TO IMPROVE STUDENTS' READING COMPREHENSION SKILLS THROUGH WEB-BASED LEARNING PROGRAM

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Moreover, instructional methods that match individual learning styles can bring positive changes in students' scholastic performance across the disciplines and at all academic levels because adjustment to students' learning style preferences helps improve their learning experience (Maric et al., 2015). These proposed beliefs to improve developmental students' reading performance are grounded in a number of motivations, learning style, and web-based learning theories. This study on the use of web-based reading program with learners in the groups is based on the theoretical framework of Self-Determination Theory (SDT) and Cognitive Theory of Multimedia Learning (CTML).

In order for students to successfully achieve a given task; therefore, they must exercise self-confidence in what they do. Success can only be attained when an individual believes in one's own capabilities to plan and perform an assignment; needless to say, self-confidence provides an individual the power and desire to complete a task regardless of its difficulty. Similarly, as Thomas pointed out that self-confidence and intrinsic motivation trigger the need to gain knowledge and improve individual's performance. (Hess, 2014; Thomas, 2015)

Self-confidence promotes increased learning motivation, which leads students to be more willing to produce and beget a desired result. Still, among the many positive effects of motivation on reading comprehension, motivated learners are more likely to read and are better in text comprehension. Thus, it is safe to conclude that academic success is shaped by one's own motivation to learn. With an increased in self-confidence and learning motivation, students are more driven to achieve the learning outcome because individual learning ability and one's own belief create higher learning performance. In addition, when students are determined and motivated to learn, they are less likely to give up, be discouraged, and experience failure since improved learning motivation and increased desire are connected to positive academic achievement. Although previous studies on SDT suggested that positive learning motivation enhances academic performance, other studies, however, reported that motivation has no significant influence on students' academic performance or with mixed conclusions.

As a result, issues such as these still require further research, so that a clearer picture of the impact of self-determination on learners and the connection between self-confidence, learning motivation, and education achievement can be better understood. The use of multimedia or web-based teaching/learning approach is believed to generate positive academic achievement as well. The computer activities enhance learning motivation and performance; therefore, it is assumed that learning effectiveness and self-determination can be induced by the presentation of instruction in multiple manners, such as utilizing simultaneous text with simulation and illustration as teaching strategies and by delivering information through a variety of modalities, students, regardless of their learning style preference, can integrate knowledge and recollect and connect information. Reading activities that are offered through a web-based instructional approach in a collaborative learning environment is perceived as stimulating because in a technology-enhanced learning environment, students are motivated by the challenges, desire for knowledge, control, and relatedness in the educational experience.

Likewise, the use of hypertext and multimedia approach in teaching produce better students' performance in language development than the traditional teaching method because they can transform artificial classroom experiences to real world experiences, so students become more motivate to learn (Hess, 2014). Furthermore, web-based learning promotes

independent learning; thus, students can develop self-confidence to solve difficult tasks, exercise critical thinking skills, and expand in knowledge because web-based learning cultivates students' creative thinking and problem-solving capabilities. It is also suggested that while web-based learning fosters self-regulated learning, this method encourages learners to face different challenges with confidence and to adapt and apply different learning strategies to achieve a learning outcome (Bellhduser et al., 2016). In the study of web-based teaching/learning approach, it is found that self-regulated learning promotes self-motivational beliefs as well. In addition, web-based teaching materials employ cognitive task strategies to improve learners' self-control in order to support students' learning focus; therefore, by absorbing learners' interest, they become focused and more motivate to learn. Empirical evidence also suggested that web-based programs motivate learning and lead to better attitude toward the subject of study, and stronger intrinsic motivation than students in a traditional learning environment (Chen & Law, 2016).

Aside from helping learners establish self-confidence and cultivate self-motivation, the use of web-based teaching/learning method has tremendous influence on students' academic performance as well because the application of web-based learning materials enables students to undergo direct involvement with the proposed lesson content and therefore, achieve higher performance. Furthermore, web-based learning allows students opportunities to engage in higher level concepts and provides clear learning objectives and instant response; as a result, students can practice subject matters on demand and continuously to improve their academic performance (Kay, 2014). In short, it is believed that the implementation of web-based educational programs as a form of instructional practice can build self-confidence, cultivate learning motivation, and improve academic performance.

