

Improving Students' Reading Comprehension Through Internet-Sourced Reading Materials As English Teaching Media

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ABSTRACT

The main concern of this research is improving students' reading comprehension through internet-sourced reading materials as English teaching media. This research was intended to find out whether internet-sourced reading materials as English teaching media could improve students' reading comprehension significantly in online teaching during COVID-19 Pandemic of 2020.

The data were collected through pre-test and post-test results (quantitative) and Interview as well as observation (qualitative). The researcher conducts 7 meetings for pre-test, treatment and then post-test for both of experimental and controlled class.

The research methodology was quasi-experimental research design with pre-test and post-test experimental. The subjects of this research were 20 students of 8B and 8C at SMP Gunungjati I Purwokerto. The subject of this research then divided into two classes, experimental and controlled class.

The results of this research showed that internet-sourced reading materials for online English teaching could improve students' reading comprehension, and improve students reading comprehension significantly. It is further proved with the *Wilcoxon test* result. *Wilcoxon test* result on experimental class (*Asymp.Sig* value 0.016, if the *Asymp.Sig* value was lower than 0.05 then H1 was accepted) which showed that experimental class students' reading comprehension were improved. Furthermore, the research showed that students' reading comprehension was improved significantly. It is proved through *Mann-Whitney test* result of both experimental and controlled class. The result of *Mann-Whitney test* (*Asymp.Sig* value 0.046 if the *Asymp.Sig* value was lower than 0.05 then H2 was accepted) which showed that students from experimental class test has significant improvement of reading comprehension when compared with controlled class. This result also supported by interview with the teacher, as well as through observation of students' activity.

Keywords: *Reading, Reading Comprehension, English Teaching Media, Internet-sourced Reading Materials*

INTRODUCTION

In Indonesia, English is a compulsory subject at Junior and Senior High Schools. In this globalization era, English is an international language, used widely in everyday life, everyday situations, and in many countries. Learning English is very important for everyone and therefore it is needed to be taken seriously. In learning English, there are many significant key factors, such as mastery of vocabularies, implementing language knowledge into practical uses, as there are four major skills in language, consists of reading, listening, writing, and speaking.

Among the four major language skills, reading is an important skill for English learners, as it enables them to receive information through texts, and improves their knowledge. National Accessible Reading Assessment Projects NARAP (2006) describes reading as follows: Reading is decoding and understanding written text. Decoding requires translating the symbols of writing system (Including

Braille) into the spoken words that they represent. Understanding is determined by the purposes for reading, the context, the nature of the text, the reader strategies and knowledge”.

Another important part of reading is reading comprehension. Cited from RAND Reading Study Group (2002), the definition of reading comprehension is a process of eliciting and making meaning through interaction and involvement with written language. According to Zimmerman (2007), reading comprehension involves a set of multifaceted and interconnected skills allowing students to accurately process, understand text information during reading, and then interpret the information depending on the skills and knowledge of the reader. Reading comprehension is a process of creating, and interpreting meaning from the written text.

Improving students' reading comprehension is a goal in most of the teaching reading in English as a foreign language. To improve students' reading comprehension, many methods, reading approaches, reading techniques and media could be used. Cited from Nishida (2013) reading comprehension was mostly affected by differences in the acquisition and implementation of knowledge of syntactic structure, other factor such as different reading techniques, approaches, and reading media could improve reading comprehension depending on the readers' language acquisition and knowledge of language syntax.

In this modern era, there are many media that could be used as English language teaching media for English teaching, especially for reading skills. English language teaching media is a “medium” or channels that enables teacher to deliver information to students. According to Soko (2017) media is a tool to channel or deliver the information source to the receiver. Media is also defined as every form of things used by people to give or spread an idea or opinion so that the particular idea can reach the receiver. English language teaching media is medium for teacher to deliver an English language teaching. There is also an instructional media. Instructional media is a media used to assist teacher to deliver an English language teaching, to deliver teaching material to the student.

