



The effectiveness of website-based learning media on the reading comprehension skills of fifth-grade students in elementary schools

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ABSTRACT

Learning media has a crucial role in improving students' skills. Recently, learning media in the form of website-based learning media has been very popular with elementary school students. This quasi-experimental study aims to test the effectiveness of Website media in learning reading skills in grade V Elementary School. Randomly, class VA was assigned as an experimental class, taking reading lessons using Website media, and class VB, as a control class, participating in reading lessons using ordinary picture media. Data collection techniques use performance tests to assess six aspects of reading skills: accuracy in voicing, writing, pronunciation, reasonableness, intonation, fluency, voice clarity, and word understanding. The validity of the test items ranged from 0.65 to 0.70, with a reliability index of 0.704. The average value of reading skills from the experimental class students' pre-test results was 51.96, and 51.61 in the control class students. The pretest score obtained a t value of 0.887 at sig from the different test results. 0.380. It can be concluded that there is no difference in reading skills between the two groups before the treatment was carried out. After the learning was carried out, the average post-test scores of the experimental class students were 83.44 and 74.14 for the control class students. The results of hypothesis testing obtained a value of t 5,205 on sig. 0.000. It can be concluded that there is a very significant difference in reading skills between the experimental class and the control class. The study concluded that the website-based learning media was effective for improving the reading skills of fifth-grade elementary school students.



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1. Introduction

Reading is a very important activity for everyone. Nurjamal, et al stated, that reading is the key for someone to get information, so the more you read, the more information you get from the words read the word [1]. In learning at school, reading is used to get information from various sources. With good reading skills, students will be able to channel or transfer information from written to oral well. This reading activity can also increase students' oral language skills [2]. Therefore, reading is one of the main activities in learning. Reading is an activity to pick up meaning and understand the meaning contained in reading material in the form of writing, consisting of letters, as well as reading symbols [3]. Reading is a process carried out and used by readers to get the message the author wants to convey through the form of words or written language [4]. Reading is an effort someone makes to find and understand various information in writing and requires cognitive processing [5], [6]. Gumono and Sutrisno states that reading is the process of finding information or ideas from texts through the process

of understanding writing, then mixing and matching with existing knowledge into a new form of knowledge [7], [8]. Other factors that cause low reading ability, such as poor reading habits, lack of reading facilities, an unsupportive environment, and lack of parental involvement, contribute to low interest in reading. Proposed solutions include literacy activities, basic reading skills training using various media, and improving school literacy support facilities.

Reading skills are influenced by six factors: (1) Physiological factors include physical health, neurological considerations, gender, and fatigue. Physical deficiency (2) The intellectual level is individual thinking process skills to act according to goals, think rationally, and form effectively on the environment, but in general children's intellectuals do not fully influence the success or failure of children in reading, (3) Factors environment that can shape the personality, attitudes and language skills of children. The collection of books and love of reading stories usually spur children to enjoy reading so that experiences will emerge in children. (4) Socio-economic factors of parents and the environment are factors that shape the student's home environment. The higher the socio-economic status of students, the higher their verbal skills are. Children who live in a house that provides reading and many reading activities will have high reading skills (5). Psychological factors include motivation and interest in children's reading activities. Learning motivation is influenced by interest and student learning outcomes, and Interest is one of the factors that can affect student learning. (6) Reading material is the most important aspect in learning to read because it will please children if the presentation is accompanied by interesting pictures [9].

Factors of difficulty or low reading skills caused by the following things (1) Students are not familiar with letters, (2) Students do not understand the sentences they read, (3) Students are not fluent in reading, (4) Students make mistakes in pronouncing letters that sound similar, such as the sound of the letter b with p, (5) Students do not master punctuation [10]. Improving students' reading skills is a teacher's duty and obligation. In developing students' reading skills, teachers can provide interesting books, use media, and learning methods that follow student development [11]. The selection of the right media can help students develop their reading skills [12]. Improving students' reading skills is a teacher's duty and obligation. In developing students' reading skills, teachers can provide interesting books, use media, and learning methods that follow student development [13]. The selection of the right media can help students develop their reading skills [14]. The problem is how the implementation of reading skills development by teachers in schools is. How are students' reading skills? How is the selection of the learning method used? How is the choice of reading materials used? How is the selection of media used? How is the assessment model used? Many interesting questions need to be studied empirically so that the teacher's efforts to improve students' reading skills can be carried out properly.

