BENEFITS OF USING CYBER FICTION FOR STUDENT READING SKILLS

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ABSTRACT

Language is the medium people use to express their thoughts and needs to others. In addition to their native or national language, some people use English as a second language in certain situations. Education is not far from reading. Reading is very important for obtaining knowledge and information from various sources such as books and the Internet. Language, education will always be related to the internet. Technological advances that have given rise to many social media, online games, etc. require teachers to keep up with these advances and make the most of this technology in the world of education. Especially in Indonesia, many young people are not very interested in reading. In this study, researchers used quantitative studies. A preliminary experimental study was conducted to prove that teachers can use cyber-fiction to improve or influence student's reading comprehension. In this study, researchers will conduct a pre-test, an experiment, and a post-test. The Calculations use the SPSS for Windows t-test. The effect of cyber fiction on improving students' reading comprehension was tested using a t-test, with the aim of separately testing for significant effects of the dependent variable on the independent variable. Results of a Test Using SPSS to Predict Student Reading Improvements Through the Use of Cyber Fiction. It can be concluded that cyber fiction conducted in Class XI IPA 4 of SMAN 1 PATOKBEUSI has a positive and significant impact on student's reading comprehension.

Keyword: Cyber Fiction, Student Reading Skill, Language

INTRODUCTION

Language is the medium people use to express their thoughts and needs to others. Some people use English as a second language in addition to their native or national language in certain situations. English is an international language and is used in many other countries for various activities. Globalization in the last decades has made people around the world more and more dependent on English. According to Lurda of Tan Luc (2022), The global spread of English has changed its status from a homogenous standard language spoken by a few large nations to an international or lingua franca spoken by a large number of speakers around the world. I said it has changed. Based on Tauchid (2022) English is used all over the world as L1 (first language), L2 (second language) and L3 (foreign language). However, about 75% of them are non-native speakers of English. As a result, many

non-native speakers today communicate in multilingual and multicultural environments. This shows that today's non-native English speakers have a great influence on the English language, even if they don't speak it very well.

English is very useful in many ways. In Indonesia, it is incorporated into the curriculum and subjects. Learning English is the key to everything in this world. Education is the ability to achieve whatever you want in life. Therefore, logically, without education it is very difficult to achieve everything that a person dreams of. Education is a top priority for giving people a better and more dignified future. Education has a great impact on future development. It can affect not only ourselves, but also the Indonesian nation and even the individual nations of the Republic of Indonesia. Education includes formal and non-formal education. Examples of formal education include elementary school, middle school, secondary school, and university. informal education, that is. H. Education Through Lectures, Courses, etc. No matter what you think about education, as long as you take it seriously, it can have a huge impact on your future and that of others.

Education is not far from reading. Reading is very important for obtaining knowledge and information from various sources such as books and the Internet. Reading is a physical and mental activity that requires a positive and critical interpretation of written symbols. English has four skills. I can read, write, listen and speak. Reading is another English skill that should be mastered alongside speaking. Reading comprehension is the ability to read written English correctly and accurately. Reading is the most basic act for understanding given information. Nunan of Izquierdo Castillo & Jiménez Bonilla (2014) states that reading is an interactive process in which linguistic knowledge (phonetic, symbolic correspondences, grammatical knowledge) and practical (content) knowledge are used.

Based on (Marmoah & Jenny Indrastoeti Siti Poerwanti, 2022) Since 2015, the Ministry of Education has paid due attention to his two international studies. Progress in International Reading Studies (PIRLS) and International Student Assessment Program (PISA) This is because Indonesia performed poorly in both surveys. In 2011, PRILS reported that fourth grade reading was ranked 45th out of 48 countries surveyed OECD, 2016. Therefore, the problem facing Indonesia is the

low literacy rate of students. Another problem is that accelerating technological progress has led to the emergence of a plethora of social media and online games that distract students from reading. As a teacher, you need to make the most of technology and the internet. Educators are expected to maximize the presence of technology by updating teaching methods and prioritizing reading activities. This technological advancement can also have very positive effects if used correctly. Therefore, it is often necessary to connect the first subject of English to the Internet so that students can study in English more often without even knowing it.

According to Catherine, Rahman (2017), cyberliterature is also closely related to digital art, computer games, and other forms of networked and programmable media. Rustad (2013) Digital fiction is "written on a computer screen that tracks linguistic, discursive, or conceptual complexity through a digital medium and removes aesthetic and semiotic features when removed from that medium. It is defined as "fiction that has lost part". The use of cyberliterature in reading helps students develop curiosity about the meaning and meaning of words in the language, especially English. Cyber literature enables students to feel alive in the classroom and enables teachers to contribute content. Moreover, the younger generation is very technologically advanced and teachers need to optimize their teaching methods.

