
The Contribution of Reading Web-Based Scientific English Articles on English Proficiency of English Department Students Riau University – Indonesia

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ABSTRACT

Having a good reading skill will add values to the students in terms of learning the language itself and in completing a paper or a final task. To complete the final task, the students need to read a lot of scientific articles, whether printed or web-based, for references. The objective of this descriptive research is to analyze whether there is any contribution of reading web-based scientific English articles on the students' English proficiency. 50% of students of English Department - FKIP Riau University who are sitting in semester 7 and 9 are randomly chosen as the samples of this research. The instruments being used are the questionnaire and TOEFL Test. The data analysis shows that the contribution of reading web-based scientific English articles on the students' English proficiency is 4.8%. It means that there is a significant contribution of reading web-based scientific English articles on the English proficiency of the students.

Keywords: *Reading, Scientific articles, web-based, proficiency.*

Introduction

Having good reading ability is really needed by all students including the students of English Department of Teacher Training and Education Faculty (FKIP) Riau University. Reading ability is very important for them not only for the reading class but also for all other classes as well as for doing the learning tasks. Moreover, when the students start to write their final task or their thesis, he/she must read a lot to get references both from text books and from scientific articles. The best references for English students are English text books and articles written by English experts. However, Ida Bagus Putra Yadnya (2005) states that the students' ability to read English texts in Indonesia is still not adequate while most of the books that are used in the

Universities in Indonesia are written and published in English.

Essentially, the purpose of reading is to understand something being read. When someone is reading, he needs to understand the content or the message that is presented by the writer in order that the reading text he/she reads gives special impression (Zamri *et al.*, (2010). To get the expected comprehension and information and to comprehend the materials fully, someone must possess not only linguistic knowledge and but also the ability to assimilate and use good reading strategies.

Reading strategy is an act or behavior of a language learner to make the reading activity more successful, convenient, and effective. According to Smale (2003) some strategies

that must be owned when reading are: (1) surveying the texts; (2) underlining the concepts or ideas; (3) connecting related information; and (4) making some important notes. Therefore, it can be stated that reading is a complex activity that involves some strategies that must be done before, during, and after reading in order that the reading activities become more effective, beneficial, and convenient.

In this globalization era with the characteristic of openness, competitions, and combined with fast information stream, in teaching learning activities as well as in writing the final task, the students must utilize not only printed writing materials but also the writings materials access from the internet. Internet or web can become effective and efficient facilities to do information exchange and distribution without being blocked by distance, time, and geographic factors. Information through on line journals and articles open widely the opportunity for dissemination of knowledge and it has wide, fast, actual, and interactive capacities (Romli *et al.*, (2012). Nowadays, there are many search engines that can be selected by students to look for needed information such as google, yahoo, MSN, Alta Vista, Wikipedia, Deja News, excite, and many other sources.

For the students of English Study Program of FKIP Riau University, reading is a daily activity which cannot be avoided. Every day the students deal with either reading scientific works or literature types. Scientific work is also known as scientific paper. Beside the term scientific work, there is also a term called scientific article. A scientific article is the essence of a complete report that is arranged more briefly adjusted to the number of pages provided by the scientific journals. Usually, scientific article is written using scientific method and designed to be presented in scientific journals (Sudirman Siahaan 2012).

The development of Information Communication Technology (ICT) today has given a big influence to the education world. Nowadays scientific journals are presented not only in the form of books or pamphlets

that are offline but also presented with online form. Bernard (2007) mentions that online journals (e-journal) have all serial types that are produced, published, and distributed through electronic nets such as Binet and Internet. Online journals open the opportunity for dissemination of knowledge as widely as possible because they can be accessed all over the world.

The purpose of this research is to analyze whether there is any contribution of reading web-based scientific English articles on the students' English proficiency. So, the purpose of the research is to analyse if there is any contribution of reading web-based scientific English articles on the students' English proficiency.

Methodology

In line with the title of the research, the design of this research is a quantitative descriptive research using a survey method. A descriptive research shows facts as they are, while survey research takes the samples from a population using questionnaire as the instrument to collect data to test the hypothesis.

The population covers all active students of English Department of FKIP - Riau University during the odd semester of 2016/2017 academic year. Using stratified random sampling technique, 82 students (50%) sitting in semester 7 and semester 9 are selected to become samples for the research. The consideration to select the samples is that they are the students who have started to prepare themselves to write proposals and some of them are already in the process of conducting the research and result seminar, so they can be directed to read more scientific English articles.

The data needed for the research are concerning the students' activities in reading web-based English scientific articles and the English proficiency of the students. The instrument that is used to know the students' activities of reading web-based scientific English articles is a questionnaire, and the instrument used to get information about the

students` English proficiency is TOEFL test. This test is used because it is a standardized proficiency test that is used as a requirement to join the final examination. The test administration is done through cooperation with the *Riau University Language Centre*, the pointed institution for TOEFL test administration unit for all the students of Riau University. The questionnaire and the test were given on October 19, 2016.

