THE CORRELATION AMONG READING STRATEGIES AND DIGITAL LITERACY TOWARD READING COMPREHENSION DURING THE COVID-19 PANDEMIC

THESIS

BY

FAJAR PURWATMIASIH

SRN : 1701121197

STATE ISLAMIC INSTITUTE OF PALANGKARAYA

2021 G/1443 H

THE CORRELATION AMONG READING STRATEGIES DIGITAL

LITERACY TOWAD READING COMPREHENSION DURING

THE COVID-19 PANDEMIC

THESIS

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BY

FAJAR PURWATMIASIH

SRN : 1701121197

STATE ISLAMIC INSTITUTE OF PALANGKARAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTEMENT OF LANGUAGE EDUCATION

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ADVISOR APPROVAL

Thesis Title	:	**The Correlation Between Reading Strategies Digital literacy and Reading Comprehension During Covid-19 Pandemic**
Name	:	Fajar Purwatmiasih
SRN	:	1701121197
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

This is to certify that the thesis has been approved by the thesis advisor for Thesis Examination/Munaqasah by the Board of Examiners of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya.

Palangka Raya, 20th September 2021

Advisor I,

Advisor II,

Dr. ABDUL SYAHID, M.Pd
NIP 197010041995121001
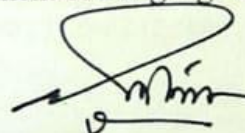
RAHMADI NIRWANTO, M.Pd
NIP 197001312002121002

Acknowledged by:

Vice Dean in Academic Affairs,

Secretary
Department of Language Education,

Dr. NURUL WAHDAH, M.Pd
NIP 198003072006042004

AKHMAD ALI MIRZA, M.Pd
NIP 198406222015031003

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PERSETUJUAN PEMBIMBING

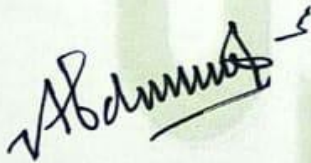|		
Judul	:	The correlation Between Reading Strategies Digital literacy and Reading Comprehension During Covid-19 Pandemic
Nama	:	Fajar Purwatmiasih
NIM	:	1701121197
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa
Program Studi	:	Tadris Bahasa Inggris

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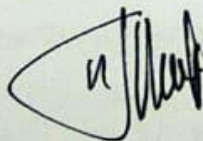Palangka Raya, 20 September 2021

Disetujui oleh:

Pembimbing I

Dr. Abdul Syahid, M.Pd
NIP 197010041995121001

Pembimbing II
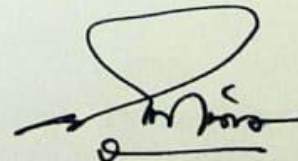
Rahmadi Nirwanto, M.Pd
NIP 197001312002121002

Mengetahui:
Wakil Dekan Bidang Akademik

Dr. Nurul Wahdah, M.Pd
NIP 198003072006042004

Sekretaris
Jurusan Pendidikan Bahasa,

Akhmad Ali Mirza, M.Pd
NIP 198406220150310003

OFFICIAL NOTE

Palangka Raya, 20th September 2021

Cases : **Examination of**
Fajar Purwatmiasih's Thesis

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The Dean of Faculty of Teacher

Training and Education of State

Islamic Institute of Palangka Raya

Assalamu'alaikum Wr. Wb.
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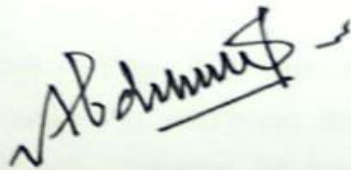Name   : Fajar Purwatmiasih

SRN   : 1701121197

thesis title : The Correlation Between Reading Strategies Digital Literacy and
Reading Comprehension During Covid-19 Pandemic

can be examined in partial fulfillment of the requirements of the Degree of Sarjana
Pendidikan in the study program of English Education of the Language Education
of The Faculty of Teacher Training and Education of State Islamic Institute of
Palangka Raya.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Advisor I,   Advisor II,

Dr. ABDUL SYAHID, M.Pd   **RAHMADI NIRWANTO, M.Pd**
NIP 19701004199512 1001   NIP 197001312002121002

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NOTA DINAS

Palangka Raya, 20 September 2021

Perihal : **Mohon Diuji Skripsi**

Fajar Purwatmiasih

Kepada
Yth. DekanFTIK IAIN Palngka Raya
Di-
Palangka Raya

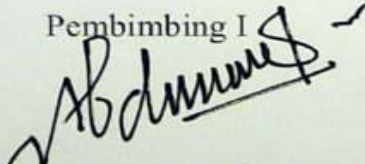*Assalammu'alaikum Wr. Wb*

Setelah membaca, memeriksa dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa Skripsi saudara:

Nama   : Fajar Purwatmiasih

Nim   1701121197

Judul   : The Correlation Between Reading Strategies Digital Literacy and Reading Comprehension During Covid-19 Pandemic

Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya Demikian atas perhatiannya di ucapkan terima kasih.
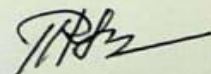
Wassalammu'alaikum Wr. Wb

Pembimbing I

Dr. Abdul Syahid. M.Pd
NIP 197010041995121001

Pembimbing II

Rahmadi Nirwanto. M.Pd
NIP 197001312002121002

v

THESIS APPROVAL

Thesis Title	:	**The Correlation Among Reading Strategies and Digital Literacy toward Reading Comprehension During the Covid-19 Pandemic**
Name	:	Fajar Putwatmiasih
SRN	:	1701121197
Faculty	:	Teacher Training and Education
Department	:	Language Education
Study Program	:	English Education

Has been examined by the Board of Examiners of the Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya in the Thesis Examination/Munaqasah on:

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Date	:	October 11st 2021 G/ 04 Rabiul Awal 1443 H

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   (Examiner)

4. Rahmadi Nirwanto, M.Pd   (..)
   (Secretary/Examiner)

Approved by:

Dean Faculty of Teacher Training and Education

Dr. Hj. Rodhatul Jennah, M.Pd

NIP. 196712281993032001

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MOTTO AND DEDICATION

"Do not put off what you should do today. Delaying only makes your behind"

"if you want live a happy life, tie it to a goal, not to people or things"
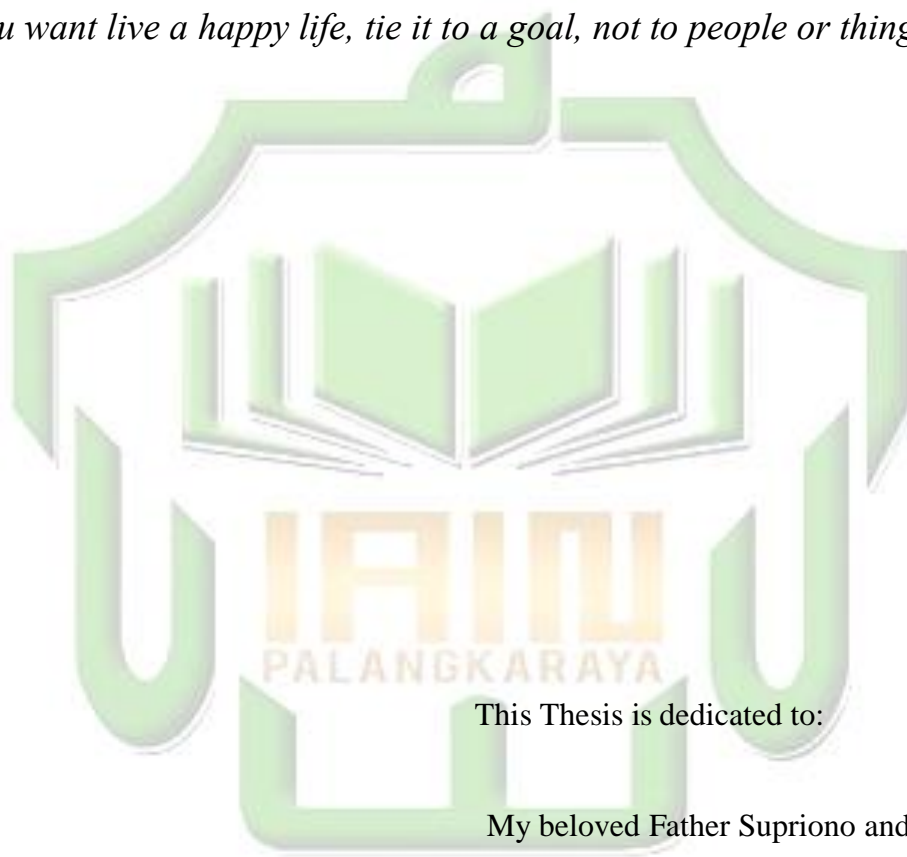
This Thesis is dedicated to:

My beloved Father Supriono and Mother Budi Murni for their valuable endless love, prayer, patience, sacrifice, and support. My brother Yusuf Dwi Nur Cahaya. My bestie Wiwit Prasetya Mukaromah, and Rena Nur Yanti. My patner Muhammad Ibrahim.

DECLARATION OF AUTHORSHIP

سْمِ اللهِ الرَّحْمنِ الرَّحِيم

In the name of Allah

Herewith, I:

Name	:	Fajar Purwatmiasih
SRN	:	1701121197
Faculty	:	Faculty of Education and Teacher Training
Department	:	Language Education
Study Program	:	English Education

Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.

3. If at later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, 20th September 2021

Youth Faithfully

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Fajar Purwatmiasih

SRN. 1701121197

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ABSTRACT

Purwatmiasih, Fajar (2021). The Correlation Among Reading Strategies Digital Literacy Toward Reading Comprehension During the Covid-19 Pandemic. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) Dr. Abdul Syahid, M.pd. (II) Rahmadi Nirwanto, M.pd.

Keywords: *Correlation, Reading Strategies, Digital Literacy, Reading Comprehension*

Reading is one of the activities usually carried out by students and the wider community to obtain text or digital information. It refers to reading a foreign language text. Reading is very complex skill, therefore reading requires an accurate strategies. In addition the ability to read, the ability to know digital literacy is very important in this modern era. Students are expected to apply accurate reading strategies and digital literacy to get the information.

This study aims to find a correlation between reading strategies digital literacy and reading comprehension during Covid-19 pandemic. This research focuses on finding the correlation between reading strageies, digital literacy and reading comprehension.

Quantitative method with correlation design is used in this study wich involved 28 students in other English Education in IAIN Palangka Raya. Participants were randomly selected using name shuffles to fill out the questionnaire and reading test. The study used a random sampling technique, data collection use two instuments, namely a questionnaire and reading test.

The result show that the correlation between variable, first reading strategies and reading comprehension there was no significant correlation, second digital literacy and reading comprehension there was significant correlation, while between reading strategies and digital literacy toward reading comprehension there was significant correlation. This shows that there was a correlatin between variabels to other variables.

ABSTRAK

Purwatmiasih, Fajar 2021. Korelasi antara Reading Strategi Digital Literasi terhadap

Pemahaman Membaca Mahasiswa pada Masa Pandemi Covid-19

Keywords: *korelasi strategi membaca, digital literacy dan pemahaman membaca.*

Membaca adalah salah satu kegiatan yang biasa dilakukan oleh siswa maupun masyarakat luas untuk memperoleh informasi baik secara teks maupun digital. Hal ini mengacu pada membaca teks bahasa asing. Membaca adalah salah satu keterampilan yang sangat kompleks, oleh sebab itu membaca diperlukan adanya strategi yang akurat selain itu kemampuan digital literacy sangat diperlukan pada era modern seperti sekarang. Siswa diharapkan dapat menerapkan strategi membaca dan menguasai digital literacy.

