learning in reading comprehension, respondents' answer regarding the sixteen question that is E-Learning reduces social interaction while learning reading comprehension can be seen in the table below as follows :

Tables 4.17 E-Learning reduces social interaction while learning reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	7	35	23,30%
2	Agree	4	8	32	26,70%
3	Neutral	3	9	27	30,00%
4	Disagree	2	6	12	40,00%
5	Very Disagree	1	0	0	0
	Total		30	530	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning reduces social interaction while learning reading comprehension there are 7 respondents who is very agree with percentage in the amount of 23,30% and there are 8 respondents who is agree with percentage in the amount of 26,70%, there are 9 respondents who is neutral with percentage in the amount of 30,00%, there are 6 respondents who is disagree with percentage in the amount of 40,00% and there is no respondents who is very disagree. Because with E-Learning reduces social interaction while learning reading comprehension.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the seventeen question that is E-Learning increases extra costs in terms of technological equipment on searching about text of reading comprehension can be seen in the table below as follows :

Tables 4.18 E-Learning increases extra costs in terms of technological equipment on searching about text of reading comprehension

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	4	20	13,30%
2	Agree	4	7	28	23,30%
3	Neutral	3	7	21	23,30%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	365	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning increases extra costs in terms of technological equipment on searching about text of reading comprehension there are 4 respondents who is very agree with percentage in the amount of 13,30% and there are 7 respondents who is agree with percentage in the amount of 23,30%, there are 7 respondents who is neutral with percentage in the amount of 23,30%, there are 2 respondents who is disagree with percentage in the amount of 6,70% and there is no respondents who is very disagree. Because with E-Learning increases extra costs in terms of technological equipment on searching about text of reading comprehension.

In order to find out the perspective of students about e-learning in reading comprehension, respondents' answer regarding the eighteen question that is E-Learning reduces the opportunity to understand the students learning style can be seen in the table below as follows :

54

Tables 4.19 E-Learning reduces the opportunity to understand the students learning style

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	8	40	26,70%
2	Agree	4	12	48	40,00%
3	Neutral	3	5	15	16,70%
4	Disagree	2	5	10	16,70%
5	Very Disagree	1	0	0	0
	Total		30	565	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning reduces the opportunity to understand the students learning style there are 8 respondents who is very agree with percentage in the amount of 26,70% and there are 12 respondents who is agree with percentage in the amount of 40,00%, there are 5 respondents who is neutral with percentage in the amount of 16,70%, there are 5 respondents who is disagree with percentage in the amount of 16,70% and there is no respondents who is very disagree. Because with E-Learning can reduces the opportunity to understand the students learning style.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the ninthteen question that is I face some technological related issues (ex : networking problem) so, it become inefficient can be seen in the table below as follows :

Tables 4.20 I face some technological related issues (ex : networking problem) so, it become inefficient

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	1	5	3,30%
2	Agree	4	17	68	56,70%
3	Neutral	3	10	30	33,30%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	535	100%

Source : Data Result of Research, 2019

Based on the questionnaire about I face some technological related issues (ex : networking problem) so, it become inefficient there are 1 respondents who is very agree with percentage in the amount of 3,30% and there are 17 respondents who is agree with percentage in the amount of 56,70%, there are 10 respondents who is neutral with percentage in the amount of 33,30%, there are 2 respondents who is disagree with percentage in the amount of 6,70% and there is no respondents who is very disagree. Because students face the technological related issues (ex : networking problem).

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the twenty question that is 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 can be seen in the table below as follows :

Tables 4.21 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

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	7	35	23,30%
2	Agree	4	12	32	40,00%
3	Neutral	3	6	18	20,00%
4	Disagree	2	5	10	16,70%
5	Very Disagree	1	0	0	0
	Total		30	475	100%

Source : Data Result of Research, 2019

Based on the questionnaire about 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 there are 7 respondents who is very agree with percentage in the amount of 23,30% and there are 12 respondents who is agree with percentage in the amount of 40,00%, there are 6 respondents who is neutral with percentage in the amount of 20,00%, there are 5 respondents who is disagree with percentage in the amount of 16,70% and there is no respondents who is very disagree. Because students think E-Learning only better for students with technological and computer skills, so learning reading comprehension not effective by using E-Learning for everyone.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the twenty one question

that is Implementing E-Learning in school still a challenge due to lack of readiness of school administration staff can be seen in the table below as follows :

Tables 4.22 Implementing E-Learning in school still a challenge due to lack of readiness of school administration staff

