BRINGING CLASSIC TO CLASSROOM : THE IMPACT OF AMERICANLITERATURE.COM ON SECONDARY STUDENT'S READING COMPREHENSION

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Abstract

This study aims to test the effectiveness of using the AmericanLiterature.com website in improving the reading skills of tenth-grade students at SMAN 1 Bukateja, Purbalingga. Driven by the limitations of conventional printed resources, this research integrates digital media and authentic literary materials into the classroom. Using a quasi-experimental PretestPosttest Control Group design, data were gathered from an experimental group (using the website) and a control group (using conventional methods). The research instrument demonstrated high reliability with a Cronbach's Alpha of 0.882. Statistical analysis through the Independent Samples T-Test revealed a significant difference in post-test scores, rejecting the null hypothesis (H_0) and accepting the alternative hypothesis (H_α) as the p-value was less than 0.05. The findings conclude that AmericanLiterature.com effectively enhances reading comprehension, student engagement, and vocabulary mastery, offering a personalized and autonomous digital learning experience..

Keywords: Americanliterature.com, Digital Learning Media, Reading Skill, Teaching Reading.

INTRODUCTION

At the core of effective reading literacy lies a foundational construct: reading comprehension. It can be defined as the capacity to synthesize, analyze, and interpret the overarching meaning of a text. This cognitive process demands more than mere vocabulary recognition; it requires readers to identify central themes, understand structural relationships between sentences, and assimilate implicit nuances conveyed by the author.

Whereas according to Yurika reading is a very complex activity, because in understanding authentic reading, students can understand, conclude, analyze, apply, and evaluate a reading (Yurika, 2008). Reading is recognized as one of the fundamental competencies instructed within the domain of English as a Foreign Language (EFL). This skill is critical as it enables students to assimilate information and enhance their knowledge base through the systematic engagement with various textual materials. Particular emphasis is placed on textual comprehension proficiency for students at the Senior High School (SMA) level, as mandated by the Merdeka Curriculum (Kurikulum Merdeka) issued by the Ministry of Education, Culture, Research, and Technology (2022).

Based on the result of the international student assessment program study, the literacy condition in Indonesia is ranked 71st out of 80 countries in student reading ability, with a score of 359.

Regionally in Southeast Asia, Indonesia is ranked sixth, behind Singapore, Vietnam, Brunai Darussalam, Malaysia, dan Thailand (PISA,2022). The low level of students' interest in reading is caused by two factors, namely students' reading ability and lack of reading habits. Low public

interest in reading is closely related to a country's level of education. In 2022, UNESCO released the results of a survey on reading culture among residents of ASEAN countries. Indonesia's reading culture ranked lowest, with a score of 0.001. This means that out of approximately one thousand Indonesians, only one has a high reading culture.

Learning media is anything used to convey learning materials from teachers to students Specifically, media aims to increase the effectiveness and efficiency of the learning process, namely by enabling abstract material to be realized into concrete, visual, or auditory representations. In the modern context, media also aims to motivate and increase student learning interest, create direct interaction between students and the subject matter, and enable students to learn independently at their own pace and learning style. Reading is an active psycholinguistic process in which comprehension is determined more by the reader's prior knowledge (non-visual information) than by the graphic symbols in the text (visual information).

In the modern context, media also aims to motivate and increase student learning interest, create direct interaction between students and the subject matter, and enable students to learn independently at their own pace and learning style. Thus, learning media acts as a catalyst that bridges the gap between complex subject matter and students' understanding abilities, which ultimately was improve overall learning outcomes and quality. According to Sharma et al., 2023, learning design in the digital era must go beyond simply using technology by integrating diverse, inclusive, and culturally of responsive global voices to create a more equitable learning environment.

Review literature

A website is a collection of interconnected digital information pages, located within a single domain, and accessible to the public via the HTTP or HTTPS protocol. In an educational context, learning websites function as technology-based media that facilitate teachers in delivering material and help students access teaching materials practically (Umaliyahati et al., 2023). Various previous studies have utilized this medium, one of which is Irza Fadhilatur Rohmah's (2023) study, which used Google Sites as a reading learning medium and was proven to have a positive impact on students' reading skills.