This study aims to examine the effectiveness of one of the interesting learning media used in learning to read in grade V Elementary School to improve students' reading skills, namely website-based learning media. A website is a learning medium with an interest in every part, which has 3-dimensional elements to provide an interesting visualization for the reader. Website-based learning media can give an interesting impression and entertainment for students. The media website has an image of an illustration that appears when opened. The material presented in the form of attractive images gives the impression that it arises so that it attracts attention [15], [16]. Van Dyk stated that website based learning media has many advantages, namely (1) Widely used in explaining complex images such as health, school materials, and technology, website based learning media is one of the strategies for effective and interactive learning, and aims to create fun learning, (2) Visually depict, assist students in developing vision with pictures and writing to provide understanding, (3) Add new experiences [17]. According to Indrayani, the advantages include (1) Providing an interesting story starting from the presence of a dimensional display such as in the picture and when the website is opened, certain parts can be shifted, (2) Giving a surprise which will give an amazing impression when the reader opens the page of the Website, (3) The impression conveyed in a story is getting stronger, (4) An attractive display with three dimensions makes the story feel real with the addition of surprises in the story next page [18].

Several studies have proven that websites are effectively used as learning media from the research results of Ratnasari, Karlimah, and Elan. In his research entitled "The Effectiveness of Fractional Number Website based learning media on Increasing Students' Understanding of the

Basic Concepts of Fractions in Class III State Elementary School 2 Cibunigeulis, Bungursari District, Tasikmalaya City" information was obtained that increasing students' understanding of the basic concepts of fractions in classes using media Website are better than improving students' understanding in classes that do not use website's [19]. Another study conducted by Siti Nur Jannah, Primary Teacher Education, State University of Surabaya, entitled "The Effect of Website Media Usage on Writing Skills for Class IV Students of Babatan 1 Elementary School Surabaya". The results of the experiment concluded that the use of website-based learning media affected the Writing Skills of the fourth-grade elementary School Students [20]. Research related to reading problems was carried out by Sukmawati & Cahyani, Postgraduate School of the University of Indonesia Education, with the title "Effectiveness of the Concentrated Language Encounter (CLE) Model in Improving Reading Skills for Elementary School Students". From his research, information is obtained that there is a difference in improvement between students who get learning to read with the CLE model and those without using the CLE model [21]. However, the research that has been done is still focused on testing Website-based learning media on writing skills and basic fraction concepts. Another existing research study is on the use of flashcards to increase reading interest. Improvement of students' reading comprehension skills, based on test results in cycle I, the average score was 55.57, in cycle II, the average score was 76.74, and in cycle III, the average score was 78.70. This means that the application of card media to reading comprehension material is good and can improve the learning outcomes of Indonesian language students in Grade V of Elementary School 16, Pontianak City.

The difference in the research conducted lies in the focus of measuring students' reading abilities. This is important because Website-based learning media have an attraction on each page that makes students interested in reading in order to understand the content. In addition, Website-based learning media have images and colors that can increase students' reading interest. The main contribution of this study is to measure the effectiveness of Website learning media on elementary school students' reading skills. From the description above, it can be concluded that learning media is one of the important components in learning. Website media can make the reading learning process run in a pleasant atmosphere. The use of Website media will make students interested in reading. Indirectly, students develop reading skills, so they can read well. This study hypothesizes that there are differences in students' reading skills based on the learning media used. The main contribution of this study is (1) classifying the reading skills of fifth-grade elementary school students; (2) implementing website learning media in classroom learning; (3) Trial of applying website learning media in the control and experimental classes.

2. Method

The core part of the method is presented regarding research subjects, data collection techniques, research instruments used, and testing the validity and reliability of the instrument. In the final section, the statistical testing for the hypothesis was used. This type of research uses Quasi-Experiment by Creswell. A quasi-experiment is used to determine the effectiveness of using website-based learning media with two classes, namely the experimental class and the control class. According to [28], one group pretest-posttest design is also called a before-after design. The basis for using Quasi-Experiments is that they cannot fully control the research variables [14]. The research design uses a non-equivalent control group design, as shown in Equation 1.

$$\frac{O_1 \quad X \quad O_2}{O_3 \quad \quad O_4} \quad (1)$$

O1: Measurement of the experimental group's initial ability (pre-test).

O2: Measurement of the experimental group's final ability (post-test).

