ABSTRACT

Sanjaya, Evan. 2017. *Designing Web-Based Reading Activities to Promote English Language Education Study Program Students' Positive Reading Attitude.* Yogyakarta: English Language Education Study Program, Sanata Dharma University.

Reading plays an important role in second language acquisition. Without reading, obtaining information will be harder and thus people cannot comprehend well. Without positive reading attitude, reading will not make any progress.

Extensive reading is a type of reading activities that is used for beginner learners. Beginner learners are the first year students. In English Language Education Study Program (ELESP) in Sanata Dharma University, the beginner learners are the students batch 2016. According from the interviews to 7 of them, their attitudes toward reading tends to be negative. Three lecturers were also concerned about the students; reading attitudes. Therefore, they need to be helped in order to develop a positive reading attitude that later it can lead them to have a better comprehension skill than before.

Promoting positive reading attitude and developing comprehension skill independently for the ELESP students in Sanata Dharma University could be done through the use of web-based reading activities to match the students' characteristic who are digital natives. This product could be accessed outside the class and thus they can enjoy the activities and trigger independent learning phase.

As the guidance of the research process, 2 research problems were raised. The first problem was concerned on how the reading materials and exercises for the web-based reading activities are designed as an applicable product. The second problem was concerned on what the designed product looks like.

To answer the first research problem, the researcher employed the 5 steps of R&D method by Borg and Gall: (1) Research and Information Collecting, (2) Planning, (3) Developing Preliminary Form of Product, (4) Preliminary Field Testing, and (5) Final Product Revision. In the designing process, the researcher embedded Task-Based Language Teaching (TBLT) method and principles of assessment to make the materials standardized. To answer the second research problem, the reading activities that use this product were divided into: (1) reading texts, (2) comprehension checking, and (3) reflection and feedback.

Based on the standard scoring criteria, a product was considered as acceptable and good if the central tendency results were more than 3.4. In the descriptive statistics of this research, all of the central tendency results in the experts' and students' were more than 3.4. Therefore, it could be concluded that the product was acceptable and good from the evaluators' perspectives. However, it was possible for this product to be developed further to increase the chance of developing positive reading attitude in the future researches.

Keywords: Extensive Reading, reading attitude, independent learning, instructional media. Digital Native

ABSTRAK

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Membaca berperan penting dalam kemahiran menggunakan bahasa kedua. Tanpa membaca, mendapatkan informasi akan sulit dan akhirnya orang-orang tidak bisa memahami dengan baik. Tanpa kebiasaan membaca yang positif, membaca tidak akan membuahkan hasil apapun.

Extensive Reading adalah salah satu jenis kegiatan membaca untuk para pelajar pemula. Di Pendidikan Bahasa Inggris Universitas Sanata Dharma, mereka adalah mahasiswa tahun pertama. Dari hasil wawancara kepada 7 mahasiswa, diketahui bahwa sikap dan kebiasaan mereka terhadap membaca cenderung negatif. Tiga orang dosen juga mempermasalahkan hal tersebut. Maka dari itu, mereka butuh dibantu untuk dapat mengembangkan kebiasaan membaca yang positif dan mampu membawa mereka kepada kemampuan pemahaman yang lebih baik.

Peningkatan kebiasaan membaca yang positif dan pengembangan keahlian komprehensif para mahasiswa tersebut dapat dilakukan melalui kegiatan membaca berbasis *website* untuk mencocokan karakteristik *digital native* mereka. Produk ini mampu diakses diluar kelas dan akhirnya mampu memicu pembelajaran mandiri.

Dua permasalahan penelitian diangkat sebagai panduan dalam menyelesaikan penelitian. Permasalahan pertama difokuskan pada bagaimana materi dan latihan untuk *reading* di dalam produk *web-based reading activities* dibuat sebagai suatu produk yang mampu diaplikasikan untuk mahasiswa. Sedangkan yang kedua difokuskan pada seperti apa hasilnya.

Untuk menjawab masalah pertama, peneliti menggunakan 5 langkah dari metode *R&D* Borg dan Gall: (1) Pengumpulan Informasi, (2) Perencanaan, (3) Pengembangan Produk, (4) Pengujian, dan (5) Revisi. Peneliti memasukan teori *Task-Based Language Teaching (TBLT)* dan prinsip-prinsip penilaian untuk menstandarisasi materi. Untuk menjawab permasalahan yang kedua, kegiatan-kegiatan membaca dalam produk ini dibagi menjadi: (1) membaca, (2) pengecekan pemahaman, dan (3) refleksi dan umpan balik.

Berdasarkan kriteria standar penilaian, sebuah produk dapat diterima dan dianggap baik ketika hasil tendensi sentralnya melebihi angka 3.4. Dalam deskripsi statistik untuk penelitian ini, semua hasil tendensi sentral menunjukkan angka lebih dari 3.4. Dapat disimpulkan bahwa produk ini dapat diterima dan dianggap sudah cukup baik dari pandangan para penguji. Namun, tidak menutup kemungkinan bahwa produk ini dapat dikembangkan lebih lanjut dalam menstimulasi kegiatan membaca yang positif di masa mendatang.

Kata Kunci: Extensive Reading, reading attitude, independent learning, instructional media, Digital Native