Penelitian ini bertujuan untuk menemukan korelasi antara strategi membaca, digital literacy terhadap pemahaman membaca siswa. Penelitian ini berfokus pada menemukan korelasi antara strategi membaca, digital literasi dan pemahaman membaca siswa pada masa pandemic Covid-19.

Metode kuantitatif dengan rancangan korelasi digunakan pada penellitian ini yang melibatkan 28 siswa pada pendidikan bahasa inggris IAIN Palangka Raya. Peneliti memilih partisipan secara acak dengan metode kocokan nama. Peneliti menggunakan teknik *random sampling* berdasarkan sistem acak. Pengumpulan data menggunakan dua instrument yakni angket dan juga test.

Hasil penelitian menunjukan bahwa yang pertama korelasi antara strategi membaca dan juga pemahaman membaca tida memiliki signifikan korelasi, digital literasi dan pemahaman membaca memiliki hubungsn signifikan korelasi. Sedangkan antara strategi membaca dan digital literasi terharap pemahaman membaca memiliki signifikan korelasi, yang menunjuka bahwa tiap variable memiliki korelasi dengan tingkatan yang berbeda.

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Palangka Raya, 20th September 2021

The Researcher,

Fajar Purwatmiasih
SRN.170112117

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1. IAIN   : Institute Agama Islam Negeri

2. RS   : Reading Strategies

3. DL   : Digital Literacy

4. RC   : Reading Comprehension

5. CI   : Convidence Interval

6. ELT   : English Learning Teaching

7. EFL   : English Foreign Language

8. TOEFL   : Test of English Foreign Language

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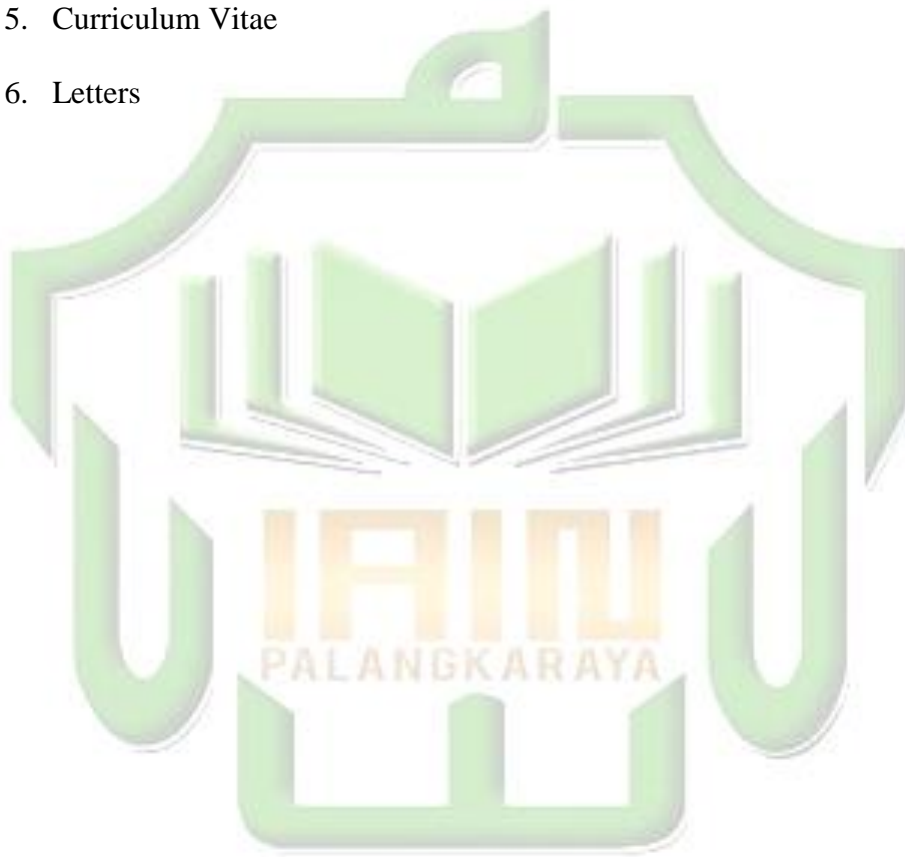
CHAPTER I
INTRODUCTION

This chapter discusses about background of the study, research problems, the objectives of the study, hypothesis, assumption, scope and limitation, significance of the study and definition of the key terms.

A. Background of the study

Reading is considered to be one of the important skills as a crucial gateway for gaining extra knowledge. Reading is a process of creating meaning that asserts the readers' knowledge, and textual content information (Gilakjani & Soubari, 2016). Reading is a conceptual construct, analyzes text structure, recognizes intertextual references, integrates information from several texts, solves problems using text-based information, and builds arguments for claims based on evidence provided in texts (Goldman, Snow, & Vaughn, 2016). While reading, readers make their interpretation between the symbol of the language and the meaning of the symbol. The result of reading is to gain the messages from the text that the writer intended for the reader to receive (Gilakjani & Ahmadi, 2011). So, Reading is a complex process to get the information or knowledge from book or digital technology to make their interpretation and build knowledge.

However, readers have difficulties when read the foreign language texts. The problems are related to less vocabulary, in appropriate, and less of self-confidence (Suraprajit, 2019). Reading comprehensiom is influenced by various

factors, the first factor is reading strategies and the second is digital literacy. First factor is reading strategies by using accurate strategy when reading is needed (Brown, 2007). The strategy makes readers activate their background knowledge and apply it to aid them to comprehend what they are reading (Gilakjani & Sabouri, 2016). Strategies help readers to improve understanding in obtaining information in the reading texts (Grabe & Stoller, 2020; Mokhtari & Shoerey, 2008). Many strategies can be used when reading. Therefore, this study is focused to investigate students' reading strategies. Teachers must be able to help students to understand any reading text in a foreign language so that the learning objectives are achieved properly. Reading strategies has been implemented in high school and university (Boardman, et al, 2014).

Reading strategies are utilized by readers to recognize reading texts, especially in english text. Reading is one of the opportunities for readers to be able to summarize the content of their language learning (Anderson, 2002) and, as to become more independent language learners (Oxford, 1990; Wenden, 1985). Reading strategies is techniques or devices which a learner may use to acquire knowledge (Zarobe & Zenotez, 2017). Reading strategies were identified, including three classified as word-level, six classified as clause level, and one classified as passage level.

Therefore, to be strategic readers, students not only need to know what strategies to use, but also when, and how to use strategically appropriately and effectively (Yang, 2014). Reading strategies divided into three items there are cognitive, metaconitive, and compersation (Shang, 2010).

Second factor is digital literacy. The World Healty Organozation (WHO) declared Covid-19 as a global public health emergency of internation concern on 30th January 2020 as well as pandemic on 11th March 2020 (Cucinotta & Valleni, 2020). The pandemic has the impact on society as well as the education quickly move conventional learning acivities were transformed into virtual learning (Craferd & Kvavadze, 2020). Digital literacy as an important role in online learning. Likewise, digital literacy is defined as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive knowledge and technical skills (Digital Literacy force, 2013, p. 2). So, reading strategies and digital literacy have an important role for readers in gaining reading comprehension. Reading Comprehension is a process the readers can describe literal comprehension as ideas information, summarizing, and critical comprehension (Webster et al., 2020).

Some studies about reading strategies, digital literacy and reading comprhension have been conducted by some scholars. First, Banner & Wang (2010) found that the students and adult groups had highly skilled readers who demonstrated lower-level strategies, and only the highest skilled reader demonstrated both breadth and deep strategies. Second Dashtestani & Hojatpanah (2020) reported that the information this could have fine implications for school literacy growth. This study indicated that use of technology in junior high school is restricted due to some perceive challages. Third, Gilakjani (2016) found that reading strategies play a significant role in improving the students'

reading comprehension skill. Based on previous studies, it seems there are shortcomings of previous studied, they are not detaild or in depth in conducting analysis and also that it is rare for previous study to combine reading strategies and digital literacy. So, the researcher do this research to complement the previous research with the reasons. first, to find out the correlation between variables in this research, second to improve and explaind strategies in reading and complementing previous study.

The researcher wants to explore the correlation between reading strategies, digital literacy and reading comprehension. It can be concluded that reading strategies and digital literacy play an important role in reading comprehension. Considered the importance of reading strategies, digital literacy and reading comprehension the reseracher investigated in conducted a study entitled **" The Correlation Between Reading Strategies, Digital Literacy and Reading Comprhension During Covid-19 Pandemic".**

B. Research Problem

The research problems are formulated as follows:

1. The more students use reading strategies, the better they achieve in reading comprehension?

2. Do the students more applicable and know digital literacy, the better they achieve in reading comprehension?

3. Do the higher students have reading strategies and the higher students know digital literacy, the better the students achieve in reading comprehension?

C. The Objective of the Study

The objectives of this study are formulated as follows :

1. To find out the correlation between students' reading strategies and reading comprehension.

2. To find out the correlation between students digital literacy and students reading comprehension.

3. To find out the correlation of students reading strategies and digital literacy have a correlation with students reading comprehension.

D. Hypothesis

The hypothesis are formulated as follows:

1. The more students use more reading strategies, the better they achieve in reading comprehension

2. The students more applicable and know digital literacy, the better they achieve in reading comprehension.

3. The higher students have reading strategies and the higher students know digital literacy, the better the students achieve in reading comprehension.

E. Assumption

It is assumed that:

1. There is a correlation between students' reading strategies and students reading comprehension.

2. There is a correlation between students' digital literacy and reading comprehension.

3. There is a correlation between students' reading strategies, digital literacy, and reading comprehension.

F. Scope and Limitation of The Study

This study focuses on the students' reading strategies, digital literacy and students' reading comprehension. Therefore, the instruments that used must be relevant to the students reading strategies, digital literacy and their reading comprehension. Meanwhile, the weaknesses of correlation research among others, the result only identify the correlation between variables without controlling each variables.

G. Significances of The Study

There are two kinds of significances in this study which can be explained as follows:

1. Theoretical significances

The theoretical significances of this study are that the results of the study help the students, the teachers, and future researchers to understand

more about theories of reading strategies, digital literacy and reading comprehension in th e context of reading skills in ELT.

2. Practical significances

   a. For students

   The result of this study helps the students to be more aware of their strategies in reading and they can maximize their potential in reading strategies and digital literacy for their comprehending in reading.

   b. For the teachers

   The result of the study will help the teachers to find the relevant strategies that can accommodate the students' needs, and they can maximize the technology for teaching learning process.

   c. The future researchers

   The results of this study help their future researchers to find inspiration to get the latest issues in reading strategies, digital literacy and reading comprehension.

H. Definition of Key Terms

There are some definitions of key terms, that are used in this study:

1. Reading

   Reading is a complex process to get the information or knowledge from book or digital technology.

2. Reading Strategies

   Reading strategies is techniques or devices which a learner may use to acquire knowledge, which it contains several strategies with several categories which function to help readers in managing information in the form of reading text. Reading Strategies consist of cognitive, metacognitive and comparsation.

