

**DESIGNING A WEB-BASED LEARNING MEDIA TO
SUPPORT NARRATIVE TEXT READING COMPREHENSION**

*(Development Research for the Ninth-Grade Students of SMP Negeri 16
Singkawang Academic Year 2023/2024)*

A THESIS

*Submitted to fulfil one of the requirements for the thesis examination at English
Language Education Study Program, Language and Art Education Department,
Teacher Training and Education Faculty, Universitas Tanjungpura Pontianak*

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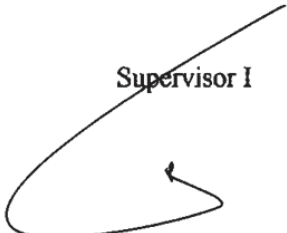
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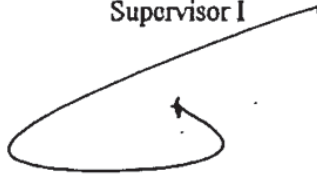
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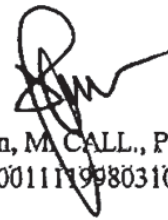
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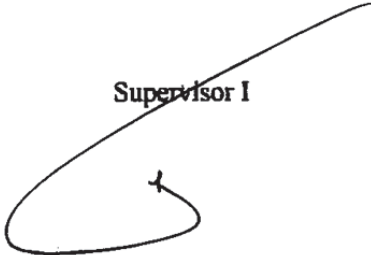
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Hereby, I declare that this thesis entitled “Designing a Web-Based Learning Media to Support Narrative Text Reading Comprehension (Development Research for the Ninth-Grade Students of SMP Negeri 16 Singkawang Academic Year 2023/2024)” is my work. I am responsible for the content presented in this paper, and any references to other writers' opinions or findings are appropriately cited according to ethical writing guidelines. If in the future it is proven that the thesis is a result of plagiarism, I kindly accept any sanction for the coercion. Therefore, I make this statement truthfully without any coercion from anyone, to be used as appropriate.

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ABSTRACT

The aim of this research was to design a web-based learning media to support narrative text reading comprehension for the ninth-grade students of SMP Negeri 16 Singkawang in the academic year 2023/2024. The research employed the Analyze, Design, and Develop phases from the ADDIE instructional design model as the framework of procedures for designing the web-based learning media. The researcher conducted an observation, interview, and expert validation to collect the required data. The field notes from the observation and the interview transcript revealed that the lack of learning media was the probable cause of the performance gap in students' reading comprehension of narrative text. Furthermore, the result from the expert validation revealed that the web-based learning media gained a total score of 85.3% for the web design and 96.3% for the material design. Based on the conversion of product validity level, both total scores were interpreted as "very valid." Hence, the researcher concluded that the designed learning media was considered appropriate to support narrative text reading comprehension. The final product consisted of four folktales from Singkawang and multimedia that can be utilized with and without the classroom context for the teacher and students on their devices with an internet connection.

Keywords: Web-based Learning, Narrative Text, Reading Comprehension, ADDIE

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The thesis is entitled “Designing a Web-Based Learning Media to Support Narrative Text Reading Comprehension (Development Research for the Ninth-Grade Students of SMP Negeri 16 Singkawang Academic Year 2023/2024).” This thesis was written to fulfill one of the requirements for the Bachelor Degree’s examination at the English Education Study Program, Language and Arts Education Department, Teacher Training and Education Faculty, Universitas Tanjungpura, Pontianak.

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The writer is aware that the thesis may contain weaknesses. Therefore, any constructive criticism comments, and suggestions to enchant this thesis are warmly and openly accepted.

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The writer

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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides descriptions of the study background, including the reasons, relevant previous studies, and research gaps. Moreover, the research questions, purpose, significance, scope and limitations, and terminology are also included in this chapter to give a brief and clear insight into this research.

A. Background

Based on the field notes from observation, the researcher gained information regarding the difficulties faced by the students when learning the English language, specifically in narrative text reading comprehension. Most ninth-grade students needed help to learn, remember, and use new vocabulary in English. The students did have a limited vocabulary, which made them have difficulty recognizing and decoding unfamiliar words in the text they read. They also struggled to identify context clues, such as surrounding words or phrases, that would help them infer the meaning of new vocabulary. This lack of vocabulary mastery led to frustration and reduced confidence in comprehending the reading materials. As a result, the students were disengaged from reading comprehension activities, which reduced their motivation to continue practicing and developing their skills.

In addition to the above explanation, the researcher also found that most students have problems with their narrative text reading comprehension skills due to the lack of learning media. The main learning media used by the students was textbook entitled *Think Globally Act Locally*. The textbook was distributed

by Indonesian government based on the 2013 curriculum and is separated into two versions: the teacher's textbook and the student's textbook.