According to Sanaky (2013), there are teaching objectives that make consideration of selecting media such as the ease of learning process in the classroom, helping students to maintain attention, and to maintain relevancy between learning material and objectives. Cited from Soko (2017), by using media in teaching learning process, it is expected that the process of delivering a message from the teacher to the students will be more effective and efficient. Teachers now need to think creatively in creating far more interesting media by utilizing technologies, and internet.

Improving a students' reading comprehension is goal in most of teaching reading. Method to improve students' reading comprehension varies, and one of the methods is by using a various teaching media. Internet-sourced reading materials are widely known media. The researcher is interested in finding out if internet-sourced reading materials improve on students' reading comprehension of grade VIII Gunungjati I Junior High school or not.

RESEARCH OBJECTIVES

(1) To find out whether an internet-sourced for online English teaching improve on Gunungjati I Junior Highschool grade VIII class B and C students' reading comprehension. (2) To find out whether the improvement of students' reading comprehension from internet-sourced reading materials is significant for students' grade VIII class B and C from Gunungjati I Junior Highschool.

LITERATURE REVIEW

Reading

Reading as stated by Morries (1981), "*reading means to comprehend or take in the meaning of (something written or printed).*" Reading is one of the four main language skills, used to look and understand the passage of written text. Wati (2008) stated that reading skill is an ability to look and understand the meaning of written or printed material.

In other words, reading is a process to understand a passage of written text. Reading is also a process that needs comprehension and a certain degree of knowledge as well as vocabularies in order to understand the written symbol, combining and identifying words to become information and ideas that the writer tries to convey.

Reading comprehension is important aspect of reading, and it is essential for English learner. According to Fathurrohman (2021), the very reason why reading comprehension is essential for foreign language learners, especially English learners, is because the majority of publications like books and journals are written in English particularly those intended for higher education levels. To add or improve their new knowledge, students should be able to comprehend the texts well mostly written in English.

Cited from Bojovic (2010), reading comprehension is a process of getting meaning from and bringing meaning to a text. Reading is not merely a process of exact identification of letters, words, and ultimately sentences leading to comprehension built from letter to word to phrase to sentence. Also cited from Kirby (2007), reading comprehension is the process by which we understand the texts we read. It is the purpose of reading, why we teach it, and why we care about it. There are many factors affecting reading comprehension such as verbal intelligence, vocabulary, and prior knowledge.

Based on the citation above, reading comprehension is a process of getting a meaning from the written text. Reading comprehension is built from every letter; words, phrase and sentences, then reader arrange information from the text to create a certain meaning, and conclusion.

English Teaching Media

In teaching English, teachers usually implement some teaching strategies. Teaching strategies include teaching framework, lesson plan, and teaching media. Cited from Nuraidah (2021), In educational field, strategy is the way used to gain success to achieve the learning objectives. It is also a general approach for any learning field and is used to fulfil any learning purposes. Teaching media is one of the tools that teacher could implement in their teaching strategies.

Cited from Naz & Akbar (2010), in educational world, teaching media are the means for transmitting or delivering messages and delivering content to the learners in teaching-learning perspective, to achieve effective instruction. In other words, English teaching media is media used by teacher as means to delivering their teaching. English as a subjects need teaching media. According to Mahardika (2014) English teaching would need a teaching media due to English has skills such as listening, speaking, reading and writing. Therefore, it is appropriate, and required to implement various English teaching media in class.

Teaching media is a “medium” or channels that enables teacher to deliver information to the students. According to Soko (2017) media is a tool to channel or deliver the information source to the receiver. Media is also defined as every form of things used by people to give or spread an idea or opinion so that the particular idea can reach the receiver. Teaching media is medium for teacher to deliver teaching. Teaching media is a way for teacher to deliver his/her teaching. How teacher will choose the effective teaching media should depends on the media availability, effects of certain media to students’ performance, and how that media could attract students’ interest and maintain students’ attention.