3. Digital literacy

   Digital literacy is defined as the ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive knowledge and technical skills. Classification of digital lieracy acqustion are background information, information searching skills, evaluating and synthizing.

4. Reading comprehension

   Reading comprehension is the ability to process text, and understand the meaning, and ability to process information. The essential for reading comprehension are decoding,fluency, vocabulary, sentence contruction and working memory and attention. Reading comprehension obtained through reading test by using TOEFL test.

CHAPTER II

REVIEW OF RELATED STUDY

This chapter discusses related studies, reading, reading strategies and digital literacy and reading comprehension

A. Related Studies

There are previous studies that have been conducted on reading strategies and digital literacy. Banner & Wang (2013) focused on reading strategies used by adults. There were a total of 11 participants: five deaf adults ranging from 27 to 36 years and 6 deaf students ranging from 16 to 20 years. It was found that both of the students and adult groups had highly skilled readers who demonstrated lower-level strategies, and only the highest skilled reader demonstrated both breadth and deep strategies.

Second, Mendieta et al. (2015) focused on fostering reading comprehension and reading strategies. There were a selected five public educational institutions in 2012 in different regions in Colombia with students whose English proficiency level was A1, participants were eleventh graders in which the preubas saber 11 was an additional reason motivating the design of the study. The results display that students gave positive changes in students' image as competent readers and English language users and an increase in their interest in reading in the L2 was equally evidence.

Third, Dashtestani & Hojatpanah (2020) who focused on digital literacy of ESL students, there were a selected 364 junior hugh school students, 20 junior high school teachers, and three directors of the ministry of education Iran participants. The result of this study is the first that showed a reciprocal developmental about digital literacy This implies that the slight relationship found in cross-sectional studies is due to the effect of digital literacy on reading comprehension, as well as the effect of reading comprehension on digital literacy.

Fourth, Tejedor et al. (2020) focused on how to show digital literacy. There were selected 375 students as participants. The study was conducted by applying an exploratory correlation design. The students participants were selected from three counrty there are Spain. Italy, and Ecuador. It was obtained the information this could have fine implications for school literacy growth. Readers are needed the digital literacy for adopted virtual teaching and learning process during Covid-19 Pandemic.

Five, Huang (2014) focused on reading strategies for improving reading comprehension. There were 57 (38 males and 19 females) college-selected students as participants at a national university in Taiwan. This study was conducted by applying a quasi-experimental design. The findings of this study that the net analyzing organization outperformed the paper-primarily based organization universal studying comprehension. An interview consultation further insights into students' perceptions of the web module. The findings of

this look can inspire instructors to comprise web-based studying method schooling into their curriculum.

Six, Seghayer (2020) focused on digital literacy wheteher self-asseessment of competence were consist with their actual performance. There were 41 male and 19 female responden to five-part, cross sectionl of 36 items questionnaire. This study used a sequential, two-stage, mixed-methods design. Quantitative and Qualitative approach. The findings of this research estabilish for futher research into language learners' digital literacy as these skills are now a key factor in language teaching and learning. The students can interpretation skill and, to some extent, skills to evaluate and improve information with digital information.

B. Definition Covid-19 Pandemic

Coronavirus Diseases 2019 (Covid-19) is a new virus has never happened identify in human, on January 30 2020 World Healty Organization (WHO) declared that the world was being hit by an pandemic which make the condition at an emergency level (Zhou et al., 2020). The Covid-19 pandemic is a multidimensional problem that's happening to the world, it also has an impact on the education decreased quality of student learning which must be implemented through virtual learning (Sahu, 2020). Learning is delivere through online media or often said to be distance learning/virtual leraning (United Nation, 2020).

C. Reading

Reading is a process of creating meaning that asserts the readers' knowledge, and textual content information (Gilakjani & Soubari, 2016). Reading is a conceptual construct, analyses text structure, recognizes intertextual references, integrates information from several texts, solves problems using text-based information, and builds arguments for claims based on evidence provided in texts (Goldman, Snow, & Vaughn, 2016). While reading, the reader makes their interpretation between the symbol of the language and the meaning of the symbol (Vaughn & Capin, 2017). The result of reading is to gain the correct message from the text that the writer intended for the reader to receive (Gilakjani & Ahmadi, 2011).

Readers have interaction with text as they are attempting to extract that means and there are different types of knowledge: linguistic or systematic knowledge (Bottom-up processing) and schematic knowledge (top-down processing) (Gilakjani & Ahmadi, 2011) The result of reading is to gain the correct message from the text that the writer intended for the reader to received (Gilakjani, 2016). Reading aids people in comprehending a wide rangeof text such as books, newspapers, magazine, and pamplets. The outcomes of a reading activity is influenced by someone's ability to read. Whether or not the reader understands what you're trying to say. Reading is a significant activity (Shang, 2010). In today's environment, where she's progressing it's becoming more crucial. Every facet of llife happens at a rapid pace. Reading is an important

elemet of language. The success of language acquisition is depenent on their factor.

Reading is one of the four language abilities that should be improved in English teaching. Sabarun (2012) said that reading like any other skill, is one of the most crucial abilities for children to develop. It was crucial to teach reaing to students in order to prepare for fundamental reading skills with the goal increasing students; knowledge and information from any source reading in the text. Furthermore, reading as a tool for gaining and improving an individual's intellectual, spiritual, emotional, and self-confidence. It means that reading will provide many opportunities to absorb as much useful information as possible. Alhamdu (2015), reading improves one's abilitiy to think creatively, criticaly, and analytically both intellectualy and creatively reading does not suffice. It provide information and knowledge, but it also provides pleasure and delight.

As previously stated, reading is critical for individual and societal development in order to achieve success in life, because on of the conditions for success is access to information and knowledge. So, when someone possesses a lot of information, it means they a lot of knowledge a broader understanding. The previously acquired knowledge structure (schemata) are hierarchically organized from the most general information at the bottom-up approach to reading. Reading from the top down many reading therists now consider reading to be a participatory, collaborative process. Procesoriented activity in which a reader actively develops meaning from a book by creating context knowledge,

particulary linguistic knowledge, combine with textual information. Emphasized that any reading process, whether in L1 or L2, should be seen as a top-down / bottom-up interplay between the passage's graphic exhibit, several level of linguistic knowledge and procedures, and a number of cognitive processes. So, reading is the process of creating meaning and get the information by using textual or digital information.

D. Reading Strategies

Reading is a complex process (Banner & Wang, 2010). One of the characteristics of readers skilled is their ability to effectively use reading strategies (Anderson, 2002; Mokhtary & Shoerey, 2002; Oxford, 1990). Reading is one of the opportunities for readers to be able to summarize the content of their language learning (Anderson, 2002) and, as a result, become more independent language learners (Oxford, 1990; Wenden, 1985). Reading strategies is techniques or devices which a learner may use to acquire knowledge (Zarobe, 2014). It is frequently claimed that the way effective language learners observe LLS extra regularly, at the same time as now no longer being professional using reader techniques is extra limited (Zenots, 2012).

Furthermore, a great deal of studies into studying techniques in L2 has shown that the education and scaffolding of those techniques can assist broaden the attention of the reading higher comprehension (Carrell, Pharis & Liberto, 1989; Gunning & Oxford, 2014; Mokhtary & Shoerey, 2008; Zenotz, 2012).

Strategies mean the mental operations involved when readers purposefully approach a text to make sense of what they read (Shang, 2010). In order, reading comprehension those strategies involve memory cognitive, comprehension, metacognitive, affective, social, and test-taking strategies (Shang, 2010, p. 21).

Defined the cognitive strategies as a learner-centered approach that takes into consideration the environment or situational context in which the learner learns, the learners' knowledge base, intrinsic motivation, also the learners' ability to process improving information via cognitive and metacognitive approaches (Shang, 2010; Winstead, 2004). Examples of cognitive strategies included the skills of predicting based on prior knowledge, analyzing text, organization by looking for specific patterns, self-questioning, making summary, taking notes by writing down the idea or specific points, translating, inferencing, and transfering (Shang, 2010), because they may be used to simple memory tasks, these methods have been identified as essential cognitive strategies connected to academic achievement in the classroom or more difficult activities that necessitate comprehension of the information words or lists information. The cognitive learning process were classtified into three categories: rehearsel, elaboration, and organizing strategies. Underlining the text, reciting a word or phrase loudly, or utilizing a mnemoninc are all examples of rehearshal tactics (Oxford, 1990). Though passive in nature, these tactics are designed to help studebts pay attetntion to and then pick relevant textual material. This information should be kept in workingmemmory. Paraprashing and other

elaboration techniques include creating parrarels, generative note-taking, and summarizing the subject to be learned explaining concepts to others. As well as asking and answering test-related inquiries. The organizational approach is a form of deeper processing method that includes behaviours like picking the primary concept from a book, outlining the text to be learned, and employing a range of specific tools. Techniques for choosing and organizing the materials ideas. Weisten claims that all of these organizational tactics, according mayer can be utilized to test and confirm the hypothesis. Accuracy of the learner's in-depth comprehension of the text (Wesitein & Mayer, 1986).

Metacognitive techniques contain questioning about knowledge of the process, making reading plans, tracking the gaining knowledge of the task, and evaluating how properly one has learned (Shang, 2010). Thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learnt are all examples of metacognitive methods. Metacognitive method, according to Oxford (1990), include cetrering, arraging and planning, as well as evaluathing the learning, are three strategy sets. Setting goals for studying, skimming a material before reading, developing questions before reading text, and other planning activities are examples of planning activities. Monitoring activities include keeping track of attention when reading test, self-testing by asking questions regarding the text materials to ensure for undetanding, and other monitoring activities include tracking attention while reading a text (Shang, 2010). Asking questions to asses students' comprehension

decreasing the speed of reading with more difficult texts, reviewing examination materials, and postponing exams are all examples of regulatory activities. Several studies have found that all of these help improve second/foreign languae learning reading by refining their studying habits abd filling in gaps in their knowledge.

The compensation strategies factor resulting in successful reading is the development of vocabulary knowledge (Yang, 2004). Compensation strategies are strategies that can significantly increase reading speed and raise efficiency (Shang, 201l). compensation included linguistic clues (guessing meanings from suffixes, prefixes, and word order) and other clues (suing text structure such as word order) were separated into two groupd. Introductions, summaries, conclusions, titles, transitions, and the use of background information knowledge. These decoding skills can assist readers in more that just overcoming a low vocabulary. They were not only improved their vocabulary, but the were also be able made educated guesse regarding an article's them. This type of education regarding speed and efficiency can be considerably increased with the use of methods (Winstead, 2004).

Pre-reading, while-readin, and post-reading are the three stages of strategies reading (Noli & Sabirah, 2011). As they read and interact with the material, strategies readers actively generate meaning. They choose reading goals, techniques for achievinh these goals, and check techniques for achieving these goals, and check and correct their own comprehension as they read and assess the entire task. A strategies reader is also said to produce, analyse, and

evaluate. For a selecetion of literature, broaden meaning before, during, and after reading. Meanings of new but key words, and do not seek to comprehend the material using existing knowledge. Poor readers, on the other hand, are more likely to begi reading without considering the process or the subject matter, to overlook or ignore the meanings of new but key terms, and to assimilate prior information when attemping to comprehend the text.