X: Giving treatment to the experimental class in the form of using a media website for learning

O3: Measurement of initial ability (pre-test) of the control group

O4: Measurement of final ability (post-t-test) control group

The subjects of this study were students of the VA and VB elementary schools in Banyumas Regency. Class A was used as the experimental class and class B as the control class, which was determined randomly. Data were collected by using observation and test techniques. Observation is used to make observations and records in the implementation of learning in the experimental and control classes. The test technique was used for pre-test and post-test. The test data of the test instrument were analyzed to test the validity and reliability. The Reading Skills Test developed is the Reading Practice Performance Test. Students' reading skills are assessed using six aspects. These aspects are writing, vocal skills, pronunciation fairness, intonation fairness, fluency, sound clarity, and understanding of the meaning of words. The six aspects are measured on a scale of 1 to 4. The meaning of the score is a gradation from very good (4), good (3), enough (2), and less (1). Data from the Reading Skills Test results were analyzed with the help of a computer program, namely IMB SPSS Statistics version 21. The results of the instrument item validity test are presented in Table 1.

Table 1. Instrument validity test results

No Item	r-Grain	Sig.(2-tailed)	Test	Conclusion
Item 1	0.682	0.000	Sig.>0.05	Valid
Item 2	0.675	0.000	Sig.>0.05	Valid
Item 3	0.570	0.000	Sig.>0.05	Valid
Item 4	0.633	0.000	Sig.>0.05	Valid
Item 5	0.700	0.000	Sig.>0.05	Valid
Item 6	0.563	0.000	Sig.>0.05	Valid
Item 7	0.575	0.000	Sig.>0.05	Valid
Item 8	0.583	0.000	Sig.>0.05	Valid
Item 9	0.576	0.000	Sig.>0.05	Valid
Item 10	0.586	0.000	Sig.>0.05	Valid

The results of testing the reliability of the reading ability assessment instrument are presented in Table 2.

Table 2. Output Reliability

Cronbach's Alpha	N of Item
0.74	10

The results of testing the reliability of the reading ability assessment instrument are presented in Table 2. The results of the output in the table above show a Cronbach's Alpha of 10 items 0.704. The output value of Cronbach's alpha is in the interval 0.7 to 0.9, at a good level of internal consistency [22]. The supporting instruments in this study were the Syllabus and Learning Implementation Plans (RPP), including the syllabus and lesson plans for the experimental and control classes. The syllabus and lesson plan for the experimental class used the Website media, while the technical control class used traditional book media. A difference test was conducted to prove that there was no significant difference between the experimental group and the control group students' reading ability before being given treatment. Meanwhile, the post-test score difference test was used to test the effectiveness of the media.

3. Results and Discussion

The study results show that website-based learning media effectively improves the reading skills of fifth-grade elementary school students. The research data was obtained by using a performance test on six aspects of reading skills. The results of testing the validity of the item test instruments show that the six test items are valid and reliable. The reading skill tendency test results before being given treatment in control and experimental classes showed no significant difference (homogeneous). After the treatment, the average value of the reading skill post-test results between the experimental class and the control class showed a very significant difference. The average of the experimental class with the treatment given website-based learning media was higher than that of the control class. The implementation of learning in both classes was observed, and the results were carried out in very good categories. The pre-test was conducted in two classes: VA and VB. Learning reading skills using website-based learning media was carried out in class VA, and learning reading skills using website media was usually carried out in class VB. Then followed by a post-test. After learning reading skills was completed in both classes, the post-test and a description of learning implementation observation data

were carried out. Efforts to ensure the learning process can occur according to the plan are carried out by observing the implementation of learning. Observations were carried out in control and experimental classes. The results of observing the implementation of learning are presented in [Table 3](#).

Table 3. Results of Observation of the Implementation of Experimental and Control Classroom Learning

Class	Presentation of Learning Implementation	
	Percentage	Category
Experiment	92.85%	Very good
Control	92.85%	Very good

Judging from the table data, it can be said that the implementation of the experimental and control class learning is included in the very good category. Based on [Table 4](#), it shows that the average student learning outcome value of the initial test for the experimental class and the control class, it can be stated that the two classes are equivalent.

Table 4. Results of Average Pretest Score

Class	Average Pretest
	Score
Experiment	51.96
Control	51.61

[Table 5](#) shows that the average posttest student learning outcome score for the experimental class was 83.44, and the control class was 74.14, so it can be stated that the average class taught using website media is better than the class taught using conventional learning.