Aktas & Yurt (2017) conducted a similar study titled 'Effects of Digital Stories on College Student Academic Performance, Motivation and Retention'. The results of the study showed that digital stories had a positive effect on school performance, motivation and retention in the experimental group. We also found that students in the experimental group expressed positive opinions about using digital stories. The study found that digital storytelling also has a positive impact on sustainable learning. There is consistent evidence in the literature that digital storytelling practices not only increase motivation and academic success, but also contribute to sustainable learning.

Another study by Permatasari, Hendracipta, and Pamungkas (2019), "Benefits of Wattpad for Intensive Reading and Students' English Proficiency". According to Student's Perceptions, the results show that the Wattpad platform produces positive perceptions of extensive reading among students. A student's cognition can be categorized into her three components: Cognitive, emotional,

imaginative. Reading on the Wattpad platform is a fun and interesting activity as it offers a variety of reading material in different genres that you can choose based on your personal interests. Researchers also found that high school students preferred fiction to non-fiction. Researchers and students also agree that activities on the platform help improve general English skills. Students also agree that extensive reading with Wattpad improves their writing, vocabulary, speaking and listening skills. Based on the above description, researchers are interested in studying the benefits of cyber-her fiction in reading. This research focuses on the benefits of cyber fiction for student reading comprehension.

THEORITICAL FRAMEWORK

In the digital age, people live in a cyberspace that has become part of modern society. The information they receive comes from the World Wide Web. Here users can read, write, and access information on any internet-connected device. In cyberspace, cyberliterature is a kind of cyberspace. Due to time constraints, everything in this world is always connected to the internet, from grocery shopping to transportation to education. Based on Pianzola (2020) "In the 21st century, we have to deal with the digital social reading phenomenon." There are two reasons for this. Second, user comments in the margin can be a valuable resource for empirically studying reader responses. Based on the 2017 Merriam-Webster and Oxford Dictionary in Azmi (2019) The term "cyber" is often used as a technical term to refer to computers, networks and related things in general. It is described as the Internet and its virtual environment.

According to Rahman (2017) The birth of cyberliterature, the literary use of cybernetics, is a visible result of advances in information technology. Cyberliterature is also closely related to digital art, computer games, and other forms of networked and programmable media. It is also closely related to the strong commercial interests of software companies, computer manufacturers and other providers of networked and programmable media connectivity devices.

Mr. Schultz wrote "Nanda & Susanto" The existence of cyberliterature opens up possibilities for new literary works such as fanfiction. Computers serve not only as a means of transmitting fanfiction text, but also as a means of production

(Nanda & Susanto, 2020). "Cyber" is a new literary genre created and presented using computers. Digital fiction is defined as "fiction written and read on a computer screen that seeks linguistic, discursive, or conceptual complexity through a digital medium that, when removed from that medium, is aesthetically and semiotically It is defined as "fiction that becomes" and loses some of its basic functionality. Fiction represents stories that are carefully crafted, written, and retold by authors whose works are intended for public use (Loss & Marra, 2017). These usually contain episodes depicting the relationship between people and their goals. These episodes often contain a series of events or conflicts that escalate and resolve to a climax.

Several popular websites developed to allow authors to self-publish their novels, such as The Archive of Our Own and FanFiction.net, are now called Clark (2018). Another platform, Wattpad, claims its membership surpasses her 40 million and aspiring authors publish articles for reading by a "growing global audience." The existence of cyber literature is a breath of fresh air for writers. This is because their presence erases the pessimism and despair the author feels. Especially for beginners whose names have not been confirmed in published literature. In fact, cyber literature is better than print literature.

As Rahman said cyberliterature is easily and quickly accessible to a wide audience, and its presence on the Internet enables literary scholars to provide answers to the development of literary works, both in form and in ideas (F. Rahman, 2017). you can get a chance. This is where the dialogue between reader and author takes place. In addition, there is a prejudice that literature on the Internet is considered inferior and voluntarily folded. It is often viewed as a messy literary publication. To improve your reading comprehension, you need to correctly classify the materials you read and their types. In particular, the existence of cyber literature has made it easily accessible, whether free or paid.