Effective readers utulize strategies to deepen their graps of the text and become more involved in the reading process while reading. Reading experts know when and how to apply various reading strategies. They also employ monitoring startegies to ensure that they comprehend what they are reading (Shang, 2010). Chechking for understanding and confirming are a few of these startegies speculations, quiries, and pauses. After reading, a well thought out comment is equally as vital as those given before and during the reading. The process of extracting meaning from texts does not end when you finish reading. Readers must summarie significant themes and analyse their reading in order to gain a better grasp of the materials. This entails deep-level processing techniques that alter the text's literal meaning (Shang, 2010). Several of these identifying what is important, drawing inferences, forming conclusions, and reflecting on the situation are all startegies.

E. Digital Literacy

Digital literacy was first introduced in the 1990s (Gitsel, 1997). Digital literacy is the ability to comprehend and apply some information from several sources to present on the computer (Bukingham, 2016; Ferguson, 2018). On this occasion, digital literacy is not only a means but also a necessity or culture for the students. Many of us have seen that digital literacy is updating existing features so that students make digital literacy a necessity when they use it. Students can learn through visualization and also digital text. Digital literacy refers to the skill to read and writing the information use technology, includes online sources, get coherent information and communicate the message with an audience (Bulger et al, 2014) the result is digital literacy is the complex process to read, analyze, evaluate and write the information by using computers or digital source.

In terms of computer literacy already exists, this gets disputed about the pro and cons, because the computer itself can be a weakness or a doubt because of an inadequate system (Tejedor, 2020). There are no limitations that include digital literacy, but in ancient times computer literacy was an obligation that had to be mastered by students (Tejedor et al, 2020). As the development of digital literacy technology is increasingly being used, especially in the Covid-19 pandemic which has changed conventional learning into a virtual teaching-learning process. This also has an impact on the development of media from digital literacy, namely through videos, podcasts, pdf, and many more learning

media developments that can be accessed by students (Bulger et al, 2014). The result digital literacy refers to the multiplicity of literacy with used digital technology, the example of electronic technology includes software and hardware used by individuals or students for education. The figure shown be in Figure 2.1
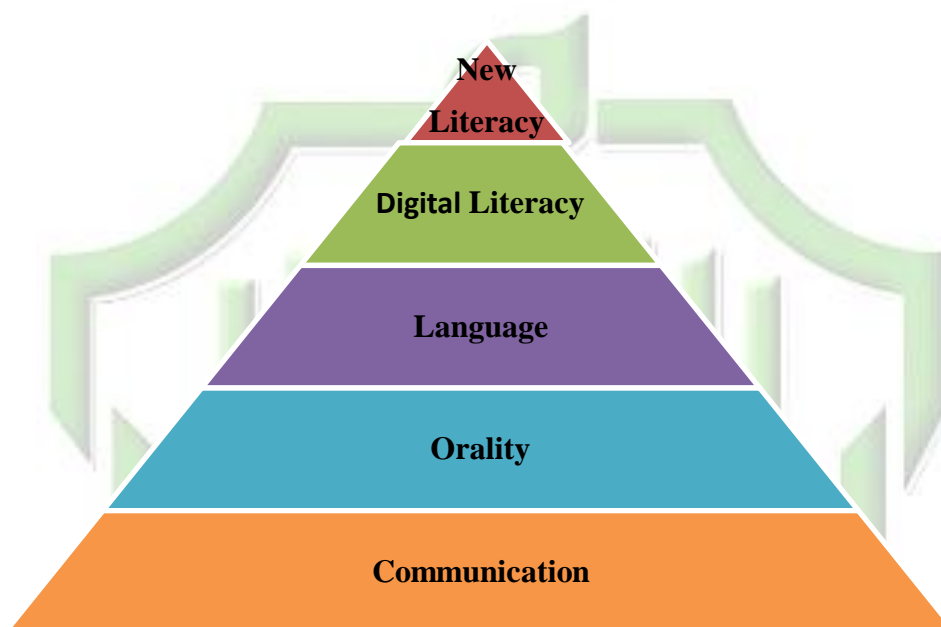
Sources From Belshaw book 2011
Figure 2.1 Digital Literacy a Hierarchy of Literacy

It can be said that digital literacy is also a means of communicating or exchanging virtual information, digital media or technology is not stronger this time (Belshaw, 2011). As result digital literacy is a way for someone to use technology for communicate, evaluate, sources, for improve their skills.

Traditional conceptions of literacy are being reshaped by digital forms, and digital literacy skills in a second language are required to optomize English

as a foreing language learning, L2 include the capacity to efficiently search for and locate online information, as well as assess, evaluate that digital must be synhintezied and integrate. Given that digital literacy are current delivery mechanism for most online language learning, these abilities are necessary for EFL learners to learn EFL effectively in a digitally enchanced language learning environtment learning a new language indeed, using the internet to find material has become commonplace in both teaching and studying EFL, and the online environtment is essential in lessons since it exposes students to real-world examples of the language.

Language acquisition in digital contexts is dependent on the development of specific L2 digital literacy and methods (Son et al, 2017). To speed up their English learning EFL students must learn to find, evaluate, and synthesize digital information. Similary, as digital literacy become increasingly important for reading acquisition, Muerant (2009) stated that digital literacy in English is key for EFL learners' progress.

Despite it is growing importance, the EFL sector gives insufficient attention to L2 digital literacy particulary in terms of the skills and methods required for searching, evaluating, and synthesizing online content; and for developing a through awareness of the challanges unique those languages. Digital literacy as well as appropriate methodology for enhaching EFL learners' repertoire of those abilities. Lack the research experience to assist the complete

development of digital literacy or associated literacy practices required to enjoy the full benefiets (Sawatdeenarunat, 2014).

Guikema and William (2014) agreed, stating that digital literacy is lacking in present language learning and teaching techniques. As a result there is an alaraming lack of research on digital literacy including Web search skills and process, evaluation and implementation. All of these talents, as well as those related to digital information, are undervalued in the EFL context it is still early stages. Level digital literacy have three level there are level competence, digital usage, and digital transformation (Belshaw, 2011). The level can be showed in the Figure 2.2.

Figure 2.2 Level digital Literacy
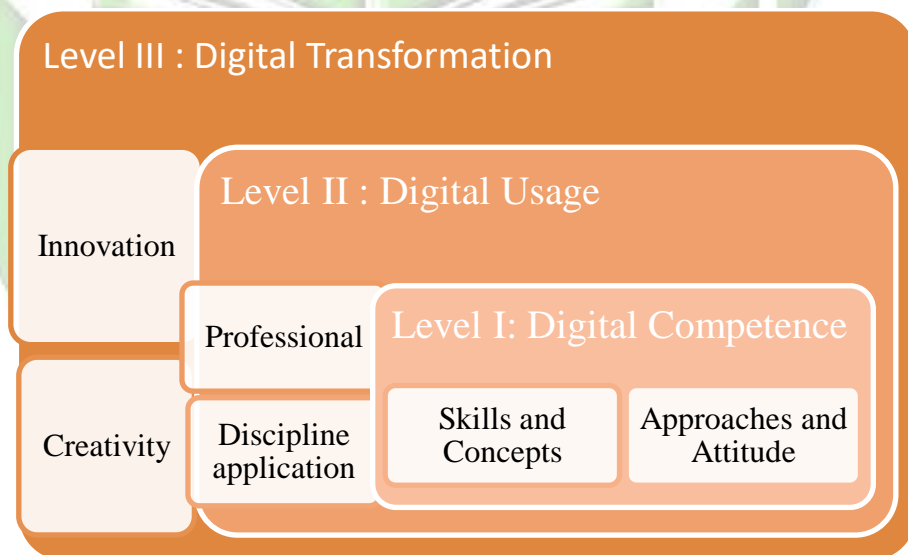
F. Reading Comprehension

RAND Reading Study Group (2002), defined comprehension as the process of obtaining and making which means through interaction and involvement with writing language. Comprehension is a process the readers can describe literal comprehension as ideas information, summarizing, and critical comprehension (Webster et al., 2020). Describe analyzing comprehension as a procedure of creating meaning from text. Assestment of reading comprehension as follows the close test, multiple choice, matching tecniques, ditchomous items, ordering task, and short answer (Alderson, 2001). The reason is to get an understanding of the text rather than to acquire which means from individual phrases or sentence. The final result of reading comprehension is the intellectual illustration of a text meaning that is combined with the readers' preceding knowledge (Gilakjani, 2016). So reading comprehension is a complex process there some steps how to identify reading comprehension shown in the diagram as following below.

Figure 2.3 Reading Comprehension

SEQUENCE	ANALYZE	VISUALIZE
MAKE A CONNECTION	RETELL	READING COMPREHENSION
MAKE A PREDICTION	RE-READ	
MAP A STORY	ASK A QUESTION	

Level of reading comprehension acoording Smith and Wayne (2004) are the primary direct literal meaning of a word, idea, or statement in contextis known level comprehension. Interpretation this is the process of identifying ideas and meanings that were not obvious. It is stated directly the written language. Critical reading entails evaluating and analysing what has been read. A critical examination of the author's ideas. According to Carnine (2004) the following are the levels of reading comprehension. The fundamental comprehension skill consists of literal comprehension that is receiving information expressed in a literal passage. Sequencing comprehension that is understanding monerous thing from a single source according to the order in which they occurred. Receipt of

information given in a section this is known as summarization. At the intermediet level, comprehension skills included, inferential understanding that is determining the relationship between two or more items. Critical reading, which entails determaining the author's conclusion to figure out what evidence is offered and who the family argument.

The sample for this study would include students in their fourt semester who have only studied literal and inferential reading, the focus of this research will be on the degree of literal and inferential comprehension. According to Suwanto et al. (2014), asserts that literal and inferential comperehension play a critical role in reading comprehension. Furthermore, comprehension is the ultimate goal of reading, and students may use understand the content of any reading that includes seven such abilities, there are answers in text.according literal interpretation. The students only have to select it from a list of options, interpretative on the other hand, determining the basic idea, understanding to build finding mean idea, determin implication, and interpretation the text. As an example of interpretative comprehension, considered the terms implication and application intensity. Table 2.1 shows both literal and interpretive meaning.

Table 2.1 Reading Comprehension Level

NO	Comprehension Level	Indicator
1	Literal Comprehension	Express the main idea
		Details / explanatory
		Sequences / series
		Following instruction
		Understanding vocabulary
2	Inferential Comprehension	Implied main idea
		Guess a causal relationship
		Guess pronoun
		Guees adverb
		Guess the missing word
		Predicting mood
		Predicting the aouthor's purpose
		Drawing Conclusion

Assessment of reading comprehension based on Alderson (2001) there are some methods to assessing reading as follow the cloe test and gap filling tests, multiple-choice techniques, matching techniques, ordering tasks, dichtomous items, short-answer test. Multiple-choice questions from the longman preparation course for TOEFL books were used in this study, with 20 questions selected by the reseraacher for literal and inferential question only the above mentioned indicatot (Table 2.1).

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, population and sample, research instrument, data collection procedures, and data analysis procedures.

A. Research Design

The design of this study is correlation research. According to Creswell (2012), correlation is provide an opportunity for a researcher to predict scores and explain the relationship among varibales. The purpose of this study is to measure a correlation between students' strategies reading, digital literacy, and reading comprehension.