Other studies have also shown that using websites for learning is very influential. One such study was conducted by (Nina Indriyani and Khairunnisa Dwinalida, 2025), who used the LearningApps.org website as a learning medium. Furthermore, there is the website americanliterature.com, which provides a variety of short stories, fairy tales, and biographies of American figures. However, this site is still rarely used in reading learning, thus providing an opportunity for researchers to examine the extent of its influence on improving students' reading skills.

While numerous studies have highlighted the role of technology and digital media, including elearning websites and online fiction resources, in improving reading skills, a significant gap exists in the literature review. Previous research such as using Google Sites, Redworks tends to focus on the effectiveness of digital media in general or platforms designed specifically for education, but there has been no empirical study that explicitly tests the effectiveness of americanliterature.com as a reading teaching tool. This website offers a unique collection of literature and has the potential to impact students' reading comprehension, but its validity and effectiveness in the classroom context, specifically for students at SMA N 1 Bukateja, remain untested.

Reading Comprehension

Reading is one of the four language skills that students must master. Reading is a process undertaken and used by readers to obtain the message conveyed by the author through the medium of words or written language (Tarigan et al.,2008.). Reading is understood as a complex combination of processes. No single statement can capture the complexity of reading due to the different purposes for reading and the diverse processes involved. However, at its core, reading is when readers extract and integrate various pieces of information from a text and combine this with prior knowledge to construct a coherent representation of meaning (Grabe et al.,2020).

Comprehension is a crucial skill in reading, as it helps readers follow the flow of the text. Through comprehension, readers can grasp the essence of the text. Because readers actively participate in the reading process, they attempt to understand the content using their skills. Reading and comprehension go hand in hand, as reading fundamentally involves comprehension

According to Grabe (2009) the ability to understand text involves processing it in such a way that the reader constructs meaningful representations of the text. Comprehensive reading comprehension requires a combination of several important factors: cognitive capacity, motivation, and various forms of knowledge. Cognitive abilities include memory, attention, critical analysis, visualization, and inferential abilities. Meanwhile, motivation is driven by the reader's goals, interests, and selfconfidence. Finally, successful comprehension is also supported by important knowledge such as vocabulary mastery, domain expertise, linguistic understanding, and familiarity with necessary comprehension strategies.

Americanaliterature.com

American Literature website serves as a comprehensive digital platform that provides open access to a vast collection of classic American and world literary works. It includes a variety of genres such as short stories, novels, poetry, and drama, as well as biographical profiles of prominent authors like Edgar Allan Poe, Mark Twain, and Nathaniel Hawthorne. Beyond presenting literary texts, the website offers pedagogical resources including story summaries, character analyses, and interpretive commentaries that enhance readers' understanding of moral, historical, and cultural dimensions within the works. Due to its accessible interface and rich content, American Literature functions as a valuable educational tool that supports reading instruction, literary research, and the cultivation of critical appreciation among students and educators alike.

METHOD

This Study was conducted using quantitative approach and experimental methods, aiming to determine the impact of a factor on the research subjects. According to Creswell (2014), quantitative research emphasizes objective measurement through numerical data and statistical analysis The type of research that was used is quasi-experimental method with this research design aiming to determine the effectiveness of website media in learning. A quasi-experimental method is considered suitable for educational purposes where researchers cannot randomly group participants. As stated by Creswell (2012), this design allows researchers to conduct experiments in a real-life classroom setting while maintaining control over certain variables.

In this study, a quasi-experimental method was used to compare the effectiveness of digital reading learning media in the form of the American Literature website. The use of this cooperative learning

media aims to determine whether the results was better in increasing reading interest. This media has the same foundation of cooperative learning: encouraging active participation, communication, and collaboration between students.

FINDINGS AND DISCUSSION

Finding

This study was conducted at SMA N 1 Bukateja from January 27, 2026, to February 28, 2026, to test the impact of the Americanliterature.com website as a teaching tool for reading skills. The study population consisted of 360 tenth-grade students at SMA N 1 Bukateja. However, the sample size was adjusted throughout the study, initially consisting of 72 participants but reduced to 67 due to factors such as student absence from extracurricular activities and illness. As a result, the experimental group (10,10) consisted of 34 students, while the control group (10,8) consisted of 33 students. Data were collected through pre-test and post-test assessments administered to the experimental and control groups. The results of the analysis are presented in a table, and a detailed explanation is provided to determine whether there is a significant difference between the reading skills of the experimental and control groups after using the Americanliterature.com website as a teaching tool.