With such advantages, cyber literature can be used as a teaching material for teachers. This is a very good thing, given the increasing complexity due to technological advances. Cyber literature has the potential to become a new and more sophisticated medium. If teachers could make the most of cyberliterature, it would be of great help to the world of education. As long as there is no plagiarism, cyberliterature can compete in the creation of literary works. Additionally,

cyberliterature can be a medium for hobby writing and reading. Cyberliterature will be a very good medium for maximizing human life potential.

According to Hammer, Pustika (2010) Learners develop different receptive skills by reading stories and newspapers. Reading is therefore one of his receptive abilities. When reading a book, people take in information through their eyes. Reading is a basic skill that everyone must acquire if they want to learn a language. He cannot learn a language without reading books. Digital literature is a literary work in the contemporary media environment (Handayani et al., 2020). Using digital literature to teach narrative reading is considered useful. Narrative writing tends to use longer sentences that students can understand. Malzona and Iksan Porter defines narrative as "a description of an event or series of events". An event consisting of a story, a narrative discourse (Marzona & Ikhsan, 2019). "History is an event or series of events (conspiracy), and narrative discourse is the events expressed." Narrative refers to fantasy novels, historical novels, and short stories. However, students often find this boring and difficult to understand. As a result, the students were not interested in reading and understanding the text of the story. On the other hand, reading is essential for obtaining information. To address this issue, students can use reading materials such as fiction and non-fiction according to their interests.

A learner's interest and motivation are very important to the development of reading comprehension (Shirley, 2020). When readers find what they are reading monotonous, it becomes very difficult to focus on comprehension. This can lead to poor reading comprehension. If what you read is interesting, you can easily understand it and remember it clearly. EFL teachers should engage learners by providing engaging reading material during class. Mr. Hammer's account could be backed up by articles and newspapers. Stories can be used as reading material. Stories available to teachers are narrative texts tailored to student interests. Different types of narrative texts such as fantasy stories (fairy tales), mysteries (secrets), scary stories (horror stories), science fiction (science fiction), romances (romance novels). Narrative fiction contains stories with interesting conflicts and is a highly enjoyable educational resource for students. Classification of reading material is therefore very important, especially in cyberliterature and cyberfiction.

METHOD

In this study, researchers used quantitative studies. A preliminary experimental study was conducted to prove that teachers can use cyber-fiction to improve or influence student's reading comprehension. Rahman (2016) define quantitative research as "a research strategy that emphasizes quantification". Payne explains that quantitative research focuses on aspects of social behavior that can be quantified and structured, as well as capturing and interpreting the meaning that people give to their behavior.

Quantitative methods involve the process of collecting, analyzing, interpreting and explaining results (Creswell & Creswell, 2017). In both research and experimental studies, there are specific ways to identify samples and populations, identify the nature of designs, collect and analyze data, present results, develop interpretations, and conduct research. A method consistent with research or experimentation. The researchers used a quantitative approach in this study and used a pre-experimental design in one class. Cyber fiction was used in this study to give impact student's reading comprehension. In this study, researchers will conduct a pre-test, an experiment, and a post-test. The Calculations use the SPSS for Windows t-test.

According to Thompson, a variable refers to a characteristic or attribute of an individual or organization that can be measured or observed, depending on the individual or organization under study (Creswell, 2009). This difference means that results in a given situation fall into at least two mutually exclusive categories. This study had his two variables, an independent variable (X) and a dependent variable (Y). The independent variable (X) is student reading comprehension and the variable (Y) is cyber fiction. In this study, the author applies cyberfiction to teach her 11th grade students at her SMAN 1 Patokbeusi in Subang, Java Barat.

RESULT AND DISCUSSION

Researchers conducted a study using cyber fiction to improve students' reading comprehension. The Table 1 is data presented below are collected from the student's pre- and post-test results of her XI IPA 4.

Table 1.

Student's Reading Pre- test and Post- test Score

No.	Student Name	Test	
		Pre- test	Post- test
1.	H	75	80
2.	D	70	80
3.	N	80	85
4.	S. A	55	75
5.	R	75	80
6.	M	80	85
7.	W	75	85
8.	P	70	75
9.	K	65	85
10.	Nu	65	75
11.	S	70	85
12.	Di	70	80
13.	T	60	90
14.	Mi	65	90
15.	Al	70	80
16.	Am	70	75
17.	Na	65	80
18.	Re	70	80
19.	Fi	45	65
20.	Yu	70	80
21.	Sal	70	85
22.	Ay	70	85
23.	Ke	75	85
24.	Ren	70	90
25.	Di	70	75
26.	Ted	70	75
27.	Ag	65	80
28.	Ary	70	75
29.	Yas	85	90
30.	Els	70	90
31.	Raht	65	80
32.	I	70	80
33.	Dew	35	65
34.	Lie	25	60
35.	Alw	65	80
	Total	2340	2805
	Mean	66,85	80,14

Based on the pre-test results table, the total pre-test score was 2340 and the average pre-test score was 66.85. The total post-test score was 2805, with a post-test average of 80.14. This table shows that students' reading literacy is improving. It's a great improvement and happy with it. Based on the pre- test scores above, Table 2. present about criteria the scores can be categorized.