B. Population and Sample

1. Population

The population is one of the elements of research. According to Ary et al. (2010), the population is the total number of units or individuals whose class of people, events, or objects. The population in this study was the students of English department of Institute Agama Islam Negeri Palangka Raya 2017/2020. The population of this study is shown in the following Table 3.2.

Table 3.2 The Population of the Study

No	Class	Population
1	2st semester	94 Students
2	4th semester	97 Students
3	6th semester	93 Students
4	8th semester	58 students
Total of participants		342 Students

2. Sample

      The sample is a part of the population. A sample is a group selected from the population for observation in a study (Ary, 2010). This study used random sampling. Adwok (2015) said that non-random methods of ensuring that specific types of cases within a sampling universe was reflected in the final sample of a project are random sampling techniques. Random sampling is a sampling technique where all individual in the population, either individually or together are given the same opportunity to be selected as sample members. The sampel in this study used 4th semester students who had completed reading courses. The sample of this study can be shown in Table 3.3.

Table 3.3 Sample

No	Class	Sample
1	Class A	18 Students
2	Class B	4 Students
3	Class C	6 Students
Total of participants		28 Students

The resercher determined the minimum sample size using G*Power online sample calculator (Faul et al., 2009), (http://www.gpower.hhu/.de). The correlation p H1 will be 0,5 the α err prob is set at 0,05. The power (1- err prob) is used at 0.80. and the correlation p H0 will be 0. The calculation for the recommended minimum sample size is 28 students.

C. Research Instrument

1. Research Instrument Development

Questionnares were used to answer research questions in this study, namely: 1. Do the students use more students reading strategies, the better they have in reading comprehension? 2. Do the higher the students know digital literacy, they better they achieve in reading comprehension? The study adopted a questionnaire from several studies, namely Shang (2010) and Seghayer (2020).

In answering the first research problem the researcher used a questionnaire adopted from Shang (2010). It contains 20 questionnaires that aim to find out the students reading strategies when reading a text. The classification of questionnaire shown in the following Table 3.4.

Table 3.4 Classification of Reading Strategies

No	Strategies	Sets	Number Of Question
1	Cognitive	Rehearsal	1,2
		Elaboration	3,4,5
		Organizational	6,7
2	Metacognitive	Planning	8,9,10
		Monitoring	11,12
3	Compensation	Regulating	13,14
		Linguistic	15,16,17
		Sematic	18,19,20

In answering the second research problem the researcher also used research instruments' closed-ended questionnaire. The researcher used the questionnaire adopted from Seghayer (2020), the questionnaire consists of 15 items. The classification of questionnaire can be shown in the following Table 3.5.

Table 3.5 Classification Digital Literacy

No	Dimension	Number of Question
1.	Background information	1,2,3,4
2.	Information Searching Skills	6,7,8,9
3	Evaluating	10,11,12
4	Synthesizing	13,14,15

The questionnaire is appropriate for surveying due to the fact what the student's opinions and what they do (Breakell et al, 2013). All of the items eliminated were written under the related factors and unrelated items were eliminated from the questionnaire to increase validity (Demuth, 2013). The statements were made clear to understand d and were put in a testable form. Furthermore, the questionnaires would be applied to all students at various times to check reliability (Demuth, 2013).

Likert scale measures positive and negative responses to statements. Likert scale is a psychometric scale that is usually concluded in research that uses questions (Barua, 2013). In terms of other data characteristics, the researcher was used the Likert scale, an infinitive scale is also used to encode the questions. The number of likert scale can be shown in the following Table 3.6.

Table 3.6 Number of Likert Scale

No	Scale	Scores
1	Strongly Disagree (SD)	1
2	Disagree (D)	2
3	Neutral (N)	3
4	Agree (A)	4
5	Strongly Agree (SA)	5

2. **Reading test**

The instrument of reading comprehension in form of multiple-choice consisted of 20 items. The test items adopted from TOEFL. If the partisipants' answer is right, the score is five (5) and if they are wrong the

score is zero (0). The result of the students' reading comprehension was taken from the right number answer divided to the total of the test items and total score 100. The researcher measured the result of test by using formula:

$$S = \frac{n}{N} \times 100$$

Where:

S = Students' score

n = Number of true answers

N = Number of test

In correlation the researcher used scoring rubric from TOEFL test.

3. **Instrument Validity and Reability of the Questionnare**

Validity was defined as the extent to which scores on a test enable one to make meaningful appropriate interpretation (Ary, 2010). The validity was to measure the test as a valid as the constructor can make it. Reability is a test is as being reiable when it can be used by a number of different researcher under suitable condition, with consistenst result and the result not varying. The instrument of the questionnaire using survey of reading strategies. The validity for questionnaire reading strategies is 0.754 and digital literacy it was 0.709 by using Karl Pearson Product Moment.

The instruements reability was assessed using Cronbach's Alpha. In research conducted by Al-seghayer obtained alpha α = 0.936 and this study obtained instrument reability α = 0.926. Obtained reability for reading

strategies alpha α = 0.906. The reability reading strategies and digital literacy

can be shown in the following Table 3.7 and Table 3.8.

Table 3.7 Reliability of Reading Strategies Questionnare

NO	STATEMENTS	Cronbach's Alpha
1	I try to remember key words to understand the main idea of the text (Saya mencoba mengingat kata-kata kunci untuk memahami ide utama teks tersebut).	.900
2	I memorize key words to remind me of important concepts of the text (Saya menghafal kata-kata kunci untuk mengingatkan saya tentang konsep penting teks).	.904
3	I underline key words to remind me of important concepts of the text (Saya menggarisbawahi kata-kata kunci untuk mengingatkan saya tentang konsep penting teks).	.904
4	When I study for this course, I write brief summaries of the main ideas from the readings and my class notes (Ketika saya belajar untuk kursus ini, saya menulis ringkasan singkat tentang gagasan utama dari bacaan dan catatan kelas saya).	.906
5	I draw a conclusion about the author's purpose for writing the text (Saya menarik kesimpulan tentang tujuan penulis menulis teks).	.905
6	When I study the readings for this course, I outline the material to help me organize my thoughts (Ketika saya mempelajari bacaan untuk kursus ini, saya menguraikan materi untuk membantu saya mengatur pikiran saya).	.903
7	I skim/scan in the appropriate part of the text for the key word or idea (Saya membaca sekilas / memindai bagian teks yang sesuai untuk kata kunci atau ide.)	.902
8	I read the topic or heading of the passage (Saya membaca topik atau judul.)	.905
9	I read the first sentence of the passage. (Saya membaca kalimat pertama dari kalimat itu).	.904
10	I read the questions before I read the passage	.912

	(Saya membaca pertanyaan sebelum saya membaca bagian isi)	
11	I try to find as many ways as I can to comprehend the reading material (Saya mencoba mencari cara sebanyak mungkin untuk memahami bahan bacaan)	.904
12	When I become confused about something I'm reading, I go back and try to figure it out (Ketika saya menjadi bingung tentang sesuatu yang saya baca, saya kembali dan mencoba mencari tahu)	.901
13	I ask the instructor or my friend questions in order to improve my reading ability in English (Saya mengajukan pertanyaan kepada instruktur atau teman saya untuk meningkatkan kemampuan membaca saya dalam bahasa Inggris.)	.910
14	I review the material while studying for an examination (Saya meninjau materi sambil belajar untuk ujian)	.902
15	I find the meaning of an English word by dividing it into parts that I understand (Saya menemukan arti dari sebuah kata dalam bahasa Inggris dengan membaginya menjadi beberapa bagian yang saya mengerti)	.903
16	I skip the words if I don't know the meaning (Saya melewatkan kata-katanya jika saya tidak tahu artinya).	.918
17	To understand unfamiliar English words, I make guesses from suffixes and prefixes (Untuk memahami kata-kata bahasa Inggris yang asing, saya membuat tebakan dari sufiks dan prefix)	.908
18	The thing I do to read effectively is to focus on getting the overall meaning of the text (Hal yang saya lakukan untuk membaca secara efektif adalah fokus untuk mendapatkan arti keseluruhan dari teks tersebut)	.907
19	I use my background knowledge to guess the overall meaning of the text (Saya menggunakan pengetahuan latar belakang saya untuk menebak arti keseluruhan dari teks tersebut).	.902
20	I try to understand the material in this class by making connections between the readings and my prior knowledge (Saya mencoba memahami materi	.902

	di kelas ini dengan membuat hubungan antara bacaan dan pengetahuan saya sebelumnya.)	

Table 3.8 Reliability of Digital Litrecay Questionnare

NO	QUESTION	Cronbach's Alpha
1	I am able to use a search engine to locate relevant Web information on different topics from multiple online resources. (Saya dapat menggunakan mesin pencari untuk menemukan informasi Web yang relevan di topik yang berbeda dari berbagai sumber online)	.950
2	I am able to formulate appropriate and specific search terms about a topic (appropriate single and multiple search terms) in a search engine for different types of searches. (Saya dapat merumuskan istilah pencarian yang tepat dan spesifik tentang a topik (istilah pencarian tunggal dan ganda yang sesuai) di mesin pencari untuk berbagai jenis pencarian)	.948
3	I read search engine results' descriptions and do not use a simplistic"click and look" strategy. (Saya membaca deskripsi hasil mesin pencari dan tidak menggunakan yang sederhana Strategi "klik dan lihat")	.947
4	I am able to interpret search engine results efficiently to decide which websites to visit first. (Saya dapat menginterpretasikan hasil mesin pencari secara efisien untuk memutuskan yang mana website yang harus dikunjungi terlebih dahulu).	.946
5	I am able to navigate relevant and efficient pathways through the Internet to locate specific information using navigational aids. (Saya dapat menavigasi jalur yang relevan dan efisien melalui Internet untuk menemukan informasi spesifik menggunakan alat bantu navigasi).	.947
6	I know how to thoroughly navigate embedded hyperlinks and multiple modalities of information representation. (Saya tahu cara menavigasi hyperlink dan multiple yang disematkan secara menyeluruh modalitas representasi informasi.)	.949

7	I am able to identify important starting points within an online reading environment. (Saya dapat mengidentifikasi titik awal yang penting dalam pembacaan online lingkungan Hidup)	.947
8	Knowing a website's structure enables me to predict precisely whether I can obtain what I need from a website. (Mengetahui struktur situs web memungkinkan saya untuk memprediksi dengan tepat apakah saya dapat memperoleh apa yang saya butuhkan dari situs web)	.950
9	I am able to monitor a list of links provided by search engines effectively and click on a link that looks correct (Saya dapat memantau daftar tautan yang disediakan oleh mesin pencari secara efektif dan klik tautan yang terlihat benar)	.948
10	I am able to use search strategies in a flexible way. (Saya dapat menggunakan strategi pencarian dengan cara yang fleksibel.)	.947
11	I can evaluate information I encounter on the Internet critically to assess its reliability or trustworthiness. (Saya dapat mengevaluasi informasi yang saya temukan di Internet secara kritis untuk menilai keandalan atau kepercayaannya).	.945
12	I can effectively evaluate the usefulness of online information.(Saya dapat secara efektif mengevaluasi kegunaan informasi online.)	.946
13	I can assess the factual accuracy of information found on the Internet. (Saya dapat menilai keakuratan faktual dari informasi yang ditemukan di Internet).	.950
14	I can identify whether a webpage provides a fair discussion of all viewpoints on a topic. (Saya dapat mengidentifikasi apakah halaman web menyediakan diskusi yang adil tentang semua sudut pandang tentang suatu topic).	.951
15	I can examine online content critically with respect to the comprehensiveness and depth of the presented information. (Saya dapat memeriksa konten online secara kritis sehubungan dengan kelengkapan dan kedalaman informasi yang disajikan).	.949

4. **Instrument Validity and Reliability of the Reading Comprehension Test**

This instuments used TOEFL Senior Test. The reading comprehension test consists of 20 items in multiple choice question with the four answers. The test was used measure scores of reading comprehension in State Islamic Institute of Palangka Raya.