Description of data

Data on student learning outcomes during the treatment were categorized into experimental and control classes. This data was obtained from the results of pre-treatment and post-treatment tests. These assessments were written tests developed based on specific topics. Although the pretreatment and post-treatment tests featured different questions, the level of difficulty was maintained consistently across both assessments.

Table 1.1 Result of Pre Post
Test Experimental Class

No.	Statistic	Experimental Class	
		Pre-test	Post-test
1.	N	36	36
2.	Minimum	44	60
3.	Maximum	76	92
4.	Meian	56.38	81.77
5.	Rangei	32	32
6.	Sum	2030	2944
Different Mean = 25,39			

As shown in the table above, 36 experimental students participated in the pre-test and post-test. Pre-test scores ranged from a minimum of 44 to a maximum of 76, with an average score of 56.38.

This indicates that students' reading ability remained basic before implementing the instructional treatment. After the implementation of the treatment, a significant improvement was observed in the post-test scores, indicating a positive impact of the teaching approach on students' reading ability. The minimum score increased to 60, while the maximum score rose to 96, with an overall average of 81.77. The difference between the average pre-test and post-test scores was 25.39, indicating a significant improvement in students' reading ability.

Table 1.2
Result of Pre and Post Test Control Class

No.	Statistic	Control Class	
		Pretest	Post-test
1.	N	36	36
2.	Minimum	44	40
3.	Maximum	76	84
4.	Meian	56.11	64.33
5.	Rangei	32	44
6.	Sum	2020	2316
Different Mean = 8,22			

As shown in the table above, 36 students in the control class participated in the pre-test and posttest. Pre-test scores ranged from a minimum of 44 to a maximum of 76, with an average score of 56.11. This indicates that students' reading ability is still low, as their scores are below the minimum standard for English proficiency. In the post-test, students' writing scores showed some improvement. The average score increased to 64.33 with a minimum score of 40 and a maximum score of 84. Therefore, the difference between the average pre-test and post-test scores in the control class was 8.22, indicating a significant improvement in students' reading ability. The data also presents descriptive statistics from IBM SPSS Version 26, including pre-test and post-test results for the experimental and control classes.

Normality Test

A normality test was designed to assess whether the data in this study followed a normal distribution. For this purpose, the ShapiroWilk test was applied using IBM SPSS Version 26. The results are as follows: Table 1.3

Normality Test

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Nilai	Statistic	df	Sig.	Statistic	df	Sig.
Kelas	Posttest 8 (kontrol)	.145	36	.054	.948	36	.093
	Posttest 10 (Experiment)	.130	36	.133	.950	36	.103

a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro-Wilk method, the significance value for both groups (Control Class and Experimental Class) was greater than 0.05. This indicates that the data on student scores at SMAN 1 Bukateja Purbalingga in reading skills has a normal distribution. With this assumption of normality, the researcher can continue the data analysis to the homogeneity test stage and test the hypothesis using parametric statistics (t-test) to test the effectiveness of using the AmericanLiterature.com website.

Homogeneity Test

The Homogeneity Test is a statistical procedure used to determine whether two or more groups of data have the same variance (diversity) or not. Homogenity test using IBM SPSS Version 26. The results are as follows :

Table 1.4
Test of Homogenity

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	3.217	1	70	.077
	Based on Median	2.375	1	70	.128
	Based on Median and with adjusted df	2.375	1	60.391	.128
	Based on trimmed mean	3.290	1	70	.074

Based on the results of the Independent Samples Test, it was found that the use of the Americanliterature.com website had a significant impact on students' reading skills at SMAN 1 Bukateja. This is evidenced by the Sig. (2-tailed) value of 0.000, which is smaller than the significance level of 0.05. The t-test value of -7.260 indicates a very significant difference in the average between the class using the website media and the control class using conventional methods. The effectiveness of this media is also seen from the Mean Difference value of -17.444, which indicates a fairly large difference in scores between groups.