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	1	5	3,30%
2	Agree	4	12	48	40,00%
3	Neutral	3	15	45	50,00%
4	Disagree	2	2	4	6,70%
5	Very Disagree	1	0	0	0
	Total		30	510	100%

Source : Data Result of Research, 2019

Based on the questionnaire about Implementing E-Learning in school still a challenge due to lack of readiness of school administration staff there are 1 respondents who is very agree with percentage in the amount of 3,30% , there are 12 respondents who is agree with percentage in the amount of 40,00%, there are 15 respondents who is neutral with percentage in the amount of 50,00%, there are 2 respondents who is disagree with percentage in the amount of 6,70% and there is no respondents who is very disagree. Because Implementing E-Learning in school still a challenge due to lack of readiness of school administration staff.

In order to find out the perspective of students about e-learning in reading comprehension, respondents answer regarding the twenty two question that is E-Learning makes me difficult to self-organizing the learning schedule can be seen in the table below as follows :

Tables 4.23 E-Learning makes me difficult to self-organizing the learning schedule

No	Categories	Bobot	Frequency	Score	Percentage
1	Very Agree	5	4	20	13,30%
2	Agree	4	4	16	13,30%
3	Neutral	3	13	39	43,30%
4	Disagree	2	9	18	30,00%
5	Very Disagree	1	0	0	0
	Total		30	465	100%

Source : Data Result of Research, 2019

Based on the questionnaire about E-Learning makes me difficult to self-organizing the learning schedule there are 4 respondents who is very agree with percentage in the amount of 13,30% and there are 4 respondents who is agree with percentage in the amount of 13,30%, there are 13 repondents who is neutral with percentage in the amount of 43,30%, there are 9 respondents who is disagree with percentage in the amount of 30,00% and there is no respondents who is very disagree. Because E-Learning makes student difficult to self-organizing the learning schedule.

4.2 Discussion

The aim of this research is to know perspective students at Riau Islamic University about E-Learning on reading comprehension in 3th grade classes B. This research conducted was at Riau Islamic University. There were 30 students who participated in this research. The students were asked about their background knowledge, target needs and perspective students in learning English through

59

reading comprehension. In order to make the reading learning comprehension more relevant to students needs, a needs analysis was conducted. The students background knowledge, target needs and perspective were gathered by using questionnaire.

Based on the research findings, the results of the target needs can be described as follows. The first questionnare 16 respondents very agree about E-Learning help me to learn reading comprehension by online. The second questionnaire 13 respondents agree about I believe that E-Learning is one of reliable learning source for future to help everyone learn about reading comprehension easily. The third questionnaire 15 respondents agree about E-Learning facilitates me to learn and increase motivation in reading comprehension. The fourth questionnaire 12 respondents disagree about I ever attended an E-Learning course in my school in the last 12 months. The fifth questionnaire 14 respondents agree about I use E-Learning source to learn English in the last 12 months. The sixth questionnaire 15 respondents neutral about I willing to attend E-Learning course in reading comprehension in the future. The seventh questionnaire 11 respondents agree about E-Learning increasing flexibility (time and place) on learning reading comprehension. The eight questionnaire 13 respondents agree about By using E-Learning, it is easy to get and share of learning materials especially in reading. The ninth questionnaire 15 respondents very agree about I use E-Learning to download learning material (such as slides). The tenth questionnaire 11 respondents neutral about I update my knowledge by reading online some text of reading comprehension. The eleventh

questionnaire 11 respondents agree about E-Learning improves interaction processes with teachers. The twelveth questionnaire 19 respondents agree about While learning English by E-Learning, I get a quick feedback. The thirteen questionnaire 15 respondents agree about E-Learning improves collaboration and coordination among students. The fourteen questionnaire 15 respondents agree about E-Learning improves the development of students knowledge and skills on reading comprehension. The fifteen questionnaire 14 respondents agree about E-Learning fosters interaction processes among students on reading comprehension. The sixteen questionnaire 9 respondents neutral about E-Learning reduces social interaction while learning reading comprehension. The seventeen questionnaire 7 respondents agree and 7 respondents neutral about E-Learning increases extra costs in terms of technological equipment on searching about text of reading comprehension. The eighteen questionnaire 12 respondents agree about E-Learning reduces the opportunity to understand the students learning style. The nineteen questionnaire 17 respondents agree about I face some technological related issues (ex : networking problem) so, it become inefficient. The twenty questionnaire 12 respondents agree about 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. The twenty one questionnaire 15 respondents neutral about Implementing E-Learning in school still a challenge due to lack of readiness of school administration staff. The twenty two questionnaire 13 respondents neutral about E-Learning makes me difficult to self-organizing the learning schedule.