Internet-sourced Reading Materials

According to Kruk (2014) the internet offers a great deal of information, authentic or specifically prepared for ESL/EFL purposes that can be used in foreign language classrooms for reading and listening activities. Thus, exposing students to authentic target language should be a primary objective for EFL teachers. It is also stated by Hanson-Smith, (2003) There are three categories for internet-sourced reading materials: (1) “text repositories”, (2) “electronically mediated texts” and (3) “computer-mediated communications”. The internet offers means to teach reading in various ways, and represent an improvement over paper-based exercises. Cited from Juniardi (2019), online sourced reading materials can be effective to improve students reading comprehension. It can enhance students’ vocabularies, speed reading and their reading comprehension. Adding citation from Guo (2012), authentic materials from internet are highly valuable because those materials can generate greater interest among teachers and students than traditionally structured materials do. Internet-sourced materials could provide readers with an easy access to a large number of reading materials.

Previous Study

The researcher found two previous study that related to the researcher study, and they are:

1. Prihastuti’s (2013) thesis with the title “Improving The Reading Comprehension of the Eighth Grade Students of SMP N 1 Wonosari by Using the Visualization Strategy in the Academic Year of 2012/2013”
2. Juniardi’s (2019) thesis with the title “Online Reading Sources Material (ORSM): Enhancing Students’ Reading Comprehension”

RESEARCH METHODOLOGY

Type of Research

This research is quantitative research. The design of this research is quasi-experimental research design. According to Arikunto (2000), experimental research is a research used to look for the particular effects of a certain treatment on the researched subject. The way to define whether effects of certain treatment is to compare between one or more experimental group that has been given a *treatment* with one controlled group that hasn't been given a *treatment*. This research is intended to experiment on the subject and finding out whether the certain treatment could in fact, affect and/or improve on the certain subject variables (in this case, students' reading comprehension). According to Loewen (2016) quasi-experimental designs examine whether there is a causal relationship between independent and dependent variables.

Research Subject and Object

The research subject for this experimental research was class eight of SMP GunungJati 1 Purwokerto, they were divided into two groups, an experimental group and controlled group. The researcher divided students into two groups by using lottery, so students were divided into experimental or controlled randomly. Students who got group A in lottery were experimental group, while students who got group B were controlled group.

Research Instruments

In this research, there are four instruments that researcher used in order to collect data. The instruments mentioned are:

1. Observation

In this research, an observation was needed by the researcher. The observation was aimed to know students' activity during the treatment in this experimental research. All of the students' activity, active students, and questions from students were documented on the field note.

2. Pretest-posttest design testing

In this experimental research design, testing was needed to collect the data of students reading comprehension through internet-sourced reading materials for teaching media. According to Arikunto (2000) "Pretest and posttest design is a test conducted twice in a research, pretest is a test before the treatment for the subject and posttest is a test after the treatment. The test was conducted both for experimental and controlled group. The first test was conducted in the first meeting. This first test was used as pre-test, in order to understand student prior knowledge on reading comprehension, and students reading skill. Then the next test was used to collect the data after the treatment, in order to understand whether the treatment of internet-sourced reading materials for teaching media could improve students reading comprehension.

3. Interview

In this research, the researcher did interview with English teacher from GunungJati I junior high school, Mrs. Sari CahyaFibrianti. Interview was

needed in order to collect qualitative data in the form of teacher opinions about online teaching, teaching media, internet-sourced teaching media, and the usage of internet-sourced teaching media in English class. Interview was done using Whatsapp.

4. Documentation

In this research, the researcher documented the whole research. The documentation is in the appendices section. The documentation were in the form of field note, Whatsapp group screenshots of treatment and online class activity, Daily quizzes on Google forms, as well as students' pre-test and post-test scores.

Data Collection Technique

There are two kinds of data in this research, qualitative data and quantitative data. The qualitative data was collected through observation, interview with teacher, and documentation. The qualitative data then displayed and described on the interview results. This interview was to give insight about teachers' point of view regarding on online teaching, English teaching media, and also internet-sourced reading materials. The quantitative data was collected through pretest-posttest design research, and then analyzed using IBM SPSS Ver. 25.

