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IMPROVING THE LITERAL READING COMPREHENSION USING READING CONTEXTUAL INTERNET-BASED INSTRUCTIONAL MATERIALS

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ABSTRACT

This study intends to determine whether reading contextual internet-based instructional materials can help third-grade students at UPTD SMPN 10 Barru.With their literal understanding. Two cycles of classroom action research were used in the design of this study. Eight meetings made up each cycle. There were four meetings per cycle. The third graders at UPTD SMPN 10 Barru kab. Barru participated in this classroom action research during the 2022–2023 school year. The 27 students in class IX who made up the research subjects were used. The application evaluated their reading comprehension.The student's reading comprehension in cycles I and II increased in terms of various scores. At the conclusion of the second cycle, the kids showed improvement. According to the study's conclusions, using contextual internet-based instructional materials could help students' reading comprehension. Mean scores for students' literal comprehension of the major idea on the D-Test were 37,04, 57,41, and 87,96 respectively, whereas the mean scores for students' literal comprehension of the supporting idea on the D-Test were 55,56, 58,33, and 85,19 respectively. The study's conclusions showed that students' literal comprehension improved when contextual internet-based instructional materials were used.

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INTRODUCTION

Reading is one of the most prominent English skills in listening, speaking, and writing. Read the skills that are claimed to be the most essential come from the four abilities for instructional purposes, particularly in English as a second or foreign language. The student will receive as much knowledge as they read. reading is the capacity to attract meaning from the printed page, then review this information correctly. It means through reading, the reader must be connected between the brain work and eye movements to understand the textual content well. Except for adding students study, understand, and then think and improve. That the most important issue in teaching or learning to test means understanding topic reading.

reading is an im portant English skill for understanding the message of the passage to benefit as great deal information as possible. consequently, through reading college students can get input and extensive perception.

Based on the facts and experiences that the researcher experienced and the facts on the ground. In the teaching and learning process, there are several problems faced by students in learning English. When students are learning English. First, they have low reading disabilities, so most of them are short of words. The two students read the long text slowly. Finally, students always complain about the very limited time allocation to understand the text. Thus students do not have the opportunity to analyze the questions because they tend to read in one word. Therefore, teachers must have strategies so that students can learn effectively and efficiently to achieve the expected goals and also to overcome problems.

Before arriving at the thesis stage, the researcher made observations at that location, what obstacles or problems exist and no one has researched. In this observation, the researcher obtained data, among others, on how contextual internet-based instructional materials improve the students' literal reading comprehension. That's why data is valid to solve and problems can't be ignored, researcher has to do this research to be more precise researcher want to give a solution ta o problem or constraint. That's the why researcher wanted and chose a location at SMPN 10 BARRU to solve and introduce the method Contextual Internet-Based Instructional Materials to improve the students' literal reading comprehension and I believe this method can improve.

According to Roestiyah (2001), one of the steps to having a strategy is to master the presentation technique or commonly referred to as the teaching method. Thus, teachers are required to be professional in choosing methods and reregulating the teaching and learning process. There are many methods used by the teacher so that learning can be achieved. Of the many methods of learning, one of the methods used by the teacher is learning English subjects can take place effectively, one of which contextual teaching method is internet-based instructional materials.

Through this research based on the problems above, the researcher would like to conduct this research by offering a contextual internet-based instructional materials-based learning model to students. According to Somekh (1998), internet-based material is educational content gleaned from various online sources and provided to students as an innovative learning tool. It can be seen as a component of a teacher's professionalism, and using the internet demonstrates that the teacher is still current.The benefits of this method are expected to further improve students' literal reading comprehension. That's why I want to use this method in this research.

This research has been carried out by other studies using this method, but with different skills, but I want this research to be carried out. Previously this research was conducted on students, but I want to do this research on students.

RESEARCH METHOD

A classroom action research design was used for this study (CAR). The researcher employed the CAR (classroom action research) methodology to gather the data in this study. The research was organized into two cycles, each of which had four steps: planning, action implementation, observation, and reflection. It implies that the design should go on to the next cycle if the first cycle fails.The population in this study were students of class VIII SMPN 10 Barru in the academic year 2022/2023. There are five classes. They were IX.1, IX.2, IX.3, IX.4, and IX.5. Each class consists of 27 students, meaning the total population is 145 students. In this study, this research applied purposive sampling would be used, because the population researchers would take one class of the second grade, namely from class IX SMPN 10 BARRU. They were students of class IX.1 in the academic year 2022/2023. The number of students to be studied is 27 students.