After observing the textbook's content, the researcher discovered that the lesson on narrative text appears in the tenth chapter of the textbook. Notably, the Indonesian folktale 'Sangkuriang' was exclusively featured in the teacher's textbook, whereas the students' textbook only included the Vietnamese folktale 'The Golden Star-Fruit Tree.' It was also observed that both folktales lacked illustrations, making it hard for students to visualize the story. Additionally, no explanation was provided for the narrative text's language features, which could have hindered students' comprehension of the narrative text reading materials. These findings suggested a need to provide appropriate learning media to support students' narrative text reading comprehension.

Highlighting the findings from the observation, the researcher considered designing web-based learning media as an excellent solution to overcome the need for appropriate learning media for learners who struggle with narrative text reading comprehension. Supporting this view, existing previous studies have notably addressed the positive results of utilizing web-based learning media in language learning, further affirming its effectiveness as an excellent solution for learners who struggle with their learning activities, especially in reading comprehension. For instance, Roslan et al. (2022), have designed a web-based learning media to provide an interactive quiz for English language learning in a rural area of Malaysia. The study's findings have revealed that the developed website not only effectively motivated but also inspired young

students, showcasing its positive impact on enhancing English language acquisition. In the same vein, Adanan et al. (2020) conducted a study aimed at developing a website to help eleventh-grade students' reading comprehension at a senior high school in Riau. The study's outcomes revealed the high feasibility of the designed web-based learning media in supporting the students. Another relevant study was conducted by Yuliana (2022), which reported that the utilization of internet-based learning media, including websites, can be an alternative to elevate students' creativity in mastering English as a Foreign Language (EFL) in the master program of Universitas Tanjungpura, Pontianak.

Web-based learning media, which is defined as an educational tool that utilizes website technologies to create, deliver, and consume learning content through the internet (Jolliffe et al., 2012), was taken into the researcher's consideration as an alternative and innovative tool in learning activities because it offers numerous strengths compared to conventional learning media, in which it can be helpful for students (Aljraiwi, 2019; Martin & Betrus, 2019; Yusuf & Al-Banawi, 2013). While previous studies have addressed the design and utilization of web-based learning media in many contexts of language learning, there was a notable paucity of dedicated efforts to design web-based learning media that specifically target the enhancement of narrative text reading comprehension skills among junior high school students. Hence, in the context of this study, the researcher aimed to fill the gaps by designing a web-based learning media to support students' narrative text reading comprehension for the ninth-grade students of SMP Negeri 16 Singkawang. Through the ADD

design from ADDIE, the researcher designed the product of web-based learning media that consisted of narrative text learning materials, narrative text reading materials adapted from Singkawang folktale, and exercise activities to strengthen students' understanding of the materials. In addition, the reading materials and exercises were adapted to be suitable for junior high school levels to ensure the learning activities were neither too hard nor too easy for students.

B. Research Questions

To make the research clear, the researcher formulates research questions as follows:

1. What is the design of web-based learning media to support narrative text reading comprehension?
2. How is the appropriateness of the web-based learning media to support narrative text reading comprehension?

C. Research Purpose

In accordance with the formulation of the research question, the purpose of this research is as follows:

1. To describe web-based learning media's specific design characteristics and features to support students' reading comprehension of narrative text.
2. To validate the appropriateness of the web-based learning media designed to support students' reading comprehension of narrative texts.

D. Research Significance

This research is significant for teachers, students, and future researchers in several ways, namely:

1. For teachers, this research provides insights into designing an appropriate web-based learning media that can improve students' narrative text reading comprehension. In addition, the research also includes teacher access to web-based learning media to be used in the teaching process, which can be helpful for teachers to engage students in the learning process.
2. For students, this research provides access to web-based learning media to support their reading comprehension of narrative text. The web-based learning media also helps promote independent learning with a more interactive and enjoyable learning activity that can be accessed anywhere and anytime. Therefore, the students can benefit from the learning media to enhance their reading comprehension skills.
3. For future researchers, this research can serve as a basis for further investigation on the design and appropriateness of web-based learning media to support narrative text reading comprehension.

E. Scope and Limitations of Research

The scope of this research was limited to the ninth-grade students of SMP Negeri 16 Singkawang in the academic year 2023/2024. The web-based learning media was designed to support students' reading comprehension skills based on the standard competency for the narrative text material in the syllabus. Additionally, the narrative text used in this study only consisted of folktales from Singkawang.

F. Terminology

In order to avoid any ambiguity, the researcher defines the terminologies as follows:

1. Web-Based Learning Media refers specifically to the learning media designed to support students' reading comprehension of narrative texts delivered through website technologies.
2. Narrative Text refers to the type of writing that tells a story. In this study, it refers specifically to the local folktales from Singkawang.
3. Reading Comprehension refers to the ninth-grade students' ability to understand narrative texts.
4. The Ninth-Grade Students of SMP Negeri 16 Singkawang Academic Year 2023/2024 specifically refers to students of SMP Negeri 16 Singkawang who are in the third year during the academic year 2023/2024.