D. **Data collection procedures**

Collecting data is the most important steps in conducting the research. The procedured of collected the data of this research involved several steps, the researcher was prepared the questionnaire and test. The researcher asked the participants' willingness to fill out a questionnaire and reading test. The researcher gave a questionnaire and reading test with online method at classes A, B, and C in of English department Education of State Islamic Institute of Palangka Raya by using google form.

E. **Data Analysis Procedures**

Analysis of data is an opportunity for a reseracher to properly accepted the data. The writer was analysed the data after obtaining the data questionnare. The analysed was described by Field (2013). The analyse data was carried out in two ways.

The first, the writer adopted IBM SPSS. 20 to analyse the data. This study looked for descriptive statistic such as mean (*M*), median (*Med*), percentage (%), standard deviation (*SD*), significant (S-sig) $p < .05$, pearson correlation (*r*), convidence interval (*CI*) 95%, and effect size by using online calculator was classified in accordance by 1998 Cohen'guidelines Larson-hall (2015). The writer used Kolomogrov-Smirnov and Shapiro-Wilk test were the data obtain was normal. Second, the researcher was used pearson's correlation coefficient calculated the correlation the data were linearity and normality. If the data were not normal and linear the researcher was used Sperman's rank correlation or Kendal's Tau_b. This study also conducted the Cohen 'd was described by Larson (2015).

The reseracher analyzed the data obtained into the calculation using SPSS 20. The data were processed by describing the student questionnaire and reading test. The researcher analyzed the student opinions and score based on the result of the questionnaire and reading test.

CHAPTER IV

RESEARCH FINDING AND DISSCUSION

This chapter discussed the findings and discussion. The findings answered the research problem, the reading strategies, digital literacy and readin comprehension during Covid-19 pandemic.

A. Data Presentation

In this chapter presented the final result of the research the correlation between reading strategies digital literacy and reading comprehension by using questionare and reading test as the instruments for collecting the data. Analyzing the data by using SPSS 20 program and Ms. Excel. The total participant of 28 participants 2nd academic years 2019. Asked the students perceive and test to answer the research of reading materials.

Demograpic information was used to collect the data by using questionnaire adopted by Shang (2010) and Seghayer (2020). It conclude generate gender and personal information about participants, students correlation between reading strategies digital literacy and reading comprehension. Participants consist of 18 female and 10 males from of three classes from 4th semester of English students, academic year 2019-2020. In showed be in Figure 4.4.

Figure 4.4 Demograpic information of Participants
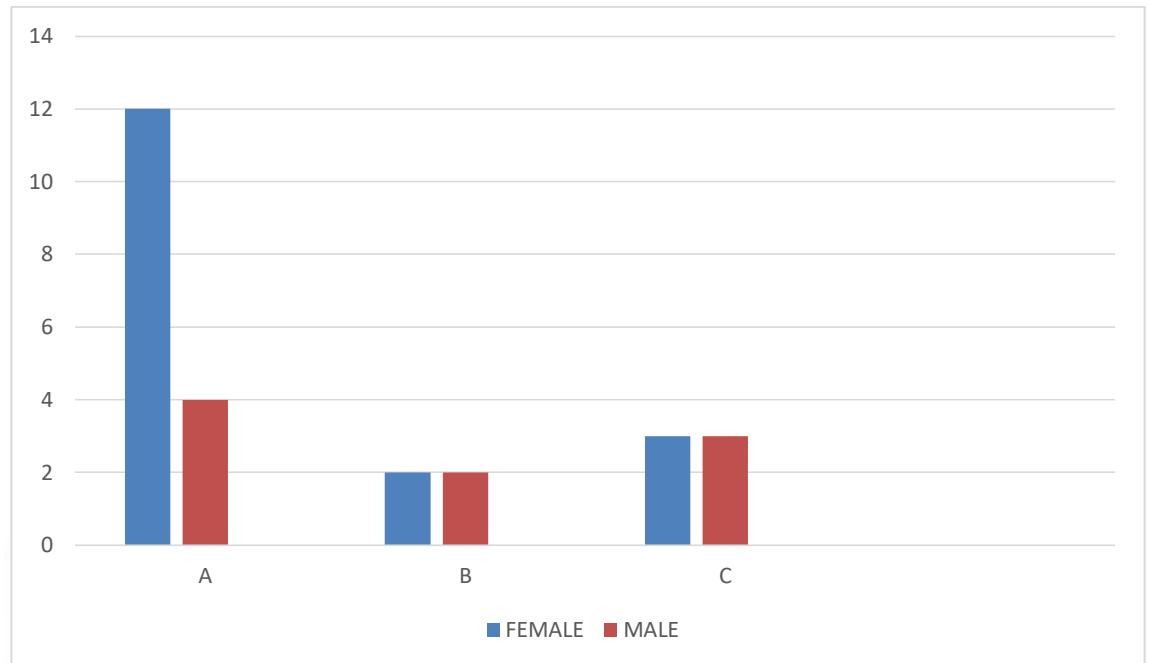
In figure 4.1 the total number of students for class A is 16, class B is 4 and class C is 6 with total of 28 participants.

B. Research Finding

1. Descriptive Statistic

The three research question deal that reading strategies, digital literacy and reading comprehension are described with the following hypothesis, the better students reading strategies the better their achieve reading comprehension, that students better digital literacy the better they achieve their reading comprehension and that the students lower level have have the better reading strategies and the higher students figital literacy, the better

students reading comprehension. There were three hypothesis contained in this research, as a result examining the data 28 participants has the mean *(M = 75.79 SD = 10.48)* reading strategies has the better performed, than the mean for digital literacy *(M = 50.46 SD = 10.31)* mean for reading comprehension *(M = 30.89 SD = 13.05)* the data analysis used before calculating the correlation between variables, the researcher must determined whether the data research was parametric or non parametric data. So, if the data is parametric data then the analysis normality, linearity, convidence interval, effect size, variance analysis and correlation. The descriptive statistic shown in the Table 4.9.

Table 4.9 Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Reading Strategies	28	53	95	2122	75.79	10.493
Digital Literacy	28	34	75	1469	52.46	10.319
Reading Comprehension	28	30	65	865	30.89	13.056

2. **Assumption test**

a. **Normality Test**

The normality and linearity tests must be completed before the hypothesis may be tested. The quantity the value of the resulting value of

asymp.sig. was used as the basis for decision making (1-tailed). The data distribution of the variables was normality distributed if the value was more than *0.05 (Asymp.sig>0.05)*. Normality test The instrument were checked using one-sample Shapiro Wilk test. Asymptotic statistical normality of reading strategies was 0.976, according to SPSS calculations. Then, using Shapiro Wilk with level significance of 5% *(= 0.05) (0.976>0.05)*, the normality of the data was determined. The relevance of reading strategies was 0.976. Then, using Shapiro wilk with a statistical significance of 5% *(=0.05) (0.517>0.05),* then the relevance of digital literacy was 0. 517. using Shapiro wilk a statistic significance of 5% *(=0.05) (0.262> 0.05)*, using the normality of the data was determined, this shows that the data were normality distributed. The Normality test shown in the Table 4.10.

Table 4.10 Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Reading Comprehension	.138	28	.181	.955	28	.262
Digital Literacy	.096	28	.200[*]	.968	28	.517
Reading Strategies	.074	28	.200[*]	.987	28	.976

Note: Normal = >.05

b. **Linearity Test**

After obtaining normality, futher researcher was looking for linearity from the data to be analyze. The linearity test is used to

estabilish whether or not the independent and dependent variables have a linear relationship. In this research, linearity was tested using SPSS statistic by applaying the ANOVA table and comparing the significance level of linearity with the test criteria; if the values is less than 0.05, it is considered non-linear and if the significance is > 0.05 it is linear. The linearity this research that the significance between reading strategies and reading comprehension is 0. 418 this shows that the data was linearity distributed, in additional, significance linearity between digital literacy and reading comprehension is 0.546 this shown thst the data linear distributed. The linearity shown in the Table 4.11.

Table 4.11 Linearity Test

Variable	Sig Deviation From Linearity	Taraf Significance	Assumption
RS-RC	0.418	> 0.05	Linear
DL-RC	0.546	> 0.05	Linear

Note: $*p<.05$

Because the significance level was more than 0.05, it can be concluded that the independent variable are reading strategies and digital literacy (DL and RS) and the dependent variable is reading comprehension (RC) based on findings of linearity test which are provided in the table above.

3. **Parametric Test**

    a. **Correlation Test**

    Correlation test pearson correlation determine wheter there is significant correlation. Answer the research question do the lower students reading strategies the lower they achieve reading comprehension. The significance *p = 0.00 < 0.05,* it is correlated. It can concluded that the relationship between reading staregies and reading comprehenshion was negatively related. There was no significant correlation between reading strategies used and the acquistion of students' reading comprehension *r = -0.058, p = 0.385,* this shows that reading strategies only play a role in the acquisition of students' reading comprehension. The result of analysis it can be concluded that the answer to the research question is " No" because there was no significant correlation between reading strategies and reading comprehension. The correlation reading startegies and reading comprehension shown in the Table 4.12.

Table 4.12 Correlation Reading Strategies and Reading Comprehension

		Reading Strategies	Reading Comprehension
Reading Strategis	Pearson Correlation	1	-058
	Sig. (1-tailed)		385
	N	28	28
Reading Comprhension	Pearson Correlation	-058	1
	Sig. (1-tailed)	385	
	N	28	28

Second research question do the higher students digital literacy, the higher students achieve in reading comprehension, there was significant correlation between digital literacy and reading comprehension $r = -0.376$ $p = 0.024$. The result of analysis it can be concluded that the answer to the research question is "Yes" because there was significant correlation between digital literacy and reading comprehension. The Correlation digital literacy and reading comprehension shown in the Table 4.13.

Table 4.13 Correlation Digital Literacy and Reading Comprehension

		Digital Literacy	**Reading Comprehension**
Digital Literacy	Pearson Correlation	1	.-376
	Sig. (1-tailed)		.024
	N	28	28
Reading Comprhension	Pearson Correlation	-376	1
	Sig. (1-tailed)	.024	
	N	28	28

Three research question Do the higher students have reading strategies and the higher digital literacy, the better the students acvhieve in reading comprehension. Reading strategies and digital literacy reported 95% CI significantly correlation with reading comprehension Coefisient correlation $r = 0.561$ $p = 0.009$. which it less than 0.05 it could interpreted that reading strategies, digital literacy and reading comprehension there was significant correlation. $R^2 = 0.315$ on calculation result that independent variables 31,5% effect on variable

dependent. The result of analayze the data can be concluded that the answer for research question is " Yes" because there was significant correlation between reading strategies digital literacy and reading comprehension. The correlations between reading strategies, digital literacy and reading comprehension shown in the Table 4.14.

