

**THE INFLUENCE OF ONLINE READING ON FACEBOOK AND MOTIVATION TOWARD
NARRATIVE READING ACHIEVEMENT OF THE EIGHTH GRADE STUDENTS OF
MUHAMMADIYAH JUNIOR HIGH SCHOOL 7 OF PALEMBANG IN ACADEMIC YEAR OF
2013/2014**

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Abstract: Reading text in a second or foreign language is more difficult than in the first language. The research questions in this research: Is there any significant difference in online reading on Facebook toward narrative reading achievement that are thought by using guided reading comprehension? Is there any significant difference in online reading on Facebook toward narrative reading achievement in high motivation? Do online reading on Facebook and motivation toward narrative reading achievement affect to the students' narrative reading comprehension? The results of the research are: It was found the significant level (2tailed) was 0.000 since $0.000 < 0.05$ it means that the students' narrative reading text on Facebook and motivation in experimental group after applying guided reading increased significantly and was used effective to be taught in a certain group. And there is any influence, and improvement of online reading on Facebook and motivation toward narrative reading achievement. From the probability hypothesis table in SPSS Version 21 the output $0.000 < 0.05$ so the H_0 is ejected and H_a is accepted. Facebook can also be used for teaching other subjects such as speaking and structure. It is important that they must be able to motivate learners to think mentally and psychologically. Besides, the learners are supported to solve problems, to interact with each others, and to learn perpetually as well as consistently. Facebook give the effects and influences, as a strategy and also technique for the English teachers had positive and negative feedback for the students

Keywords: facebook, motivation, narrative, and reading.

I. INTRODUCTION

In Indonesia, English has been chosen as the first foreign language to be taught as a compulsory subject from the first year of primary high school up to the first year of college (Saleh, 1997:2). It means English is taught as a foreign language and to every student from elementary school to university level. There are four skills that may be achieved by the students in learning English, namely the skills of reading, listening, speaking, and writing. While reading skill involves the understanding of the main and supporting ideas of a written language. Speaking skill is concerned with the uses of a language orally. Writing skill refers to the ability to express oneself in a written form. Listening is a natural way to learn a language. As is well known there are four general aims to teach English as a foreign language to the students. They are teaching students to learn and understand the spoken language, to understand what they read to speak the language and to write it. However, reading text in a second or foreign language is more difficult than in the first language. It seems that most of the difficulties that students face in English learning are the significantly differences between their mother tongue (L1) and the language they are trying to learn in English as a Foreign Language (EFL). The

narrative language can influence the process of foreign or second language acquisition. In relation to the teaching and learning process, reading is not only reading the text but also comprehending as well what the text about. A good teacher should know and understand the problems faced by their students especially in learning reading. Brown (1994:292) states that at the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. There are three obstacles found in teaching reading. (1) Students are reluctant to open and read reading book and then practice their reading. (2) Students feel bored in the way of the teacher in process of teaching and learning reading when their teacher only give instruction to focus in reading text and answer the questions. (3) Students are also passive in learning so it can make the students' scores are low (Brown 292:2).

And the reading comprehension comes from the interaction between the words that are written and the knowledge outside the text. Furthermore, Roe and Ross (1990:55) state good reading depends largely on the quality of the reader's comprehension. Reading is more than word calling; it is the ability to understand or get the meaning from printed symbols. In the light of the importance of reading skills, the scope of English reading skill in high school is to give students competence to understand various kinds

of short functional texts, monologue and essays, such as procedure, descriptive, recount, narrative, report, new items, analytical and hortatory expositions.

Internet has become a part of daily lives that addresses for abundant websites. The internet helps people search everything entailed. It can also be a powerful teaching tool, provide access to information and allow links to other learners. Technology is valuable in the globalization era; It is not new in language teaching anymore, as insisted by Dudeney and Hockly (2007:7) that for decades technology has been around in the language teaching.