CHAPTER V

CONCLUSION, IMPLICATIONS, AND SUGGESTIONS

In this chapter, the research findings are summarized, the clonclusions are drawn, and the suggestions are proposed.

5.1 Conclusion

Based on the research findings, conclusions can be drawn as follows :

Based on the research findings, the results of the target needs can be described as follows. The first questionnare 16 respondents very agree about E-Learning help me to learn reading comprehension by online. The second questionnaire 13 respondents agree about I believe that E-Learning is one of reliable learning source for future to help everyone learn about reading comprehension easily. The third questionnaire 15 respondents agree about E-Learning facilitates me to learn and increase motivation in reading comprehension. The fourth questionnaire 12 respondents disagree about I ever attended an E-Learning course in my school in the last 12 months. The fifth questionnaire 14 respondents agree about I use E-Learning source to learn English in the last 12 months. The sixth questionnaire 15 respondents neutral about I willing to attend E-Learning course in reading comprehension in the future. The seventh questionnaire 11 respondents agree about E-Learning increasing flexibility (time and place) on learning reading comprehension. The eight questionnaire 13 respondents agree about By using E-Learning, it is easy to get and share of learning materials especially in reading. The ninth questionnaire 15

respondents very agree about I use E-Learning to download learning material (such as slides). The tenth questionnaire 11 respondents neutral about I update my knowledge by reading online some text of reading comprehension. The eleventh questionnaire 11 respondents agree about E-Learning improves interaction processes with teachers. The twelveth questionnaire 19 respondents agree about While learning English by E-Learning, I get a quick feedback. The thirteen questionnaire 15 respondents agree about E-Learning improves collaboration and coordination among students. The fourteen questionnaire 15 respondents agree about E-Learning improves the development of students knowledge and skills on reading comprehension. The fifteen questionnaire 14 respondents agree about E-Learning fosters interaction processes among students on reading comprehension. The sixteen questionnaire 9 respondents neutral about E-Learning reduces social interaction while learning reading comprehension. The seventeen questionnaire 7 respondents agree and 7 respondents neutral about E-Learning increases extra costs in terms of technological equipment on searching about text of reading comprehension. The eighteen questionnaire 12 respondents agree about E-Learning reduces the opportunity to understand the students learning style. The nineteen questionnaire 17 respondents agree about I face some technological related issues (ex : networking problem) so, it become inefficient. The twenty questionnaire 12 respondents agree about 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. The twenty one questionnaire 15 respondents neutral about Implementing E-Learning in school

still a challenge due to lack of readiness of school administration staff. The twenty two questionnaire 13 respondents neutral about E-Learning makes me difficult to self-organizing the learning schedule.

5.2 Implementations

The result of the research indicates that the implementation of the Perspective students about E-Learning on Reading Comprehension is suitable for students at Riau Islamic University. It makes E-Learning on reading comprehension more effective and fulfill students need.

5.3 Suggestion

The main aim of this research study is designing English reading comprehension in 3th grade classes B at Riau Islamic University. The suggestion can be addressed to the other reseracher and English teacher as follows :

1. Suggestion for the students, they can use E-Learning for learning reading comprehension at the class. The students more easier to find the answer about learning reading comprehension using E-Learning.

2. Suggestion to the English teacher, because this research only provides a suitable perspective students, the English teachers should have a creativity and innovation in combining the materials in the learning reading comprehension with E-Learning.

3. To the other researcher, they should have deeper understanding about E-Learning on reading comprehension which are more suitable with the setting, input, and activities that correspond to the students need and the students profile.

REFERENCES

Bahous, R., Bacha, N. N. & Nabhani, M. (2011). Motivating Students in the EFLClassroom: A Case Study of Perspectives. *English Language Teaching*, *4* (3), pp. 33-43.

Celce-Murcia, D. M. (2001). *Teaching English as a second or foreign language.* Dewey Publishing Services: NY.

Cheng, T. & Cheng, C. (2012). Reflections of the role of motivation on learning English for successful college EFL learners in Taiwan. *World Journal of Education, 2* (5), pp. 8-14

Chomchaiya, C. (2014). *An investigation into the development of English language reading comprehension among Thai undergraduate students using an online blended learning approach.* This thesis is presented for the degree of Doctor of Philosophy.