Table 5. Results of Average Pretest Score

Class	Average Prost-test
	Score
Experiment	83.44
Control	74.14

- Description of Pre-test Data: The results of the experimental class pre-test showed that the average value of reading skills was 51.96 with a standard deviation of 10.967. The lowest score is 34 with a frequency of 4 students. The highest score obtained is 71, with a frequency of 3 students. Meanwhile, the control class pre-test results showed that the average reading skill value was 51.61 with a standard deviation of 9.953. The lowest score is 40 with a frequency of 1 student. The highest score obtained is 71, with a frequency of 1 student. The description of the pre-test data is presented in [Table 4](#).
- Test of Experimental Group and Control Group: In this experimental research design, the equivalence test is one of the control/control steps so that the results of experimentation are not affected by the initial ability. The analytical technique used is the sample independent t-test. The requirements in the t-test have been tested, and the results are as follows.
- Normality Test: The following is a summary of the results of the pre-test normality test in the experimental class and control classes. [Table 6](#) shows the initial ability of the experimental class reading skills with a value of sig. 0.200 is greater than 0.05. While the results of the control class pre-test had a value of sig. 0.200 is greater than 0.05. So, the experimental and control classes' pre-test scores are normally distributed.
- Homogeneity Test: The following is a summary of the results of the homogeneity pre-test in the experimental and control classes. [Table 6](#) shows the homogeneity test results obtained from Levene's Statistical value with sig. 0.506 is greater than 0.05. Thus, it can be concluded that the two classes are homogeneous. These conditions meet the inferential statistical assumption test, so the Quasi-Experimental process can continue in the experimental and control classes.
- Test the Equation of Two Pre-test Means: The following is a summary of the results of the two pre-test averages in the experimental and control classes. Based on [Table 6](#), it can be seen that the t-value is 0.887 on sig. 0.380 so that H₀ is accepted, and H₁ is rejected. Thus, it can be concluded that there is no difference between the experimental class and the

control class in terms of the pre-test of reading skills. In other words, the two groups are equal.

Table 6. Result of Experimental and Control Class

Testing	Test Type	Sig	Finding	Conclusion
Normality Pretest	Kolmogorov Smirnov	Experiment = 0.200 Control = 0.200	Ho accepted	Normal data
Normality Posttest	Kolmogorov Smirnov	Experiment = 0.200 Control = 0.200	Ho accepted	Normal data
Homogeneity	Lavene's Test	Pretest = 0.506 Posttest = 0.085	Ho accepted	Homogeneous data
Equilibrium	Independent Sample T-test	Pretest = 0.126	Ho accepted	No difference
Divergence	Independent Sample T-test	Tcount = 5.205	Ho rejected	Difference

- **Description of Post-test Data:** The post-test results of the experimental class showed that the average value of reading skills was 83.44 with a standard deviation of 7.832. The lowest score is 66 with a frequency of 1 student. The highest score obtained was 94, with a frequency of 1 student. Meanwhile, the control class post-test results showed that the average reading skill value was 74.14 with a standard of 5.804. The lowest score is 60 with a frequency of 1 student. The highest score obtained was 86, with a frequency of 3 students. It was found that in the experimental class for the good and very good categories, it was 88%. A significant increase (up to 60%) was observed in students' reading skills during the pretest. The categories are quite good and not good, only 12%, meanwhile, in the control class for the good category, 33.5%. Up 21% compared to students' reading skills during the pretest. When the post-test category is very good, the control class is still 0%. The categories are quite good and not good at 66.6%. This fact shows that classes whose learning uses websites improve students' reading skills.
- **Website-Based Learning Media Effectiveness:** To test the difference in reading ability based on the media used, the independent sample t-test was carried out. The requirements in the t-test have been tested, and the results are as follows: (1) Normality Test: The following is a summary of the results of the post-test score normality test in the experimental and control classes. It can be seen that the final ability of the experimental class reading skills has a value of sig. 0.200 is greater than 0.05, so H_0 is accepted, which means the experimental class is normally distributed. Meanwhile, the post-test control class results had a value of sig. 0.200 is greater than 0.05, then H_0 is accepted, so that the control class is normally distributed. So, it can be concluded that the population of post-test scores for the experimental and control classes is normally distributed; (2) Hypothesis Testing: The proposed hypothesis is as follows. H_0 : There is no difference in students' reading skills based on the learning media used. H_1 , there are differences in students' reading skills based on the media learning used. The following are the results of the two post-test averages in the experimental and control classes. Based on the Table 6, it can be seen that the value of t is obtained at 5,205 in sig. 0.000, so H_0 is rejected. Thus, it can be concluded that there is a very significant difference in reading skills between the experimental class and the control class. A Website was effectively applied to improve reading skills in learning to read in the experimental class compared to the usual storybook media, which was applied in the control class. This can be seen from the post-test average value of reading skills for class VA as the experimental class, which is 42.31, which is higher than class VB as the control class, which is 35.06. After carrying out a series of studies in the experimental and control classes, then doing data collection, both the pretest and posttest obtained the final conclusion that website-based learning media is effective for improving students' reading skills. This effectiveness is achieved by the media used. The observation of the implementation of learning guarantees this. The discussion section discusses the reading skills learning process, the level of reading skills of grade V elementary school students, and the effectiveness of website-based learning media.