There are new a number of Facebook applications on the web where the teachers and students can create their Facebook free. Facebook is easy to learn and use. Any text type can be used for a reading task with Facebook. Futhermore, recent Facebook application came with large range of formatting feathers, and they also uploading pictures. As more people explore social media, social

networking sites have become some of the key online sources they use to learn more about products, organizations, artists and world events. Marketing on Facebook has a vital effect – information spreads through networks exponentially.

Based on the problem faced by the students in learning reading to create the narrative text related to convey the ideas of online reading on Facebook. In line with that, Facebook is one of the top social networking sites, quickly gaining on. The space in terms of total users and traffic that presents a unique marketing opportunity for businesses through the creation of Facebook Business Pages.

The reason of choosing this research is based on the eighth grade students of Muhammadiyah Junior High School 7 of Palembang. In her observation, the students found difficulties in reading comprehension. As the motivation related to online reading on Facebook is for as students read, whether reading stories or passages from academic content areas, they rely on their higher order thinking skills. Students must have the knowledge base needed to understand new materials, and must link new readings to this existing knowledge, by Facebook. Facebook can be thought of as a reader's background knowledge, or pre-existing familiarity with a subject.

By this facility the students must not only

understand the concrete examples in their reading, they must relate them to more abstract concepts. In addition, students must integrate new concepts into what they already know by this technology, in order to grasp the broader ideas and principles reflected in their readings concept formation. And as a result, the students felt did not bored in learning; the students do not get low scores in their English reading test.

And then, the importance of online reading on Facebook are practically a good source of feedback, the helpfulness of their comments and answers online reading on Facebook can be very limited. In addition, they tend to be inexperienced in writing and generating constructive comments on online reading. As a whole, the researcher believes that by using online reading on Facebook toward narrative reading achievement motivation and giving attention to students' motivation will enhance their reading comprehension achievement and to be successful reader. These are the ideas that underlie her interest in writing a thesis entitled *The Influence of Online Reading in Facebook and Motivation toward Narrative Reading Achievement of the Eighth Grade Students of Muhammadiyah Junior High 7 of Palembang*.

II. RESEARCH QUESTIONS

1. Is there any significant difference

in online reading on Facebook toward narrative reading achievement that are thought by using guided reading comprehension?

2. Is there any significant difference in online reading on Facebook toward narrative reading achievement in high motivation?
3. Is there any significant difference in online reading on Facebook toward narrative reading achievement in low motivation?
4. Is there any interaction effect of method used and motivation on the students' online reading on Facebook related to reading comprehension achievement?
5. Do online reading on Facebook and motivation toward narrative reading achievement affect to the students' narrative reading comprehension?

III. CONCEPTUAL FRAMEWORK

As a creative teacher, the teacher can help and apply various kinds of strategies which are appropriate and suitable to their students in teaching and learning activity at the class. One of all can be used and applied as an interesting strategy to the students is by using online reading on Facebook Strategy. In this strategy, the teacher can divide the students into a small group while thinking, reading, and chatting the text that is at an appropriate level for the reader. In the activity, the teacher guides the role should be one of support while helping the students comprehend the text.

Another factor that influences the students' comprehension is motivation. Motivation can be defined there is something that give energy and stimulation for the students in learning. High and low motivation can influence the students reading comprehension achievement.

In conclusion, online reading on Facebook Strategy and motivation are estimated can influence the students reading comprehension achievement because by activating their prior knowledge supported by high motivation toward reading, their comprehension of reading will be achieved.

IV. METHODOLOGY

This study used the quasi experimental research to identify the difference of students' online reading on Facebook to ward narrative reading achievement and those who do not. According to Cristensen (1991:305), the quasi-experimental design was an experimental design that did not meet all requirements necessary for controlling the influence of extraneous variables. The writer used two groups, they were: experimental group by using collaborative online reading on Facebook and control group by using treatment and the students were given pre-test, questionnaire, treatment of motivation in using Facebook, post test and questionnaire. While in the control group the student were given only pre-test and post test without treatment at all. The effect of the motivation saw from the result of reading test and reading interest obtained by experimental group compared with those of obtained by the control group.