RESULT AND DISCUSSION

1. **The way of using reading contextual internet-based instructional material improve**

In this step, the researcher offers something new in improving students' reading comprehension. This is the use of internet-based contextual reading teaching materials as a technique. The action is based on the lesson plans that are applied in class. In addition, the researchers also prepared material to be taught in class and make a plan. This step is an implementation of the use of internet-based contextual reading teaching materials as a teaching and learning technique. Begins by giving students the freedom to decide topics for small groups,then students read the topic individually before small group discussion researchers create individual clues or keywords then bring individual clues and keywords to the group discussion, next step Revise suggestions or keywords in small group discussions.

The teacher implements the lesson plans in the classroom step by step. This explains that the use of internet-based contextual reading teaching materials in the classroom can improve students' literal reading comprehension. Researchers conducted two cycles, namely cycle I which included three meetings. At every consultation, the researcher provided reading material (argumentative text). Use the teaching resources for contextual reading to enhance comprehension of literal text. Students are divided into six groups, the researcher explains Internet-Based Contextual Teaching Materials, the researcher provides test plans regarding Teaching Materials, the researcher gives students stories about the dangers of smoking, please keep the environment clean, for today's young generation, the researcher gives time for students to read stories, the researcher used Contextual Internet-Based Reading Teaching Materials to ask the students about the content of the story, and the researcher asked the students about the story's content at the end (argumentative text).

In cycle II, the same procedure was followed. based on the cycle I teaching and learning process observation. The researcher discovered that reading instructional materials helped inspire students. Students learning English should focus on reading comprehension and text comprehension skills in particular. This is evident from their engagement in the learning process when they come across challenging phrases or unfamiliar terms. When asked about difficult words, they don't think twice to raise their hand or pull out a dictionary. Although there may be some background noise in

the classroom, it can be managed. improved literal comprehension of a reading's key themes and ancillary thoughts. The following conclusions can be drawn from the cycle I and cycle II final test average scores:

The students' mean score in Literal Comprehension

The application of Contextual Internet-Based Instructional Material in improving the students' reading comprehension can be seen on the following table:

Table 1 Students' mean score in main ideas

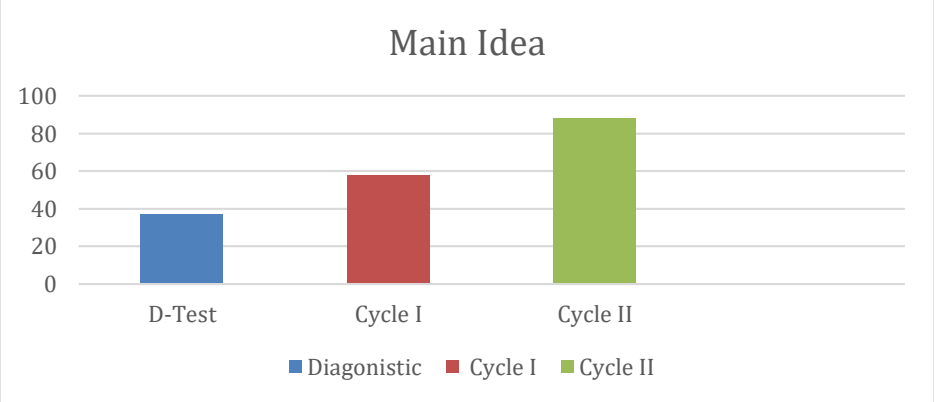
Non Method	Classification	The Aplication of Contextual Internet-Based Instructional material		Classification
D-Test		Cycle	Mean Score	
37,04	Poor	Cycle I	57,41	Fair
		Cycle II	87.96	Very Good

The mean score for the students' primary notion is displayed in table 1 above. The average score on the pupils' reading D-test was 37.04. Then I demonstrate in the cycle that the pupils' reading scores on average were 57,41. The cycle II results indicate that pupils' reading scores on average were 87.96.

According to the research's findings from the table above, students' mean scores improved from cycle I to cycle II; they had a mean score of 57,41 in cycle I, but after being evaluated in cycle II, their reading score was 87.96.