These three parts are part of the main research findings, including the learning process, finding the students' reading ability level, and testing the Website learning media. Furthermore, each section refers to related research to confirm the findings of this study.

3.1. Reading Skills Learning Process

Learning is carried out in three main stages, expressed by [23]: apperception, core, and reflection. The teacher opens the lesson with greetings and invites students to pray to start the lesson. The teacher checks student attendance, news, and supporting objects such as modules, media, and worksheets. The teacher recalls the previous lesson. The teacher invites students to mention what will be studied. The teacher conveys the learning objectives, indicators, and competencies to be achieved in learning. The teacher delivers the material clearly, logically, and systematically. Each student has the opportunity to ask questions about the material that has been explained. Teachers use adequate learning resources. To determine the level of students' reading skills, the teacher asked students to read individually, so that each student had the opportunity to demonstrate their reading skills. At the end of the lesson, the teacher, together with the students, concludes the learning materials that have been completed, identifies the benefits of the material studied, and identifies the positive values obtained from the learning materials. The teacher also conveys the next lesson plan. The thing that was missed by the teacher in learning in both classes, both the experimental class and the control class, was to explain the minimum competencies that students had to achieve.

The activity of reading storybooks in learning is used to determine the level of students' reading skills. According to [24], regarding the assessment of reading learning, aspects of assessing reading skills in this study include writing voice skills, pronunciation reasonableness, intonation fairness, fluency, voice clarity, and understanding the meaning of words. The first aspect that is observed is the accuracy of voicing deaf. Regarding this aspect, the students saw that they were very precise, quite precise, less precise, or inappropriate in reading words and sentences. The second aspect that is observed is the reasonableness of pronunciation. Regarding this aspect, it can be seen that students' pronunciation when reading words and sentences is very clear/loud, quite clear, not clear/vague, or not clear/inaudible. The third aspect that is observed is intonation. Regarding this aspect, it can be seen that students' intonation when reading words and sentences is very clear/loud, quite clear, unclear/vague, or not clear/inaudible. The fourth aspect that is observed is fluency. Regarding this aspect, it was seen that students were very fluent, quite fluent, not fluent, or not fluent in reading words and sentences. The fifth aspect that is observed is the clarity of the voice. Regarding this aspect, it was seen that students read words and sentences very clearly/aloud, quite clearly, not clearly/vaguely, or not clearly/inaudibly. The sixth aspect that is observed is word understanding. Regarding this aspect, students saw that they were very precise, quite precise, less precise, or inappropriate in understanding the words and sentences they read.

3.2. Level of Reading Skills of Grade V Elementary School Students

From the results of the study, it was concluded that the reading skills of fifth-grade elementary school students, on average, were sufficient. The problem of reading skills is at the level of practical teaching in the classroom. Therefore, to overcome the problem of students' low reading skills, the most appropriate approach is to provide guidance on teaching reading in schools. As a teaching manager, in addition to having to understand the reading theory, the teacher must be able to teach reading in an interesting, stimulating, and varied way. In short, various efforts of teachers to achieve improvement in students' reading skills must be developed. From the results of this study, it has been proven that the use of appropriate reading learning media can improve the reading skills of fifth-grade elementary school students. This finding reinforces the research results from [25], [26], that using media in the learning process can improve students' reading skills. From the results of the pretest reading skills in the experimental class, it was obtained that the average reading skills of students were in the sufficient category. The post-test results showed that as many as 88% of students had reading skills in the good and very good categories. The average pre-test score of 63.96 increased significantly in the post-test score to 81.6. The Media Website has proven to be effectively used as a medium for learning to read to improve the reading skills of grade V students. The Media Website is appropriate to be used as a medium for learning to read in lower grades.