Table 2.
Reading Pre- test Criteria

Criteria	Score
Excellent	5 (85 - 100)
Good	4 (75 - 84)
Average	3 (65 – 74)
Fair	2 (45 – 64)
Poor	1 (0 - 44)

Based on the Class XI IPA 4 pre-test results, the results are divided into five categories. The categories are poor, fair, average, good, and excellent. This facilitates evaluation and determines research results. These categories belong to several types and also contain scores (numerical) considered and validated using the answer key. Table 3 present criteria researchers categorized student's pretest scores.

Table 3.

Percentage of Student's Pre- test Score Criteria

Criteria	Total number of students	Percentage
Excellent	1	3%
Good	6	17%
Average	23	66%
Fair	3	8%
Poor	2	6%

According to the table, out of a total of 35 students, there were 3% students were excellent by 1 student, 17% students were good by 6 students, 66% students were average by 23, 8% were fair by 3 students, 6% were poor by 2 students. Researchers used the criteria in the following Table 4. to classify the students' results post- test.

Table 4.

Percentage of Student's Post- test Score Criteria

Criteria	Total number of students	Percentage
Excellent	13	37%
Good	19	54%
Average	2	6%
Fair	1	3%
Poor	0	0%

In the Table 4, 37% of 13 students are excellent, 54% of 19 students are good, 6% of 2 students are average, and 3% of 1 students, no one of students were fair 0 % of students were poor. After the statistical test was carried out between the pretest and posttest, the results of the t-test were obtained based on the Table 5.

Table 5.

Result of the t-test

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	50.185	4.979		10.080	.000
	Reading's skills	.448	.073	.728	6.104	.000

a. Dependent Variable: Cyber- fiction

The t-test in regression aims to determine the partial (alone) effect of the independent variable on the dependent variable. Reading the t-test results in SPSS Regression is the same as for the F-test. You can use sig and alpha research or t count and t table comparisons.

The effect of cyberfiction on student reading improvement was tested using a t-test, with the aim of separately testing for significant effects of the dependent variable on the independent variable. Results of a test using SPSS to predict student reading improvement through the use of cyberfiction. The reading comprehension score (b/regression coefficient) is known to be 0.448 while the constant score (a) is 50.185. The regression equation can be transformed as follows: a) Constant 50.185 means that the cyber fiction variable has a consistent value of 50.185. b) Regression Coefficient The regression coefficient is positive, so the direction of the influence of the variable x on y is positive.

Based on the significance value of the coefficient table, a significance value of 0.000 < 0.05 is obtained. From this, it can conclude that the variable x is affected by the variable y. Based on the t-value (t-test) 6.104 > t in table 2.034, we can conclude that the variable reading ability is affected by the variable cyber fiction.

In addition, the total score of the pre-test was 2340 and the total score of the post-test was 2805, and there was a large difference between the total score of the pre-test and the post-test. Simply put, reading comprehension of students improved after cyber- fiction treatment compared to before treatment. His overall average score also increased significantly from 66.85 (pre- test) to 80.14 (post- test). The score increase

was 13.29. In spite of everything, cyber fiction contributed significantly to improving the reading skills of the students in the 11th IPA- 4 class of SMAN 1 PATOKBEUSI.

CONCLUSION

It can be concluded that cyber fiction conducted in Class XI IPA 4 of SMAN 1 PATOKBEUSI has a positive and significant impact on student's reading comprehension. Fundamentally, it has been pointed out that the use of cyber- fiction affects student's reading comprehension, which is reflected in their improvement pre-test and post- test. As evidence of this, the average score of the students on the pretest was 66.85 after treatment the post-tests showed a rise to 80.14.

The results showed that the use of cyber- fiction in teaching and learning activities (treatment) has significant positive effects. This means that the more teachers use cyber fiction in their teaching and learning activities, the better their students' reading comprehension will be. This is evidenced in the results of the T test which shows that Tcount 6.104 > T table 2.034 and sig 0.000 <0.05.

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