The information is also displayed below in the form of diagrams:

Grafhic 1. Students' mean score in main idea



According to graphic 1, the average D-test score was 37.04 at the start of cycle 1, improved to 57.41 in cycle I, and then reached 87.96 in cycle II. It shows that the use of Conxtetual Internet-based Instructional Material has a considerable impact on raising third-grade students' reading comprehension at UPTD SMP 10 Barru.**Table 2 Students' mean score in Supporting idea**

Non Method	Classification	The Aplication of Contextual Internet-Based Instructional material	Classification

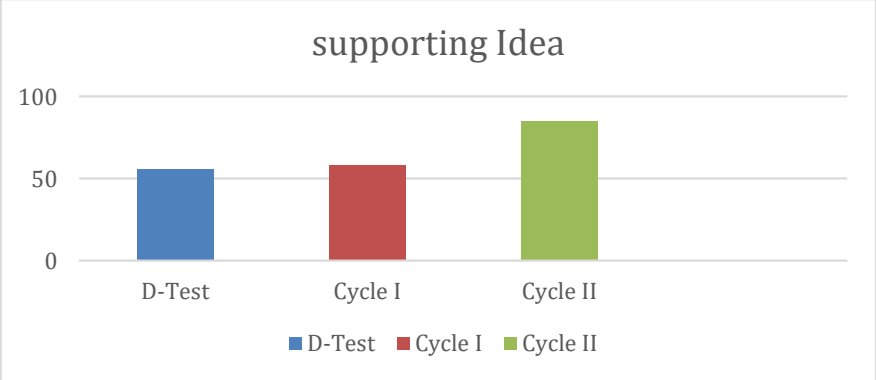
D-Test		Cycle	Mean Score	
55,56	Poor	Cycle I	58,33	Fair
		Cycle II	85.19	Good

The reading comprehension scores of the students are displayed in table 2 above. The mean score on the reading D-test for pupil was 55.56. Then I demonstrate in the cycle that the pupils' reading scores on average were 58,33. The means reading score of the pupils were 85.19 in cycle II.

Graphic 2 Students' mean score in supporting idea

According to the research's findings from the table above, students' mean scores improved from cycle I to cycle II; they had a mean score of 58.33 in cycle I, but after being evaluated in cycle II, their reading score was 85.19.

The graphic below shows the above data in diagram form:



The D-test mean score was 55,56, according to the image 2 above. In cycle I, it improved to 58,33, and in cycle II, it was 85.19. It shows that the use of contextual internet-based instructional material has a considerable impact on raising third-grade pupils at UPTD SMP Negeri 10 Barru reading comprehension levels.

2. Scoring Classification

Following the tabulation and analysis of the students' scores into percentages, they are categorized into seven levels according to the Depdikbud categorization, which are excellent, very good, good, fair, and extremely poor, as shown in the following tables:

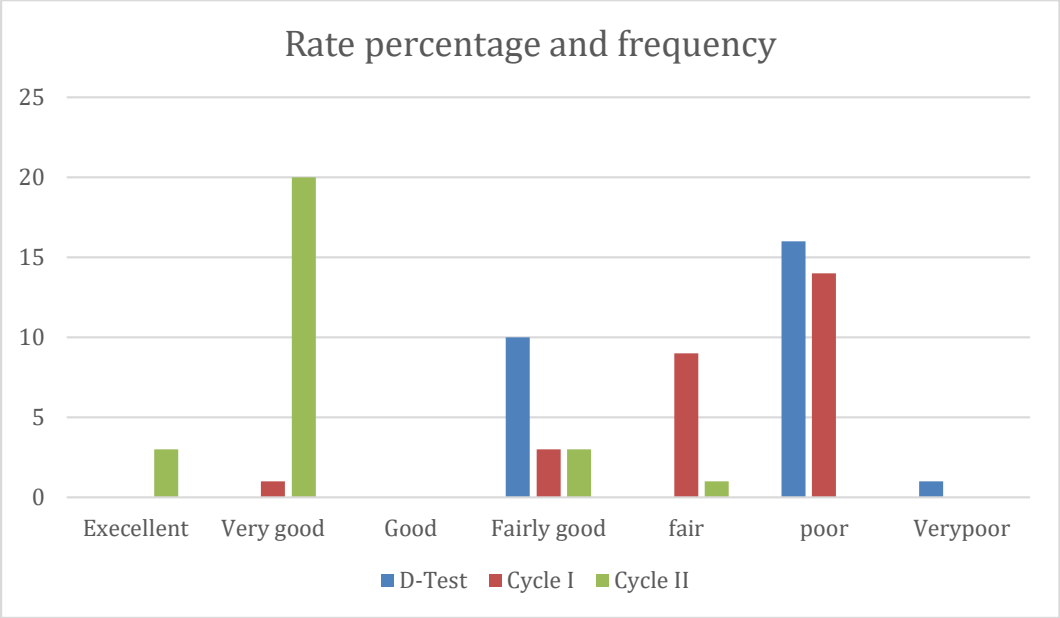
Table 3 Rate pracentage and frequency

No	Classification	Range	Non method		The Submission of Internet-Based Instructional materials			
			D-test		Cycle I		Cycle II	
			Freq	%	Freq	%	Freq	%
1	Execellent	90-100	0	0	0	0	3	11%
2	Very good	86-89	0	0	1	4%	20	74%
3	Good	76-85	0	0	0	0	0	0