Chomchaiya, C. & Dunworth, K. (2008). Identification of Learning Barriers Affecting English Reading Comprehension Instruction, as Perceived by ESL Undergraduates in Thailand. Edith Cowan University. Research Online, EDU-COM International Conference.

Choosri. C. & Intharaksa, U. (2011). *Relationship between motivation and students' English learning achievement: A study of the second year vocational certificate level Hatyai TechnicalCollege students.* Retrieved: February10,2013,fromhttp://sv.libarts.psu.ac.th/conference5/proceedings/ Proceedings3/article//006.pdf.

Crystal, D. (2003). *English as a global language. (2nd ed.).* Cambridge: Cambridge University Press.

Dornyei, Z. (2005). *The psychology of the language learner: Individual differences in secondlanguage acquisition.* Mahwah: Lawrence Erlbaum.

Fan, J. (2012). A Study on Students' Learning Motivation of EFL in Taiwanese Vocational College.*International Journal of Learning & Development 2,* (3), pp. 260-269.

Gardner, R. C. & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning.,Rowley, MA*: Newbury House Publishers.

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes andmotivation.* London, GB: Edward Arnold.

Hayikaleng, N. (2011). *Comparisons of problems in teaching English at upper secondary level between public schools and Islamic private schools in Narathiwas.* Thesis submitted in fulfiment of the requirements for the degree of Master of Art (unpublished).

Jehdo, K. (2009). *The relationship between English ability, attitudes, and motivation of the first year PSU students from Islamic religious schools.* Thesis submitted in fulfiment of the requirements for the degree of Master of Art (unpublished).

Kasemsap, B. & Lee, H.Y. (2015). The Reading Matrix: *An International Online Journal, 15* (2), pp. 101-117.

Keller, J. M. (1979). Motivation and instructional design: A theoretical perspective. *Journal of Instructional Development, 2* (4), 26-34.

Keller, J. M. & Burkman, E. (1993). *Motivation principles, In M. Fleming & W. H.Levie (Ed.), Instructional message design: principles from the behavioral and cognitive sciences* (pp. 3-53). Englewood Cliffs, NJ: Educational Technology Press.

Keller, J. M. & Suzuki, K. (2004). Learning motivation and E-learning design: a multinationally validated process. *Journal of Educational Media, 29* (3), pp. 229-239.

Keller, J. M. (2008). First principles of motivation to learn and e3-learning. *DistanceLearning.29* (2). Pp. 175-185. Doi: 10.1080/01587910802154970.

Keller, J. M. (2010). *Motivational design for learning and performance: The ARCS model approach.* New York: Springer.

Maslow, A. H. (1970). *Motivation and personality (2nd Ed.).* New Yourk: Harper & Row.

Pan, C. & Wu, H. (2013). The Cooperative Learning Effects on English Reading Comprehension and Learning Motivation of EFL Freshmen. *English Language Teaching, 6* (5), pp. 13-27.

Subadrah, M.N., M.N. Norain, 2004, Panduan membina soalan kefahaman bacaan murid mengikut aras kadsonomi Barret. *Digest Pendidik.* Vol 4, 2, Pusat Pengajian Ilmu Pendidikan, Univeriti Sains Malaysia.

Suwan, S. (2003). *How to study and pass an exam.* Chonburi: Sriracha Offset.

Tamrackitkun, K. (2010). *Extensive Reading: An Empirical Study of Its Effects on EFL Students' Reading Comprehension, Reading Fluency and Attitudes.* Thesis Submitted in Partial Fulfilment of the Requirements of the Degree of Doctor of Philosophy, April 2010.

Ryan, M. & Deci, L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemporary Educational Psychology 25,* 54–67 (2000) doi:10.1006/ceps.1999.1020

Uraiman, Y. (2011). *Developing secondary school students' reading ability and motivation using an extensive reading program.* Presented in partial fulfillment of requirements for the master of art degree.

Urbanovič, J., & Wilkins, S. (2013). Internationalisation as a strategy to improve the quality of higher education in small states: Stakeholder perspectives in Lithuania. *Higher Education Policy*, *26*, pp. 373-396.

Vahidnia, F. (2013). *An Investigation into the Influence of Power of Goal Choice and Self-Efficacy on Motivation and Writing Achievement: A Case of Iranian EFL Learners*. A thesis submitted to the English Department, Faculty of Letters and Humanities, Ferdowsi University of Mashhad, in partial fulfillment of the requirements for the M.A. Degree in Teaching English as a Foreign Language.