In order to collect the quantitative data, the researcher used *pretest-posttest design*. According to Cook (2008) the pretest-posttest control group design is probably the most common experimental research design. In this design, the experimental group takes part in some type of treatment or intervention, which can consist of single or multiple training sessions.

Data Analysis

To further analyze the data collected from this research, the researcher did data analysis. Qualitative data was described in order to provide more insight on teacher's opinion regarding about internet-sourced teaching media. Quantitative data was collected and then further analyzed using three steps, which were data collection, data analysis, and drawing conclusion. The data was analyzed and processed using IBM SPSS VER.25 application.

To analyze the data from two groups, an experimental and controlled group, researcher will use an IBM SPSS VER.25 application, and processing the data through test. Before further analyzing the data, the data was tested using normality test of *Kolmogorof-Smirnov* and *Saphiro-Wilk* Normality test. This normality test was needed to analyze the data distribution from pre-test and post-test, and it is required for the further testing. If the data was normally distributed, then the researcher will use parametric statistic test, more specifically an independent-means t-test. However, if the data is not normally distributed, then the researcher will use a non-parametric statistic test, *Wilcoxon* and *Mann-Whitney* Test. After the normality test, the result of the test indicated that the data was not normally distributed and therefore non-parametric statistic test was used.

This data analysis testing was a statistic test that could be used to find out the differences of means between two groups. This test was used to show that differences between two controlled and experimental group was a result of treatment from the researcher and not from random chances. This data analysis test was a test

used to determine significant differences of means between two groups, which usually a result of treatment and certain features.

FINDINGS AND DISCUSSION

Findings

1. The interview results from the researcher interviewees showed an insight into the classroom activities, interviewees' opinions regarding about teaching media, and suggestions for the researcher. This interview provides an insight and point of view from educators who have done an English online teaching, and her opinions about English teaching media, and internet-sourced reading materials.

According to the interview results, it was necessary to provide supplementary reading materials from the internet so students will have fresh reading materials. Giving students fresh and interesting teaching media, with pictures, and video could improve student motivation to learn English, as well as increasing reading comprehension overall. However, teacher will need to implement teaching media properly, and choose the correct internet-sourced reading materials.

2. The pre-test. The researcher gave pre-test for both controlled and experimental class that consists of 20 questions regarding about reading comprehension. The score of pre-test for both controlled class and experimental class can be seen as follows.

Controlled Class Pre-test Result

Participants	Score
Participant 1	60
Participant 2	25
Participant 3	35
Participant 4	70
Participant 5	65
Participant 6	55
Participant 7	65
Participant 8	60
Participant 9	55
Participant 10	70

Experimental Class Pre-test Result

Participants	Score
Participant 1	80
Participant 2	70
Participant 3	55
Participant 4	90
Participant 5	30
Participant 6	45
Participant 7	50
Participant 8	70

Participant 9	85
Participant 10	65

After completing the pre-test, the researcher analyzes the students' prior knowledge. It can be seen that both controlled class and experimental class got moderate results, with the lowest pre-test score 25 and highest score was 90.

After conducting the pre-test, the researcher continues his research with the treatment for both controlled and experimental class. Experimental class got the treatment of government English textbook with additional internet-sourced reading materials as it teaching materials. The controlled class received the treatment of government English textbook only without any additional materials. The classes undergo treatment for 7 meetings in total.

The post-test, after the treatment finished, the researcher then gave both controlled and experimental class post-test. This post-test consist of 20 questions. The score for the post-test represents the students' reading comprehension and English skills after receiving the treatment. The result of post-test for both controlled and experimental class can be seen bellow here.

