A STUDY OF ADVANCED ENGLISH EDUCATION DEPARTMENT STUDENTS' PERCEPTIONS OF DIGITAL READING ON READING COMPREHENSION

SKRIPSI

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ABSTRACT

This research presents advanced English Education Department students' perception of digital reading on reading comprehension. Since, understanding English means understanding all aspects of English subjects, reading becomes main important element on English material which could obtain an information to acknowledge. Then, considering the development of the world began to affect all aspects including the world of education, technology is being the part of accomplishment that can work together in developing education realm. Moreover, world had been hyped up by Covid-19 that made all activities were done strictly including studying through online learning. As a useful tool that has been employed by learners, teacher, and general users, digital reading is contemplated as the bridge to help assisting students' learning in reading comprehension process. Therefore, the researcher did the study to take a survey aimed to give a detail description of how advanced English Education Department students' perceptions of digital reading in reading comprehension.

In this study, the researcher used qualitative approach with descriptive qualitative design. The participants of this study were 5 students who were in their advanced level of semester at the University of Islam Malang. The participants were chosen randomly. This study was done by examining student's perception through interviewing the students one by one via tape recorder in WhatsApp. With the use of semi-structured interview, the researcher let the participants shared their opinion informally. The instrument that was used in this research was 6 questions related to the research problem on how participants' review their idea of digital reading in reading comprehension.

The findings in this research provided positive results towards how they behaved into reviewing their opinion about digital reading in reading comprehension. Most of the participants look forward towards their future learning in reading comprehension although they found reading digitally which takes long time reflecting to screen could interfere their visions. Besides, participants reviewed the benefits that could be obtained from digital

reading in reading comprehension, and they found digital reading as a flexible, motivational, and practical tool for assisting reading comprehension. Reading digitally has the flexible advantage, for readers are able to read whenever and wherever since the tool comes up with broader sources. The motivational aspect provides additional support for readers to stay understanding passages with how digital reading delivers its sophisticated to attract students interest reading digitally. Also, practical was mostly mentioned as '*it helps*', they described digital reading serves source to make easy the readers to do the activity in comprehending the text. Overall, the positive responses were achieved from the participants' idea inspecting about digital reading in reading comprehension.

CHAPTER I

INTRODUCTION

This chapter covers the research background study, research problem, objective of the study, the significance of the study, the scope and limitation of the study, and the definition of key terms.

1.1 Background of The Study

Learning English means learning all aspects of the subject that is taught. Involves understanding Grammar, Listening, Speaking, and Reading. Learners have to comprehend what they study in English, especially reading. From the previous statement the researcher evaluated if the basics of adequate education is a good reading skill because reading is an important activity in obtaining aspects of knowledge. Comprehension is an important factor in reading. Comprehension means understanding the text with its meaning. Therefore, students need to know the purpose of reading it by having a reading strategy to understand the text, as well as troubleshooting strategies. Therefore, students can paraphrase in their own words (Ibrahim, 2020).

Admittedly, reading comprehension is an entangled whole. Although, its meaning eventually has the dissimilar aspect of the actual definition. According to Karatay (2011), despite both aspects between reading and comprehension being different, they are a whole package that needs continuous improvement in education. The Reading System Framework (RSF) dwells on the reader's lexical knowledge as a main expectant for predicting successes or failures in reading

comprehension: lexical knowledge may be more important for reading comprehension, for both children and adults, than listening comprehension because of the critical role it plays in the word-to-text integration process (Li, et al., 2018).

Nowadays, the use of smart technology spreads widely throughout the world. Moreover, the learning shift between online and offline learning started since the global pandemic occurs at the beginning of 2020. Therefore, in particular, mobile devices are considered to be useful for learning both in and out of school and thus thought to be valuable (Wagner, et al., 2014). Technology developments provide a wider range of resources for utilizing such facilities in teaching and learning. Many studies found that using digital technologies is useful in language learning and teaching. Such conclusions are found not only with help of surveys and questionnaires but also the students; and teachers' perceptions and observations show the same results (Ebrahimi, 2016).

The educational realm is not always excepted for evolving the world's progress. It is enhanced the way society takes as time goes by. The previous researcher considered fully literate in the 21st century, a person must be able to collect, evaluate, and use digital resources to problem solve and make informed decisions (Gilbert, 2017). In addition, Gilbert (2017, cited Armstrong and Warlick, et al., 2004) the increasing use of digital libraries promotes digital reading and forces students to move beyond the realm of paper-based texts.

The education world must innovate as a whole. Thus, All the devices take roles in the educational system, therefore the impact of a successful education

system can be gained from its impact. Throughout the world, new technologies are dominant in all parts of life. As said by Jonassen (1999), the use of technology possesses many benefits to educational environments, like the improvement of the students' critical thinking. It makes their preferred learning models more operative (Quintina & Donovan, 2013), and eliminates the limitation of only images and written words in the traditional texts (Larson, 2010). Students must be provided with all these benefits. Using digital tools including for reading in English as a Second Language also be useful to gain the digital literacy skills that will allow entrance into the social, academic, and workforce environments of this 21st century (Kasper, 2000).