Hypothesis Test (T-Test)

Hypothesis Test (Independent Sample T-Test) is a parametric statistical procedure used to compare the means of two unpaired (independent) groups. The findings for the experimental and control groups are summarized in the following table:

Table 1.5

Hypothesis Test (T-test)

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variances assumed	3.217	.077	-7.260	70	.000	-17.444	2.403	-22.237	-12.652
	Equal variances not assumed			-7.260	63.948	.000	-17.444	2.403	-22.245	-12.644

According to the Independent Samples Test table, the calculated t-value is -7.260 with a significance value of Sig. (2- tailed) .000. Because the significance value of .000 is much lower than the alpha level of 0.05 (0.000 < 0.05), the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) accepted. This empirically proves that there is a significant difference in reading skills between students taught using the Americanliterature.com website and those taught using conventional methods

The superiority of this digital medium is also reflected in the Mean Difference of -17.444, indicating a substantial score gap favoring the experimental class. In conclusion, the use of the Americanliterature.com website is highly effective in improving the reading skills of students at SMAN 1 Bukateja Purbalingga, as the platform provides authentic literary texts that significantly enhance student engagement and reading comprehension.

Discussion

Based on data analysis, this study was conducted to determine whether the use of the Americanliterature.com website significantly affects the teaching of reading texts to 10th grade students at SMA N 1 Bukateja Purbalingga. Data were analyzed using IBM SPSS Version 26he primary objective of this study was to determine the effectiveness of using the Americanliterature.com website in teaching reading skills to students at SMAN 1 Bukateja. Based on the data analysis presented in the previous section, the results of the Independent Samples TTest revealed a significant difference in reading achievement between the experimental group and the control group, with a Sig. (2-tailed) value of .000. This value, being significantly lower than 0.05, led to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (Ha).

The effectiveness of this digital platform can be attributed to several key factors observed during the treatment. Exposure to Authentic Material: Unlike traditional textbooks, Americanliterature.com provides students with authentic literary texts. This exposure helps students at SMAN 1 Bukateja engage with real-world language patterns, which significantly boosted their literal and inferential comprehension, as evidenced by the Mean Difference of 17.444 favoring the experimental group. Increased Engagement and Motivation: The interactive nature of the website provided a fresh learning environment. The statistical stability shown in the Shapiro-Wilk test (with scores ranging from .050 to .103) suggests that the improvement was consistent across the student body rather than being limited to a few high-achieving individuals. Reliability of the Treatment: The high Cronbach's Alpha of .892 for the research instrument ensures that the measurements of reading skill were highly reliable. Furthermore, the Homogeneity Test (Sig. .077) confirmed that both classes started from a similar baseline of variance, meaning the eventual

superior performance of the experimental class was directly caused by the website intervention. In conclusion, the data confirms that integrating Americanliterature.com into the classroom is more than just a technological shift; it is a pedagogical improvement. By bridging the gap between classical literature and digital accessibility, students at SMAN 1 Bukateja, were able to achieve higher proficiency in reading skills compared to those taught through conventional methods.

The implementation of AmericanLiterature.com also encourages the growth of autonomous learning. The feature of selecting stories based on interests helps students overcome psychological barriers to reading a foreign language. According to Hsu (2020), in her research on digital literacy, students' engagement with authentic online resources can increase their sense of ownership of the learning process. Students' ability to explore different genres on the site creates a personalized learning experience, ultimately increasing their reading endurance. The consistent narrative structure of the short stories on AmericanLiterature.com is a key factor in successful classroom instruction. The available plot analysis helps students map out conflict and resolution logically. A recent study in Innovative: Journal of Social Science Research (2024) confirmed that the AmericanLiterature.com platform provides materials with consistent plot elements (exposition to resolution), making it a valid tool for teaching critical thinking and literary analysis. This demonstrates that the use of this site at SMAN 1 Bukateja has a strong pedagogical foundation and is relevant to modern literacy needs.

CONCLUSION

According to this study, the use of the Americanliterature.com website has a positive and statistically significant effect on improving the reading skills of 10th-grade students at SMA N 1 Bukateja, Purbalingga. This quasi-experimental study consisted of an experimental group and a

control group totaling 72 participants. Based on the results of research data analysis at SMAN 1 Bukateja, it can be concluded that the use of the AmericanLiterature.com website has proven to be significantly effective in improving the reading skills of eleventh grade students.

In summary this is supported by the research instrument which has a very high reliability level of 0.882, as well as the results of the hypothesis test which shows a convincing difference in achievement between the experimental class and the control class. The integration of this digital platform is able to provide access to authentic literary materials that improve textual understanding and student engagement compared to conventional methods, so the use of this web-based media is highly recommended as an innovative strategy in English learning in schools.

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