Controlled Class Post-test Result

Participants	Score
Participant 1	90
Participant 2	45
Participant 3	45
Participant 4	90
Participant 5	50
Participant 6	70
Participant 7	80
Participant 8	50
Participant 9	60
Participant 10	65

Experimental Class Post-test Result

Participants	Score
Participant 1	90
Participant 2	100
Participant 3	75
Participant 4	80
Participant 5	80
Participant 6	65
Participant 7	75
Participant 8	80
Participant 9	80
Participant 10	80

The result of both pre-test and post-test for experimental and controlled class then analyzed. The first step in data analyzing of this research is test of normality.

3. Test of normality. To further analyzing the data, the researcher needs to do a normality test. Normality test was used in order to determine whether the distribution of the data is normal or not. The tests of normality were conducted using *Kolmogorov-Smirnov* test and *Shapiro-Wilk* test using IBM SPSS Ver.25 application. Normality test was needed to determine whether the data from this research had a normal distribution or not. The researcher used 2 test in order to determine the data distribution because 2 test is needed to process the data, and gain more reliable results.

This normality test was required before starting to analyze the quantitative data in this research. Test of Normality was needed to determine if this research will required a parametric statistic analysis, or non-parametric statistic analysis. If the data of this research had normal distribution (when tested by *Kolmogorov-Smirnov* and *Shapiro-Wilk* test), then parametric statistic analysis will be chosen, however if the result of normality test indicate the data of this research is not normal distribution, then non-parametric test will be conducted.

If the data from tests of normality test have value of Significances (Sig.) > 0.05, then the data is considered to have a normal distribution and therefore parametric statistic tests will be needed. If the data have value of Significances < 0.05, then the data is considered not normal distribution of data, which needs a non-parametric statistic tests.

The result of normality can be seen bellow here

Kolmogorov-Smirnov^a

	Class	Statisti c	df	Sig.
Student s' Score	Experimental Class Pre- Test	.124	10	.200*
	Experimental Class Post- Test	.322	10	.004
	Controlled Class Pre-Test	.273	10	.033
	Controlled Class Post-Test	.196	10	.200*

Shapiro-Wilk^a

	Class	Statistic	df	Sig.
Students' Score	Experimental Class Pre-Test	.970	10	.889
	Experimental Class Post-Test	.881	10	.134
	Controlled Class Pre-Test	.833	10	.036
	Controlled Class Post-Test	.891	10	.175

From the result of normality test, the experimental class post-test obtains significances (Sig.) values of 0.04, and controlled class pre-test obtains significances (Sig.) values of .033. In *Shapiro-Wilk* test, the controlled class pre-test obtained (Sig.) 0.036. This means, that when tested in both normality tests, the data from experimental class post-test, and controlled class pre-test wasn't normally distributed, while the rest of the data had normal distribution.

Therefore, in conclusion from the tests of normality, the data gathered from this research does not have a normal data distribution with significances values > 0.05 for Experimental class pre-test and controlled class post-test but experimental class post-test and controlled class post-test had significances (Sig.) values < 0.05 that defines the data as NOT normal, therefore the researcher will use non-parametric statistic analysis to further analyze the data. The non-parametric statistic analysis that the researcher used are *Wilcoxon Test* and *Mann-Whitney Test*.

4. *Wilcoxon Test*. The aim of *Wilcoxon Test* in this research is to test on whether internet-sourced reading materials could improve students reading comprehension or not. Based on the researcher hypothesis, Internet-sourced reading materials will have a positive effects on students reading comprehension if used as treatment correctly.

Wilcoxon Test is a non-parametric statistic test aimed to test mean differences between two-paired samples. *Wilcoxon Test* is used when the data of the research is not normal, and can't be done using paired sample t-test and therefore non-parametric statistic testing is needed. *Wilcoxon Test* is one of the non-parametric statistic tests which mean that this test is designed for research with not-normal data, ordinal, or interval data. In other words, *Wilcoxon Test* is a statistic test used to test the differences between a pre-test and post-test. This test is used to determine whether there are differences, and/or improvement from one group of variable after being given a treatment.