Result and Discussion

This part discusses the description of the research data, testing the hypothesis, and the results.

1. Description of the research data

This part is intended to give information and pictures about the data obtained based on the calculation of the answers given by the students through the questionnaire and the TOEFL test.

a. Demographic data and information concerning ownership and utilization of computer and internet and teaching learning activities

Based on the analysis of the questionnaire from the 82 students as the samples in this research, 13 students (15.9%) are male and 69 students (84.1%) are female. In reality, all the students (100%) have owned laptops, 18 students (22%) have owned laptops between one to three years, 39 students (47.6%) have owned laptops between four to six years, and 25 students (30.4%) have owned laptops for more than six years. Almost all the students (97.5%) state that they use laptops to find information in completing the final study tasks and 92.7% use laptops as an aid to manage and keep the data. Besides that, 81 students (98.7%) are new in terms of knowledge in using computers. 81 students (98.7%) are still in the user level in terms of computer utilization. Only one student (1.3%) can reach the programmer position. The computer programs that the students know are Microsoft word (100%), Microsoft excel (8,7%), multimedia (25,6%) and Microsoft power point (93, 9%).

b. Data about the students `activities in reading web-based scientific English articles and their English proficiency.

Based on the calculation of 35 statements concerning the students` activities in reading web-based scientific English articles, the lowest score obtained is 92, and the highest score is 132, and the average score is 117,89. The lowest English Proficiency score of the students is 49, the highest score is 75, and the average score is 63.93. A clearer picture can be seen on table 1 below.

Table 1.
Recapitulation of reading activities English proficiency of the students

Variable	Score		Average	Standard Deviation
	Minimum	maximum		
Reading Web-based articles	92	132	117.89	7.264
English ability	49	75	63.93	5.168

2. Hypothesis Testing and Discussion

Before calculating the contribution of reading web-based scientific English articles on the students` proficiency, normality test was conducted first. The result can be seen on Table 2.

Table 2

Normality testing of the students reading web-based scientific articles and their English proficiency

Variable	Sig. (2-tailed)	Conclusion
Reading Web-based articles Proficiency	0.895	Ho is accepted

Table 2 shows that the students` sig. score is 0.895 concerning their activities in reading web-based scientific English articles and their English proficiency. This score is bigger than $\alpha = 0.05$; therefore, it can be implied that the students` scores in reading web-based scientific English articles and their English ability are normally distributed.

To know the contribution of reading web-based scientific English articles on the students' proficiency, regressive examination is used. The hypothesis being tested are:

Ho: there is no significant contribution of reading web based scientific English articles on the student's English proficiency.

H1: there is a significant contribution of reading web-based scientific English articles on the student's English ability.

Table 3

Regression Test of the Students Reading Web-Based Scientific English Articles and their English proficiency.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.218 ^a	.048	.036	5.075

Anova^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	103.051	1	103.051	4.001	.049 ^a
Residual	2060.510	80	25.756		
Total	2163.561	81			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 constant	82.233	9.169		8.969	.000
Web	-.155	0.78	-.218	-2.000	.049

Table 3 shows that the F score is 4.001 with the sig. score of 0.049 or smaller than 0.05. Therefore, it can be stated that there is a real and significant contribution of the reading web-based scientific English articles activities on the English proficiency of the students. The *t* score is -2.000 with sig. score 0.005 or smaller than 0.05, so there is an influence of the students' reading web-based scientific English articles on the students' English

proficiency. Based on the determination coefficient score (R²) which is 0.048, the contribution of reading web-based scientific English articles on the students' English proficiency is 4.8%.

The result of this research is in line with the result of the research conducted by Martini (2008) who states that good reading ability contributes to the English proficiency. Therefore, the students' reading ability needs to be improved so that the teaching-learning process will not be disturbed. To increase the English reading ability, reading strategies are needed. Mickulecky (1990) states that students need some skills or strategies which are efficient to comprehend English reading test, such as previewing, reading for main ideas, using context for vocabulary, scanning for detail, making inferences, locating references and referring the passage. In this case Brown (1995) also states that in order to improve their ability in comprehending English reading text they need to learn reading strategy for comprehension. The students who are successful to learn the language are those who can use systematic and well-planned learning strategies.

According to Murcia in Martini (2008), reading ability is the essence of foreign language teaching learning process. Good reading ability will contribute to the English proficiency. Therefore, the students reading ability need to be improved so that their progress in teaching learning process will not be disturbed. To increase English reading ability a certain reading strategy is needed.

Conclusion

This research has shown that there is a significant contribution of reading web-based scientific English articles on the reading proficiency of the students of English Department of FKIP Riau University. The result of this research has given a picture that reading activities are very important because they can help students to enrich their vision so that they have wide background knowledge to comprehend a text or other learning materials.

But the students` reading ability can increase if they have good reading strategies.

Acknowledgement

This work is supported by University of Riau, Research Grant no 042.01.2.400949/2016 from the Rector of Riau University – Riau – Indonesia.

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