Table 4.14 Correlations Between Reading Strategies, Digital Literacy and Reading Comprehension

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1450.937	2	725.469	5.755	.009[b]
	Residual	3151.741	25	126.070		
	Total	4602.679	27			

a. Dependent Variable: Reading Comprehension
b. Predictors: (Constant), Digital Literacy, Reading Strategies

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.561[a]	.315	.260	11.228	.315	5.755	2	25	.009

a. Predictors: (Constant), Digital Literacy, Reading Strategies

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.286	15.918		1.714	.099
	Reading Strategies	.886	.351	.716	2.521	.018
	Digital Literacy	-1.212	.360	-.958	-3.371	.002

a. Dependent Variable: Reading Comprehension

b. Convidence Interval

After analyze data such as assumption test, and parametric test the research should analyze covidence interval by using analysis of variance. Convidence interval CI , if the test were carried out 100 times with sample size of 28 participants shown frequency of RS has $M = 75.79$, $LB = 71.72$, $UB = 79.85$, $SD = 10.49$, $CI = 95\%$ $N = 28$. The frequency of DL has $M = 52.46$, $LB = 48.46$, $UB = 56.47$, $SD = 10.31$, $CI = 95\%$ $N = 28$. So, in terpreted that with CI 95% with upper and lower bound value 79.85 and 71.72 with a sample size of 28 participants it could represented the population of the exsiting population.

Figure 4.5 Convidence Interval Reading Strategies
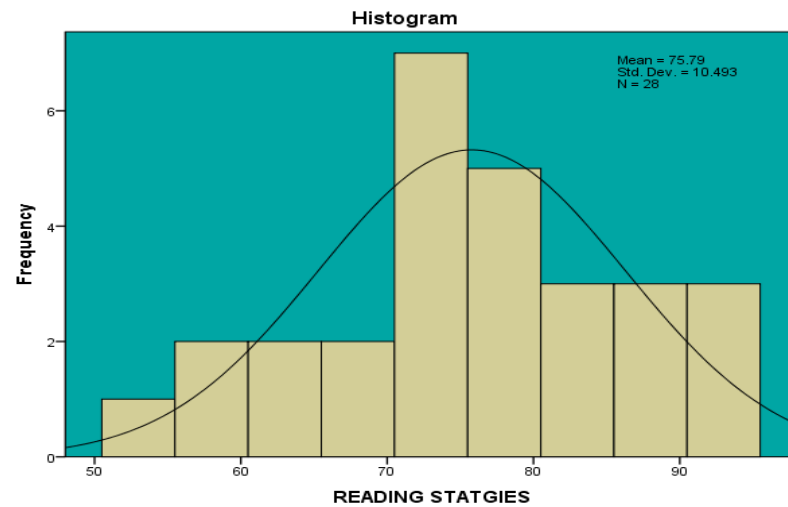
Figure 4.6 Convidence Interval Digital Literacy
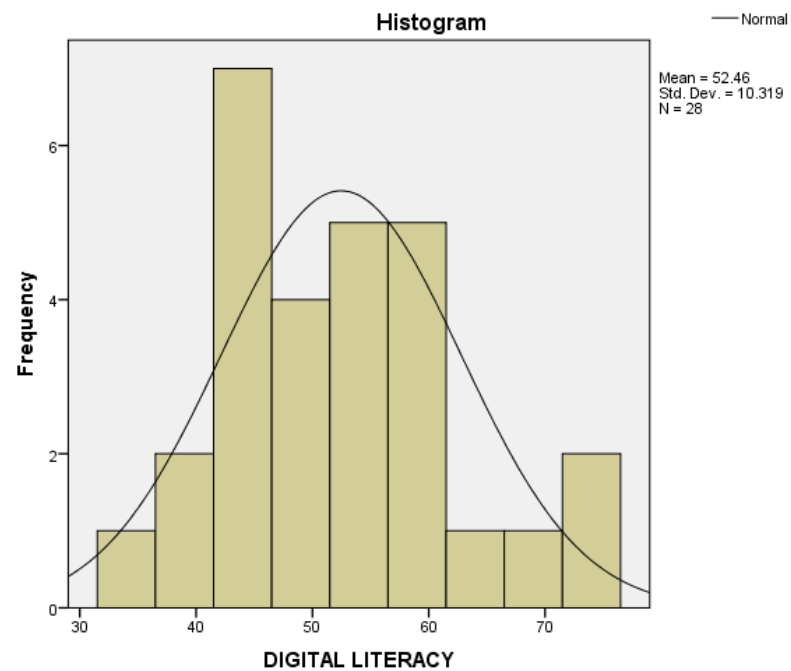
Figure 4.7 Convidence Interval Reading Comprehension
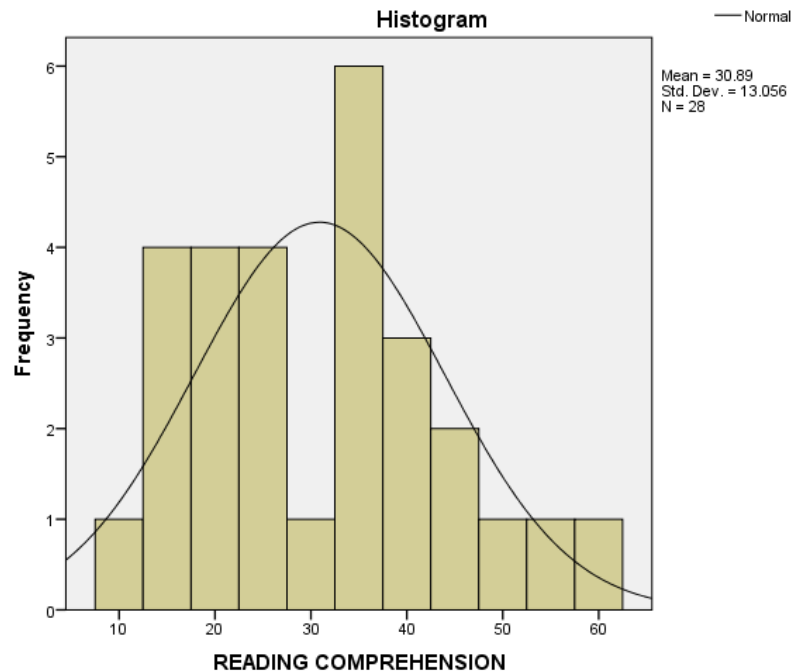
c. **Effect Size**

The effect size is the minimum size that was considered significant, minimum size parameters depend on the research. In categorical comparison, the measure is the difference in proportion or proportion comparison. In numerical comparison, the measure is the difference in the mean. So, effect size is comparison to measure is the rate difference or rate comparison. The variables that often related were usually independent variable and dependent variable. The effect size can be used to identify variables that sould be researched futher. Effect Size is *r* correlation. The effect size be used as a metric for the study's success

rate. Using effect size formula, assess the impact of students' reading strategies, digital literacy and reading comprehension. The effect size could shown in the Table 4.15.

Table 4.15 Effect Size

	Mean	SD	N
RS	75.79	10.49	28
DL	52.46	10.31	28
RC	30.89	13.05	28

$$Cohen'\ d = \frac{Mean1 - Mean\ 2}{\partial} = \frac{75.79 - 30.89}{3.7924} = \frac{4.49}{3.792} = 0.88$$

Also, entering the means and standard deviations into an online calculator (http:// web.uccs.edu/lbecker/Psy590/escalc3.htm). Return a. *d*= 0.88 for RS and RC. So, it has effect size for RS and RC is mean. From these result that the magnitude of the effect of reading strategies on the acqusiation of reading comprehension had a significant effect, so reading strategies have an effect on students' reading comprehension.

$$Cohen'\ d = \frac{Mean1 - Mean\ 2}{\partial} = \frac{52.46 - 30.89}{1.8341} = \frac{2.15}{1.834} = 0.67$$

Return a. *d*= 0.67 for DL and RC. So, it had effect size for DL and RC is mean. From these result that digital literacy had the effect on the acqusiation of reading comprehension.

C. Discussion

The goal of this study was to determine the coorelation between reading strategies (RS) digital literacy (DL) and reading comprehension (RC). The outcome reveled that the variables have a normal and linear correlation. The study can be concluded to be examined using parametric statistic. Statistic product and service solution (SPSS 20). The next sections go over each variable in detail.

Answering some research questions that have been listed in the first chapter, namely do the lower students use reading strategies the better they achieve reading comprehension. The result in this study indicated that the use of reading strategies had no significance for obtaining reading comprehension. Even though the finding demonstrated that students use of reading strategies did not indicate a great change after reading, such a result was not suprising, particulary because teachers has not been given much reading stretagies emphasis in IAIN Palangka Raya. Students' reseacher must combaine basic decoding remarks following a reading test may also give EFL educators with insight into the result that reading methods were unrelated to reading achievement in this context (Shang, 2010). Many students claim that employing prior information and vocabulary expertise to comprehend supplied reading passage was difficult for them. As a result, teachers must combaine basic decoding skills training with background knowledge increase during direct strategy instruction for students with serious reading problems.

Based on the findings, students reading strategies not really contributed to students reading comprehension that was similar to previous study by Shang (2010) who used parametric statistic in their study because tha data have normal or linear distribution, so she used person correlation to analyze the data.

The students reading strategies had not contributed to students reading comprehension, it was expressed by Shang (2010) through his writing that reading strategies has an important role in the ability to gain reading comprehension for students. Shang who used parametric statistic in his study because the data have normal or linearity distribution, so he was checked using paired t test. The result showed a moderate correlation between reading strategies and reading comprehension with the negative character. According to participants, reading strategies did not significantly affect the reading comprehension obtained by students when read some text. The result from the table inducted that reading strategies and reading comprehension no significant relationship. Coefisien correlation between reading strategies and reading comprehension there was no significant correlation. Shang's reasech on reading strategies and reading comprehension which said that there was no significant correlation. The participants 17 males and 36 females making their work more meaningful also employed paired t test statistic, the two variabels reading strategies and reading comprehension. Which result in the same result if reading strategies no reallysigmificant correlation for reading comprehension

Students should be taught to guess unknown English words based on suffixes, prefixes, or context clause by EFL teachers. It was also critical that the teacher prepares students for focused reading by forecasting content based on the title, subheadings, summary, layout, and other factors. Students can guess what the test's content will be and what they can expect after they have acquired an impession of the text's content (Shang, 2010).

Teachers should improve students' strategic awareness, allowing become more aware of strategy used when reading, in order to help them become strategic readers, (Ko, 2002). Teachers must assist EFL students in developing a repertoire of reading strategies and then provide a variety of reading resources for students to experiment with different reading techniques through explicit explanation and modeling. One of the most effective methods for conveying reading performances strategies is demostration (modeling) (Houtveen & Van de Grift, 2007). Making information plain in this way aids weal redears by clarifying what the should be doing and whatthey were doing incorrectly previously (Shang, 2010). Finally, critical that the teacher check what the students have learned and provides comment on how they have applied the skills. Students must be provided the chance and skils to discuss the text and useage of methods in small groups with their peers in order to assess individual students' reading comprehension and strategy use.