The *Wilcoxon Test* was tested twice. One for experimental class group and one for controlled class group. The *Wilcoxon Test* was analyzed using IBM SPSS VER.25 application. The result of *Wilcoxon Test* can be seen bellow

Wilcoxon Signed Ranks Test for Controlled Class

Ranks

			N	Mean Rank	Sum of Ranks
Controlled Class Post-Test	-	Negative Ranks	3 ^a	3.67	11.00
Controlled Class Pre-Test		Positive Ranks	7 ^b	6.29	44.00
		Ties	0 ^c		
		Total	10		

Test Statistics^a

Controlled Class Post-
Test - Controlled Class
Pre-Test

Z	-1.690 ^b
Asymp. Sig. (2-tailed)	.091

To conclude the result from *Wilcoxon test* for controlled class, If the value of Asymp. Sig. (2-tailed) was < 0.05, then Hypothesis accepted, while if the value of Asymp. Sig (2-tailed) was > 0.05, then Hypothesis denied. According to the “*Wilcoxon test statistics*” output, the value of *Asymp. Sig. (2-tailed)* was 0.091. Because the value of 0.091 is higher than 0.05, then according to *Wilcoxon* hypothesis testing, it was concluded that for controlled class “**Hypothesis denied**”. In other words, there were only little improvement from controlled class students’ pre-test score to post-test score. Therefore, based on the *Wilcoxon* test, there were little to no effects in students’ reading comprehension on controlled class group that were given a treatment with textbook materials only.

Wilcoxon Signed Ranks Test for Experimental Class

Ranks

		N	Mean Rank	Sum of Ranks
Experimental Class Post-Test -	Negative Ranks	2 ^a	2.00	4.00
Experimental Class Pre-Test	Positive Ranks	8 ^b	6.38	51.00
	Ties	0 ^c		
	Total	10		

Test Statistics^a

Experimental Class Post-
Test - Experimental Class
Pre-Test

Z	-2.403 ^b
Asymp. Sig. (2-tailed)	.016

To conclude the result from *Wilcoxon test* for experimental class, If the value of Asymp. Sig. (2-tailed) was < 0.05, then Hypothesis accepted, while if the value of Asymp. Sig (2-tailed) was > 0.05, then Hypothesis accepted. According to the “*Wilcoxon test statistics*” output, the value of *Asymp. Sig. (2-tailed)* was 0.016. Because the value of 0.016 is lower than 0.05, then according to *Wilcoxon* hypothesis testing, it was concluded that “**Hypothesis accepted**”. In other words, there was improvement from experimental class students’ pre-test score to post-test score. Therefore, based on the *Wilcoxon* test, the students’ reading comprehension on experimental class group that were given a treatment of internet-sourced reading materials alongside with textbook materials were improved.

5. *Mann-Whitney test*. The aim of *Mann-Whitney-Test* in this research is to test on whether internet-sourced reading materials could improve students reading comprehension significantly or not. Based on the researcher hypothesis, Internet-sourced reading materials will improve students reading comprehension significantly when used as additional treatment paired with English textbook.

Mann-Whitney is a non-parametric statistic test aimed to test mean differences between two independent samples. *Mann-Whitney* test is used when the data of the research is considered not normal from the test of normality therefore a non-parametric statistic test is needed. *Mann-Whitney* test is used when independent sample t-test can’t be used. This test was designed to test the mean differences

between two comparing groups (Experimental and Controlled group) in Experimental research design. The result for *Mann-Whitney test* can be seen bellow.