Low academic achievement among developmental English readers can be caused by numerous factors. A number of these may include low English language proficiency to comprehend higher level text passages, insufficient vocabulary knowledge, lack of learning motivation, and failure to adapt to a different learning style. In the post-secondary level, learners are required to read and comprehend advanced level text passages. However, students with low English proficiency or those who struggle with foundation skills are often ill-prepared for the challenge because they lack complex knowledge structures or are deficient in content-specific reading to complete their assignments. This is often the case with developmental reading students who experience extensive struggles when they are placed in the developmental reading classroom. In addition, low-ability readers do not have metalinguistic awareness and comprehension monitoring capabilities, which are required for effective reading comprehension proficiency.

Second, struggling readers are less likely to succeed in the developmental reading classroom because they have lesser motivation and desire to engage in reading-related activities. While developmental English readers struggle to make sense of what is read, they do not have the needed requirements, such as the abilities to comprehend and utilize word knowledge, to help them interpret words and connect sentences into meaningful messages.

The ability to comprehend text passages requires the skills of rapid translation of word meanings and the skills to understand the language. When learners are able to apply both of these functions, they become proficient readers. Unfortunately, developmental English readers lack the capacity to one or both of these functions; therefore, they are unable to advance in the developmental reading class. In addition to construct meanings out of text passages, developmental English readers must be able to monitor understanding of the reading passages. Metacomprehension, which is a necessary component in reading comprehension development, allows an individual to use appropriate strategies to comprehend text materials. Without the required metacomprehension ability, learners will not be able to expand their comprehension skills.

These technologies allow learners to practice language skills in simulated real-world environments. For example, VR can simulate a conversation with a native speaker in a virtual café or airport, providing context-specific language practice. Such immersive experiences help learners develop practical communication skills and prepare them for real-life interactions. Multimedia technologies enhance classroom instruction. Assistive technologies, for example, can turn an uninteresting lesson into a thought-provoking lecture because it allows teachers to present their lessons in innovative ways; thus learning becomes enjoyable and learners are given the flexibility to work at their own pace (Chen, Zhang, & Liu, 2014). Then again, even though multimedia tools can enhance teaching and learning, not all of them can be incorporated into the curriculum activities. Despite that, three of the most popular multimedia tools are visual, auditory, and kinesthetic. A combination of these different teaching strategies and a stimulating and interactive learning environment are crucial to help students accomplish their highest learning objective. As Gilakjani continued that the

integration of multimedia in the curriculum allows visual, aural, and kinesthetic learners the possibility to expand their knowledge and provides an equal opportunity for students with different learning styles to be successful in their academic studies.

Innovative teaching strategies help improve students' learning in the content areas. While traditional instruction between teachers and students normally take place within the classroom and is repetitive, in a non-traditional learning environment, such as a computer-based teaching and learning classroom, it is reported that students who are technology savvy exercise twice the meta-cognitive skills than students in a traditional classroom.

Furthermore, espoused by reports of positive learning results, computer assisted teaching method is often considered to be more favorable and an effective way for students to learn than the traditional method. A computer-assisted teaching benefits student centered learning by providing supports for students with special learning needs and fostering necessary skills to build students' academic success. Finally, computer-assisted instruction transforms the classroom into an active learning environment, boosters reading motivation, reinforces students learning, and improves test scores. In summary, when technology is incorporated into classroom teaching and learning, it can influence learning motivation and improve student learning outcomes.

To achieve a higher level of language proficiency in reading in a second language, learners must develop a high level of lexical competence. Therefore, instruction alone, without implicit use of the target language, is deemed insufficient to achieve this goal. Online reading program is believed to foster question generation, which can have a positive effect on students' reading comprehension development. However, the use of online reading passages with question generation activities can impose students to be active learners and allow them to evaluate their understanding of the reading materials regularly.

Although it is believed that web-based reading program improves reading comprehension skills and vocabulary development, enhances learning motivation, and promotes learning style preference, there is currently no conclusive research that proposes a particular reading strategy is superior to others, aside from a few researches that suggest some reading comprehension strategies could be educationally beneficial.

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