4	Fairly good	66-75	10	37%	3	10%	3	11%
5	Fair	56-65	0	0	9	33%	1	4%
6	Poor	36-55	16	59%	14	51%	0	0
7	Very poor	0-35	1	4%	0	0	0	0
Total			27	100%	27	100%	27	100%

The graph below also illustrates the data above:

Graphic 3. Rate percentage and frequency



Based on the table and graphic 3 above, it is clear that 10 students (37%) received a fairly decent score on the D-Test, whereas 16 students (59%) had a poor score and 1 student (4%) received a very poor score. While in cycle I, 1 student (4%) received a very high grade, 3 students (10%) received a reasonably good grade, 9 students (33%) received a fair grade, and 14 students (51%) received a low grade.

No pupils received an excellent, low, or extremely poor grade in cycle II. Three pupils (11%) received an exceptional grade, 20 (74%) received a very good grade, three (11%) received a reasonably good grade, and one (4%) received a fair grade.

3. The improvement of the students' reading comprehension

In this instance, the students' combined gains in literal comprehension are added to determine the overall improvement in their reading comprehension. The improvement of the students' reading skills may be seen from the total results of the students' literal comprehension, which are shown in the table above.

Table 4.4 improvement the students' reading comprehension

Scores				Improvement%		
Indicator	D-test	Cycle I	Cycle II	DT->CI	CI->CII	DT-CII
Main idea	37,04	57,41	87,96	54,99	53,21	137,47

Supporting idea	**55,56**	**58,33**	**85,19**	**4,9**	**46**	**53,3**
ΣX	**92,6**	**115,74**	**173,15**	**59,89**	**99,21**	**190,77**
X	**46,3**	**57,8**	**86,5**	**29,9**	**49,6**	**95,3**

According to Table 4.3, the students' reading comprehension increased between the D-test and cycles I and II. where cycle II was by far the best of all. In cycle II, pupils' reading comprehension scores averaged 86.5. The students in cycle I had a mean score of 57,8 and received a 46,3 on the D-test. It said that cycle I's reading comprehension D-test had improved by 29,9%. From cycle I to cycle II, there was a 49,6% improvement, and from the D-test to cycle II, there was a 95,3% improvement. It was found that using the guided reading and supporting details (CIBIM) technique, the students' reading comprehension greatly increased.

Discussion

This section of the debate focuses on how the results of the statistical analysis, along with those from the researcher's notes taken during the classroom engagement, should be interpreted. In the third grade of UPTD SMP Negeri 10 Barru kab. Barru during the 2022–2023 academic year, two cycles of six meetings were undertaken to improve students' reading comprehension. This article investigates the outcomes of the treatment, teaching, and learning process. The analysis of the data obtained from the reading test, as mentioned in the preceding section, reveals an improvement in the students' comprehension of literal text. The frequency and rate percentage of students' D-test, cycle 1 and cycle 2 scores provided evidence in support of it.

We can infer from the explanation above that cycle 1 and cycle 2 of teaching reading utilizing contextual internet-based instructional material produced distinct results. The researcher can claim that reading instruction The pupils' reading comprehension can be increased by having them read contextual online instructional material.

CONCLUSION

The following conclusions are reached in light of the findings of the research and debate in the preceding chapter: The literal understanding (principal idea) of grade IX pupils can be improved by the use of contextual internet-based teaching materials. This is demonstrated by the fact that cycle II student learning achievement is higher than cycle I and the D-test, where cycle I students' average literal understanding score is 57.41, cycle two is 87.96, and cycle one is 37.04 before the diagnostic test. The use of Contextual Internet-Based Teaching Materials is able to increase the carrying capacity of students, this is evidenced by the achievement in cycle II which is higher than cycle I. Where in cycle I the value in question is 58,33 and after evaluation in cycle II Student Support the idea becomes 85.19 and before the diagnostic test was 55,56. Internet-based contextual teaching materials used by students are able to make students more active in the learning process, especially in reading activities.

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