Mann-Whitney Test

Ranks

	Class	N	Mean Rank	Sum of Ranks
Students' Score	Controlled Class	10	7.90	79.00
	Experimental Class	10	13.10	131.00
	Total	20		

Test Statistics^a

Students' Score

Mann-Whitney U	24.000
Wilcoxon W	79.000
Z	-1.998
Asymp. Sig. (2-tailed)	.046
Exact Sig. [2*(1-tailed Sig.)]	.052 ^b

To conclude the result from *Mann-whitney test*, if the value of Asymp. Sig. (2-tailed) was < 0.05, then Hypothesis accepted, if the value of Asymp.Sig. (2-tailed) was > 0,05, then Hypothesis denied. According to the “*Mann-Whitney test statistics*” output, the value of *Asymp. Sig. (2-tailed)* was 0.046. Because the value of 0.046 is lower than 0.05, If the value was lower than 0.05, then there was significant changes and/or improvement from comparing experimental and controlled class group. According to *Mann-Whitney* hypothesis testing, it was concluded that the researcher **hypothesis is accepted**. In other words, Experimental class have a higher mean ranks compared to controlled class based on the *Mann-Whitney* test. Therefore, based on the *Mann-Whitney* test, there were significant improvements in students’ reading comprehension from the experimental class group that were given a treatment of English textbook with additional internet-sourced reading materials.

Discussion

Based on the findings from data analysis, it was found that after receiving treatment of internet-sourced reading materials as additional materials alongside with English textbook, Experimental class have increasing pre-test to post-test score when tested with *Wilcoxon Test* and overall better mean for post-test when compared with controlled class based on the *Mann-Whitney Test*. So based on the data analysis, it could be concluded that internet-sourced reading materials could improve students reading comprehension. After the initial *Wilcoxon Test*, it was discovered that Experimental class proved to have an increasing pre-test to post-test score which means that the treatment of additional internet-sourced reading materials affect then improve students' reading comprehension. The hypothesis of this research is that internet-sourced reading materials could improve students reading comprehension, and based on the results of *Wilcoxon Test*, the hypothesis of this research is accepted.

There are two data in this research. One is qualitative data and quantitative data. Qualitative data was collected through interview with teacher, and observation. The result of interview has been described, and the result of the interview provides an insight about teacher's opinion regarding on the use of internet-sourced reading materials. From the interview, the researcher could see that with the correct use of internet-sourced reading materials could help motivate students to learn more about English reading and eventually improving reading comprehension.

With the correct use of internet-sourced reading materials, it could motivate students to learn more about English reading, and eventually improve their reading comprehension. Internet-sourced reading materials have a potential to improve students reading comprehension (as shown with the differences of pre-test post-test score, and supported from teacher's interview), however teacher need to use internet-sourced reading materials properly, accessible for every students, and interesting for students. It is also supported by thesis from Juniardi (2019), which stated that internet reading sources is effective to enhance students reading comprehension as students reading comprehension was increased after receiving a treatment.

CONCLUSION

From the data gained through online pre-test and post-test (with treatment using *Whatsapp* and *Google form* online teaching) for experimental and controlled groups. It was shown that the experimental group has a higher score in both pre-test and post-test compared to controlled group.

After analyzing the data, with IBM SPSS VER.25 (*Wilcoxon test* and *Mann-Whitney test*) the experimental class have a significant differences in pre-test and post-test score compared with controlled group. Experimental group got average pre-test score of 64, and then after receiving treatment of internet-sourced reading materials, Experimental group scored on average 80.5 on post-test score. Meanwhile, controlled group got average pre-test score of 56, then controlled group only receive online teaching with English textbook, Controlled group got average post-test score of 64.5.

Using the *Wilcoxon Test*, it was tested on experimental group, which treatment of internet-sourced reading materials improved their reading comprehension competence, with the value of Asymp.Sig was < 0.05 , then it was interpreted that the

hypothesis accepted. Therefore internet-sourced reading materials improve students reading comprehension on experimental class.

Using the *Mann-Whitney Test*, the researcher then tested results of post-test from both experimental and controlled class. The experimental class, the average post-test score was 80.5 while the controlled class, the average pre-test score was 64.5. After analyzing the data using *Mann-Whitney test*, the data show that the value of *Asymp.Sig* was < 0.05, which interpreted that the hypothesis was accepted. Therefore internet-sourced reading materials could improve students reading comprehension on experimental class significantly. This conclusion is also supported with interview results from educator, as well as supported by previous study by Juniardi (2019) and Prihastuti (2013).

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