3.3. Website-Based Learning Media Effectiveness

The analysis results have proven differences in reading skills between the experimental class and the control class on the post-test of reading skills. The experimental class students' reading skills were better than the control class students' reading skills. This means that the use of the website is effective for improving reading skills in fifth-grade elementary school students. To gain confidence that the increase in reading skills is really a result of the use of website based learning media in this experiment, control or control measures were carried out on a number of things or variables, namely (1) Carrying out experiments at the same school location, so that the independent variables were environment can be controlled; (2) Carry out experiments on the same teacher, so that the independent variables in the form of subjectivity in the form of individual differences of the treatment giver can be controlled; (3) Provide a reading ability test before the treatment is given, so that the experimental results are not affected by initial ability; (4) Use the same reading material on reading learning class using website based learning media and reading class using ordinary storybook media so that the experimental results are not contaminated by treatment material factors; (5) Providing treatment with a time span that is not too long but only 3 times so that the experimental results not contaminated by the maturity factor; (6) The research subject area does not inform us that they are being researched subjects/objects, so that research subjects do not act unnaturally.

The results of this study support the theory that several experts have conveyed that learning media is a component that has a very important function in learning activities [7]. Suprihatiningsum said that learning media has six main functions, namely (1) the function of attention, which is something that can attract students' attention by displaying something interesting from the media, so that it can attract students' attention, (2) the function of motivation, which is to raise awareness to students to more active or diligent in learning, (3) Affective function, fostering student awareness to be better in attitude and able to control emotions in learning activities, (4) Compensatory function, helping weak students in attracting and understanding lessons presented in text or images, making it easier for students to understand learning, (5) Psychomotor function, helping students to carry out motoric activities well, not only cognitively students who are running or developing but all can develop well, (6) Evaluation function, able to assess students' abilities in learning. Understand learning through these media so that using media can help teachers conduct the assessment process [13]. With a slightly different formulation, [19] suggests that learning media has many functions including (1) Attention, which functions to attract and direct students' attention to concentrate on learning, and (2) Affective, which serves to provide students comfort in learning by evoking students' emotions, such as information. Related to social problems or related to student enjoyment, (3) Cognitive, which functions to facilitate student achievement in understanding and remembering the messages contained in learning, (4) Compensatory, namely media that function for students to easily understand and get special information for students who are slow or weak in understanding the material presented through the text. If the teacher uses the media optimally, students can certainly absorb the message conveyed through the media [26]–[28].

Choosing the media must be according to the needs and level of thinking so that students can properly capture the meaning of the media. Salam said reading material is the most important aspect of learning to read because it will please children if interesting pictures accompany the presentation [29]. Website-based learning media can make the learning and teaching process run in a happy atmosphere, and website-based learning media can indirectly attract students' attention to reading. So that reading skills can improve. The use of Website media will make students interested in reading. Indirectly, students develop reading skills, so they can read well. The results of this study also support the results of previous studies, both those conducted by [25], who have proven that the use of website based learning media is effective in increasing students' understanding of the basic concepts of fractions in Mathematics learning in grade III SD is effective for improving descriptive writing skills in grade IV [20], [22]. The results of the research on improving reading skills are also the same as the results of research conducted by [25], in that the use of any media the teacher must be able to optimize the use of any media so that the media can support learning so that students can understand the learning delivered

optimally. Thus, from the results of this study, which are also supported by the results of other previous studies, it can be concluded that the use of website-based learning media can make the learning process run in a happy atmosphere. The use of interesting media will make students interested in reading. Indirectly, students develop reading skills, so they can read well.

4. Conclusion

Based on the results of the research and discussion in the previous chapter, it can be concluded that the use of Website media is effective in improving reading skills in learning for fifth-grade elementary school students. This is proven by the results of hypothesis testing using an independent sample test on students' reading skills. The value of t is obtained at 5,205 in sig. 0.000, so H_0 is rejected. Thus, it can be concluded that there is a very significant difference in reading skills between the experimental class and the control class. The website was effectively applied. It was found that in the experimental class for the good and very good categories, it was 88%. A significant increase (up to 60%) was observed in students' reading skills during the pretest. The categories are quite good and not good, only 12%, meanwhile, in the control class for the good category, 33.5%. Up 21% compared to students' reading skills during the pretest. This means that Website-based learning media influences the reading skills of the experimental class compared to the ordinary book media applied to the control class. Elementary education practitioners can use this finding to implement learning media in the classroom. In addition, educational policymakers can take regulations, especially the implementation of learning media in schools.

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