In this study, the control group design can be as follow:

Diagram of Factorial Design

Experiment	R O ₁ X ₁ Y ₁ O ₂
Control	R O ₁ X ₂ Y ₁ O ₂
Experiment	R O ₁ X ₁ Y ₂ O ₂
Control	R O ₁ X ₂ Y ₂ O ₂

Source: Fraenkel and Wallen (1991:274)

Source: Fraenkel, et al., (2012 : 277)

The design of the study used was shown in the following diagram (Cresswell, 2005,p. 297).

\mathcal{V}_1 = Moderator Variable (High

Pre-and Post test Design

The symbols are interpreted

as follow: R = Random

O₁ = Pretest

O₂ = Post test

X₁ = Treatment

X₂ = the application of conventional method

Motivation)

\mathcal{V}_2 = Moderator Variable (Low Motivation)

The design above can be also illustrated in table 1 as follows:

Experimental Group	Pre-test	Treatment	Post-test
Control Group	Pre-test	No Treatment	Post-test

V. Population and Sample

1. Population

The population for the main field tests all eighth grade students of Muhammadiyah Junior High School 7 Palembang in the academic year 2013/ 2014. In this study, the writer chosen. The populations for the main field tests were all eighth grade students of Muhammadiyah Junior High School 7 of Palembang in the academic year 2013/ 2014. There were 3 Classes. In this study, the writer just chooses. And the writer wanted to compare the control group and experimental group related to their motivation online reading on Facebook and want to get the information, plan and select the most suitable strategies and to understand and solve a problem and as a teacher also know the current of the condition of students' reading strategies and students' reading motivation. The writer choose this population because the online reading on Facebook is learnt the skill of the students and the teachers as

Students' motivation	Methods of Teaching	
	Online reading Facebook technique (X ₁)	Conventional Strategy (X ₂)
High Motivation (Y ₁)		
Low Motivation (Y ₂)		

NO	Class	Total	Group			Total
			N	Group	Class	
1	VIII A	49	0			24
2	VIII B	48	1	Experiment	VIII.2	
3	VIII C	48		al Group		
	Total Numbers	145	2	Control	VIII3	24
				Group		
				Total		48
				Numbers		

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1. Sample

Sample was a group in a research study on which information is obtained (Fraenkel and Wallen, 2012:91). Sample was taken to represent a population in a research. The samples in this research were taken by using

ammadiyah Junior High School 7 of Palembang in academic year 2013/2014 was 145 as it can be seen in the table below:

Table 2. THE POPULATION OF THE VIII OF MUHAMMADIYAH JUNIOR HIGH SCHOOL 7 OF

Cluster Random Sample(Fraenkel, et all 2012:94).

It was seen that there were two of three classes that would similar reading. The researcher wanted to find out the differences and the similar characteristics to both of the groups to obtain the experimental effects of the treatment that is the motivation of online narrative reading through Facebook. The sample of the Eighth students of Muhammadiyah Junior High School 7 of Palembang in academic year 2013/2014 was 48 as it can be seen in the table below:

**Table 3. The Sample of the
VIII of Muhammadiyah
Junior High School 7 of
Palembang**

VI. RESULTS AND DISCUSSION

RESULT

Based on the data analysis, the students' narrative reading comprehension taught using online reading on Facebook Strategy increased significantly. It was indicated that teaching narrative reading comprehension gave a significant difference on students' narrative reading comprehension achievement than conventional strategy. Some interpretations were made based on statistics analysis related to the writer's finding. They are described as follows.

Based on the result of testing hypothesis, a significant affect of online reading on Facebook using dependent sample t-test and Wilcoxon test and based on negative ranks. The significant level (2tailed) was 0.000 since $0.000 < 0.05$ it means that the students' narrative reading text and motivation in experimental group after applying guided reading increased significantly.

