

ABSTRACT

Mulyadi, 2012. The Effectiveness of On-Line Instruction in Students' Reading Comprehension (as additional instruction of students of the College of Languages of Unissula, Semarang). Final Project. Education Program. The College of Languages of Unissula.

Keywords: Effectiveness, On-Line Instruction, Additional Instruction.

On-line instruction is one great issue now and most of schools try to develop this type of learning system. In this final project, the researcher analyzed the effectiveness of on-line instruction (experimental group) as additional instruction) in teaching reading comprehension (contribution the success of the learning result) by comparing the on-line instruction with face-to-face instruction (control group).

In this experiment, the researcher used blog (made in free wordpress provider) supported by some applications such as *courselab* and *question writer 3*. The *Courselab* is functioned as material designing place the result of which was then uploaded into blog (mulyadi1.wordpress.com) while the question writer was used as evaluation media which was made in multiple-choice questions. With some additional format files such as in format of *doc*, *pdf*, *flv*, the mulyadi1.wordpress.com could hopefully provide enough materials for the students in teaching-learning process.

The purpose of this research was to find out whether there was any significant difference in reading comprehension achievement among students of the College of Languages of Unissula, between those who were taught using the on-line instruction and those who were taught using the traditional face-to-face instruction.

The population of the research was the students of the College of Languages of Unissula, Semarang). The data is taken from the students of education program semester 4 class E2 (Experimental Group/On-Line Educational System) and class E3 (Control Group/Face-To-Face Educational System).

The result of experiment found that (1) The column Asymp. Sig. / Asymptotic two-sided significance is 0.805. The H_0 can't be rejected if the H_0 (on the probabilities) is more than or obtained above 0.05. So, the H_0 can't be rejected or it means that there is not significant difference between class E2 and E3 before doing treatments or it led to doing treatment for each instructional system. (2) The support of face-to-face instruction after doing treatment is only 14.3 % from 100% of the success of the total learning achievement. (3) The support of online instruction for learning achievement is only 22.3% from 100% of the total learning achievement. (4) For normality test, the sig of Shapiro Wilk are 0.633 and 0.432. It means that the data is normal because the data are called

normal if the two Shapiro Wilk's sigs are above 0.04. So the data of the collected post-test result between experimental group and control group can be calculated with two independent test. (5) The column Asymp. Sig / Asymptotic two-sided significance is 0.488 because the probabilities are more than or obtained above 0.05. So, the H0 can't be rejected or it means that there is no significant difference in reading comprehension between students who are taught through face-to-face instruction and those who are taught through on-line instruction.

Finally, based on the result of analysis in chapter IV, the researcher determines that there is no significant difference in reading comprehension between students who are taught through face-to-face instruction and those who are taught through on-line instruction because the column Asymp. Sig / Asymptotic two-sided significance is 0.488 .The H0 could be rejected if the probabilities was more than or obtained above 0.05. So, the H0 can't be rejected.