The similarity between this research and the previous study by Shang (2020) was that the results obtained have similarities, namely there was

significant correlation between reading strategies and reading comprehension. The similarity for analyze the data statistical procedure described statistic including means, and standard deviation. Comparison between this research with previous research were this research using analysis statistical pearson correlation with more detail data analysis namely the data effect size, and confidence interval. The number of participants also has differenve and the semester level in shang research in fisrt semester, Shang had number participants 53 (17 males and 36 female) in this research in 2th or 4 semester with 28 partisipants. The variables in Shang's research focus on reading stratgeies self efficacy and reading comprehension, and then in this research focused on reading strategies digital literacy and reading comprehension. As previously stated, reading is critical for individual and societal development in order to achieve success in life, because on of the conditions for success is access to information and knowledge. So, when someone possesses a lot of information, it means they a lot of knowledge a broader understanding. The previously acquired knowledge structure (schemata) are hierarchically organized from the most general information at the bottom-up approach to reading. Reading from the top down many reading therists now consider reading to be a participatory, collaborative process. Procesoriented activity in which a reader actively develops meaning from a book by creating context knowledge, particulary linguistic knowledge, combine with textual information. Emphasized that any reading process, whether in L1 or L2, should be seen as a top-down / bottom-up interplay between the

passage's graphic exhibit, several level of linguistic knowledge and procedures, and a number of cognitive processes. So, reading is the process of creating meaning and get the information by using textual or digital information.

In Shang's research using test with pre-test and post-test, even though Shang's research did not only focused to find correlations between variables but also knowing students' attitude and strategies used by students when reading. While this study focused on finding correlations between variables with the test only focusing on reading comprehension test. The aspects that influence the research also had differences, although not significantly.

Banner & Wang (2013) focused on reading strategies used by adults. There were a total of 11 participants: five deaf adults ranging from 27 to 36 years and 6 deaf students ranging from 16 to 20 years. It was found that both of the students and adult groups had highly skilled readers who demonstrated lower-level strategies, and only the highest skilled reader demonstrated both breadth and deep strategies. Mendieta et al. (2015) focused on fostering reading comprehension and reading strategies. There were a selected five public educational institutions in 2012 in different regions in Colombia with students whose English proficiency level was A1, participants were eleventh graders in which the preubas saber 11 was an additional reason motivating the design of the study. The results display that students gave positive changes in students' image as competent readers and English language users and an increase in their interest in reading in the L2 was equally evidence. Different result from previous study

with this study, Banner & wang, the subject in this study, banner and wang made ranging for the age but in this study the researcher not spesifically about the age. As they read and interact with the material, strategies readers actively generate meaning. They choose reading goals, techniques for achievinh these goals, and check techniques for achieving these goals, and check and correct their own comprehension as they read and assess the entire task. A strategies reader is also said to produce, analyse, and evaluate. For a selecetion of literature, broaden meaning before, during, and after reading. Meanings of new but key words, and do not seek to comprehend the material using existing knowledge. Poor readers, on the other hand, are more likely to begi reading without considering the process or the subject matter, to overlook or ignore the meanings of new but key terms, and to assimilate prior information when attemping to comprehend the text.

Effective readers utulize strategies to deepen their graps of the text and become more involved in the reading process while reading. Reading experts know when and how to apply various reading strategies. They also employ monitoring startegies to ensure that they comprehend what they are reading (Shang, 2010). Chechking for understanding and confirming are a few of these startegies speculations, quiries, and pauses. After reading, a well thought out comment is equally as vital as those given before and during the reading. The process of extracting meaning from texts does not end when you finish reading. Readers must summarie significant themes and analyse their reading in order to

gain a better grasp of the materials. This entails deep-level processing techniques that alter the text's literal meaning (Shang, 2010). Several of these identifying what is important, drawing inferences, forming conclusions, and reflecting on the situation are all startegies.

To answered the second research questions do the higher the students digital literacy, the better they have achieve in reading comprehension, this study indicated that digital literacy has significant correlation between digital literacy and reading strategies. The students digital literacy have contributed to students reading comprehension, it was expressed by Seghayer (2020) through his writing that digital literacy in the current era has an important role in the ability to gain reading comprehension fo students. Seghayer who used parametric statistic in his study because the data have normal or linearity distribution, so he was checked using sweakness and kurtosus statistic. The result of calculations using SPSS showed that there was no significant correlatiom between the two variables with the correlation coefficient had significant correlation between digital literacy and reading comprehension with negative relationship between variable. It means alternative hypothesis accepted. This showed that the level of special literacy skills in digital literacy did not have major effect on the acqustion of reading comprehension of students. Mean on this variabels are ($M = 52.46$) and ($M = 30.89$) searching for online information and inparticular extending and focusing their search using search operators commands, were subskillls within the online searching

competence that participants stated they could perfoman acceptable level. Evaluation of annotated search results, inferring which resulting links could be the most valuable , and using search engine results to get first impressions of the relevancy of websites they encountered were the subskills they identified as the most difficult. Constrasting information from various online sources was the one subskills that participants stated they could execute to some level for synthesizing digital sources. Summarizing key information in online reading contexts, on the ther hand, was the subskills they ranked as the most difficult.

As a previous study conveyed by Seghayer (2020) that online competence is assassed by subtanined each other's performance. The best finding was that EFL learners have low level of self perceived ability with three key L2 digital literacy were indeed consistent with their low performance in online actualization. The similarity in this study can be seen in the subject section on digital literacy in EFL learners, the instruments used have similarities in digital literacy.

Students digital literacy and reading comprehension had the coefisien correlation has significant correlation with negative characters. The factors that cause the lack of students in understanding foreign reading texts were the lack of vocabulary and also lack of confidence in a students. The previous study the result of the reaserch by Dashtestani & Hojatpanah (2020) showed a reciprocal development about digital literacy, this implied that the slight relationship found in cross sectional was due to the effect of digital literacy on reading

comprehension. They have good participant 364 junior high school and 20 teachers and three directors. In this research simililar result that digital literacy had significant correlation with reading comprehension with negative character. The result of this survey suggest that EFL students especially on reading has better ability to evaluate online information, the most over searching , the online search and source synthesis within the skill of critically evaluating online information. The subsskills to indentifie are opinion, verifying, evaluating, and comparing construction the information. Language acquisition in digital contexts is dependent on the development of specific L2 digital literacy and methods (Son et al, 2017). To speed up their English learning EFL students must learn to find, evaluate, and synthesize digital information. Similary, as digital literacy become increasingly important for reading acquisition, Muerant (2009) stated that digital literacy in English is key for EFL learners' progress.

Despite it is growing importance, the EFL sector gives insufficient attention to L2 digital literacy particulary in terms of the skills and methods required for searching, evaluating, and synthesizing online content; and for developing a through awareness of the challanges unique those languages. Digital literacy as well as appropriate methodology for enhaching EFL learners' repertoire of those abilities. Lack the research experience to assist the complete development of digital literacy or associated literacy practices required to enjoy the full benefiets (Sawatdeenarunat, 2014).

Guikema and William (2014) agreed, stating that digital literacy is lacking in present language learning and teaching techniques. As a result there is an alaraming lack of research on digital literacy including Web search skills and process, evaluation and implementation. All of these talents, as well as those related to digital information, are undervalued in the EFL context it is still early stages. Level digital literacy have three level there are level competence, digital usage, and digital transformation (Belshaw, 2011).

The third research question is do the lower students reading strategies and the higher students digital literacy the better they echieve their reading comprehension. The analysis showed that answer to this research question is "Yes" because the result is multh correlation among reading strategies digital literacy had a significant correlation and effect on reading comprehension because reading strategies and digital literacy had an influence on reading comprehension. In previous studies explained that the result have similarities with this study. The similarities between this research and the previous study are the research subjects and research variables. while the difference between this study and previous research, namely in the object and method of analyzing the data used have differences. if the previous research used or collected data based on face-to-face and used paired sample t test analysis and compared the analysis on each response specifically, while in this study the researcher focused on finding the correlation between variables and specific data analysis

using normality tests, linearity, confidence intervals , effect size and correlation.

Level of reading comprehension acoording Smith and Wayne (2004) are the primary direct literal meaning of a word, idea, or statement in contextis known level comprehension. Interpretation this is the process of identifying ideas and meanings that were not obvious. It is stated directly the written language. Critical reading entails evaluating and analysing what has been read. A critical examination of the author's ideas. According to Carnine (2004) the following are the levels of reading comprehension. The fundamental comprehension skill consists of literal comprehension that is receiving information expressed in a literal passage. Sequencing comprehension that is understanding monerous thing from a single source according to the order in which they occurred. Receipt of information given in a section this is known as summarization. At the intermediet level, comprehension skills included, inferential understanding that is determining the relationship between two or more items. Critical reading, which entails determaining the author's conclusion to figure out what evidence is offered and who the family argument.

The sample for this study would include students in their fourt semester who have only studied literal and inferential reading, the focus of this research will be on the degree of literal and inferential comprehension

Looking at the power statistic evidence there was no significant correlation between reading strategies and reading comprehension it is the first

answer research question and the second answer is yes, any signficant correlation between digital literacy and reading comprehensi on and last answer is there was significant correlation among reading strategies, digital literacy and reading comprehension. As also describe on the reserach method, there power analysis and sample size calculation has been performed before questionnaire was distributed. On the country, the observed there was significance had a big effect size. As a result, this effect size is adequate to investigate the influence of important, and the effect size would have been notable.

The advantage of this research one of the first attemps examining the three variables. So it can be used as a basis for doing other reseach especially about digital literacy. The study was also one that is to see the students reading strategies, digital literacy and reading comprehension during Covid-19 pandemic. In future research, it could done by using case study method to explore more about reading strategies and digital literacy, it is hoped that teachers can apply reading strategies to help students understand reading texts in foregin languages. Reading in text and digital is important to improve students information and gain students understanding and can evaluate the information obtained by students. Furthermore, it is critical to examine because it will server as the foundation for some of the items associated to online learning and will aid in providing insight into the debates. Finally, to back up some of the finding of previous Covid-19 research.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discussed about conclusion and suggestions.

A. Conclusion

Based on the results, the research found that in the first research question, there was no significant correlation between reading strategies and reading comprehension. In the second research question, the results obtained by research show that there was correlation between digital literacy and reading comprehension. Meanwhile, in the last research question, the correlation between the three variables obtained were no significant correlation between reading strategies and reading comprehension, digital literacy has a significant correlation with reading comprehension, while digital literacy and reading strategies are significantly correlated. using parametric test because the data is normally distributed and linear with confidence interval and effect size which play a role in determining the level of effect and confidence in this study. Finally, it was critical that the teacher double-check the students' understanding and provides feedback on their used of the strategies. Students should be provided the opportunity and skills to discuss the text and strategies with their classmates. Students in small groups in order to assess individual students' reading comprehension and vocabulary.

Digital literacy has an important role for the younger generation, it can be seen that there was significant correlation between digital literacy and reading comprehension which showed that technology is increasingly developing to obtain information digitally and fully understand digital literacy.

B. Suggestion

Based on the result researcher gave the suggestion as follow:

1. For students

    Suggestions for students are to further one skills in the use of technology and also to know strategies as readers in order to obtain complete and in-depth information.

2. For teachers

    Suggestion dor teachers are in order to introduce reading strategies to students and also improve students' digital literacy in order to obtain in-depth information.

3. For future researcher

    It is critical for future researchers to investigate another component of language learning, such as reading strategies or digital literacy by using qualitative methods, and this study can also serve as a model for future research.

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