It was found the significant level (2tailed) was 0.000 since $0.000 < 0.05$ it means that the students' narrative reading text on Facebook and motivation in experimental group after applying guided reading increased significantly and was used effective to be taught in a certain group. And there is any influence, and improvement of online reading

on Facebook and motivation toward narrative reading achievement. From the probability hypothesis

table in SPSS Version 21 the output $0.000 < 0.05$ so the H_0 is ejected and H_a is accepted. In order to find out the interaction effect of guided online reading on Facebook and students' motivation toward narrative reading text achievement test had been checked using two-way ANOVA analysis on SPSS program. If the significant value is lower that mean significant difference at 0.05 level, so there is an significant interaction effect of method used and motivation on the students' narrative reading text achievement.

From the sig. column of the 23, it could be seen the strategies Motivation sig was 0.010 > 0.05 , so there was no significant interaction effect of method used and motivation on the students' narrative reading text achievement and there is any correlation and implementation of online reading on Facebook and motivation toward narrative reading achievement.

Based on the explanation above, this study shows that guided of online

reading on Facebook procedure could improve the students' narrative reading text achievement, and guided reading procedure could be as one of strategy that the teacher used.

VII. CONCLUSION

There is a significant difference in achievement between students who have treatment and that whose do not. The mean score of the post-test of students' online reading on Facebook of the experimental group is higher of the control group.

First, the result analysis in measuring a significant effect of pre-test and post test of both experimental and control groups there was significant difference between pre-and post-test score of the groups. analyzed using independent sample t-test for control group and Wilcoxon for experimental group found that guided reading procedure affects students' narrative reading comprehension achievement. From the statement, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted.

It offers an excellent tool for interactive learning, provides a rich data base of authentic material, the materials stored in Facebook can reach a wide audience at a relatively low cost, and develop their motivation on reading and writing skills. Based on the results of the questionnaire, the students strongly agreed, the students strongly agreed and

agreed (above 65%) that online reading on Facebook was a pleasant technique for some reasons:

1. The Facebook technique supported students' learning,
2. It gave them enough opportunity to give comments each other,
3. The students receive positive and negative

feedback from the members of the group. They understood the goals of the collaborative reading technique,

4. The students got the equal attention from the teacher. However not all members in their group had good competence in English, especially in the creating narrative reading text, they sometimes had difficulty in understanding the corrections of their peers. And they believed that the correction of their peers were fair.

5. The improvement implementation of online reading on Facebook and motivation toward narrative reading achievement to the students.

Second, the statistical analysis in measuring a significant interaction effect of method used and motivation on the students' online reading on Facebook toward narrative reading achievement which was analyzed using two-ways ANOVA found that there is no significant interaction effects of method used and motivation on the students'

reading comprehension. From the statement, it can be concluded that the null hypothesis is rejected and the alternative hypothesis is accepted. It means guided reading procedure can be applied in teaching reading comprehension to the students who have both low and high motivation.

And, the write used the result of the statistic Facebook using dependent sample t-test and Wilcoxon test and based on negative ranks. The significant level (2tailed) was 0.000 since $0.000 < 0.05$ it means that the students' narrative reading text and motivation in experimental group after applying guided reading increased significantly.

It was found the significant level (2tailed) was 0.000 since $0.000 < 0.05$ it means that the students' narrative reading text on Facebook and motivation in experimental group after applying guided reading increased significantly and was used effective to be taught in a certain

group. And there is any influence, and improvement of online reading on Facebook and motivation toward narrative reading achievement. From the probability hypothesis table in SPSS Version 21 the output $0.000 < 0.05$ so the H_0 is ejected and H_a is accepted.

Finally, Facebook can also be used for teaching other subjects such as speaking and structure. It is important that they must be able to motivate learners to think mentally and psychologically. Besides, the learners are supported to solve problems, to interact with each others, and to learn perpetually as well as consistently.

Facebook give the effects and influences, as a strategy and also technique for the English teachers had positive and negative feedback for the students.

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