Although a continuous change has occurred in the technology and the internet, the development and learning process of students, educators may make use of numerous materials in reading education that can be from digital texts to the internet (Thoermer & Williams, 2012). Also, according to (Walsh & Simpson, 2013), students are taking the advantage of technological materials in their learning to read and write outside of school (Jahson, et al., 2012) and in the classroom (Akbar, et al., 2015). The preference of a student will be performing these activities on a phone or on the internet instead of reading the written material in books or listening to a teacher (Tolani, et al., 2009). Therefore, it can be said that technology is turning out to be an essential part of the education system.

Even the global job market in particular seeks applicants who not only possess strong critical thinking skills but who are also digitally literate and technologically savvy (Gilbert, 2017). Reading digitally prepares the users to keep

up with world development early. It is not only in the educational environment but also after school. As a consequence, previous researchers strongly indicated as the ESL classroom makes the necessary transition from its traditional print-focused literacy teaching methods toward a digital text environment, its teachers, as well as the profession itself, must connect with the digital role by examining how second language learners perceive different text types and what cognitive processes and strategies they employ to comprehend what they are reading.

There is the support of researchers for this situation as it is discussed before. As a teacher of the English language for a long period, it is discovered that a lot of students of the English language face complication in reading comprehension (Saqr, 2021). In addition, the present researcher concludes if foreign language teachers (FL) do not train their students in current technologies that can play an important role in their recovery. Many teachers are not even sure how to apply and practice and where to start reading and focus on digital reading.

Thus, this research is originally aimed to evaluate how students exhibit their thought to achieve reading comprehension progressively through digital reading tools in their reading comprehension.

1.2 Research Problems

The research problems of this study can be stated as follows:

1. What is the advanced English Education Department students' perception of digital learning for English reading comprehension?

2. What is the benefit of using digital reading tools in reading comprehension for advanced level students of the English Education Department of University of Islam Malang?

1.3 Objective of The Study

The objectives of the study are:

1. This research is conducted to explore advanced English Education Department students' ideas about digital reading tools in reading comprehension.

2. This research is conducted to evaluate the benefit of digital reading tools in reading comprehension of English Education Department students of University of Islam Malang

1.4 The Significance of The Study

The difference from the previous study is that this study is done for examining students' critical thinking through individual interviews towards how the development of the use of digital reading in reading comprehension can be gained, especially for a higher level of EFL learners that are on their last semester.

Theoretically, the researcher expected to make this finding an informative source for encouraging students' reading comprehension through digital reading tools.

Practically, the ministry of education could probably adopt the use of digital reading for students' development of reading comprehension. This study may be beneficial for curricula designers, such that they may use digital reading in teaching

reading comprehension. Also, alternative techniques may be used by the teacher or pre-service teacher in their teaching that can assist the method of teaching by using digital reading for EFL learners' development in reading comprehension.

1.5 Scope and Limitation of The Study

The research focuses on the selected students who are in advanced level or they are at least in the 8th semester of English Education Department students. The researcher investigated their perceptions toward the use of digital reading for reading comprehension. However, only the advanced students could be asked or interviewed for this kind of limitation study.

The limitation of the study is the researcher cannot do observation because of limited time that was taken trough online. In addition, the researcher was only able to interview the specific advanced students in eight semesters.

1.6 Definition of Key Terms

The definitions of key terms are provided to avoid misunderstanding and ambiguity. There are some terms used in this study that needed to be defined

Digital reading: The procedure of the extraction of the meaning from a text is in a digital format either on a PC or a mobile device.

Reading comprehension: It is the process of developing an understanding of the meaning of the complete text and what it discusses in a way that is faster and easier by making use of digital reading.

Advanced level students: Students who are on 8th semester of English Education Department at University of Islam Malang. They are hopefully giving their own opinion about utilizing reading devices for reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provided a conclusion and suggestions. Finally, the researcher draws simple conclusions from the insights and discussions previously gained in Chapter IV. In addition, the researcher has also made suggestions for future researchers related to this study.

5.1 Conclusion

Based on what was descriptively written in the previous chapter, the researcher tried to make in short conclusion over this study which is titled about advanced English Education Department students' perception of digital reading in reading comprehension. Overall, this study gained a positive behavior towards exploring the participants' perceptions. The common thing that respondents shared regarding the perception was, that it was interesting enough to use digital reading's sophisticated for reading comprehension. However, the reading competence was increased based on participants' experience using the tool.

Another finding that refers to the second research problem in this section is the excellence of the tool provided trendy benefits to stir participants to keep liking the advantages of digital reading such as flexibility, motivation, and practical digital reading. The motivational aspect of reading digitally makes students see motivation as positive, being one of the factors which helps improve overall reading comprehension skills. In the surveys, most participants mentioned reading could be fun, stimulating, and pleasurable. Hence, readers felt pleasurable when digital reading was employed to make readers comprehend the text.

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5.2 Suggestion

The researcher provides several suggestions related to this study. There are three suggestions to be presented, first for the reading lecturers, second for the students, and third for the future researcher.

First of all, lecturers are suggested to make use of utilizing the up-forwarded technology to enhance some behavior for reading comprehension. The upgraded material in reading comprehension is useful for concerning wide-spreading reading sources for the better quality of students' experience in reading skill.

Secondly, Students should be more aware of what is new that could assist some learning progress such as the use of digital reading. It could help the comprehension in reading be more controlled. Also, students can keep practicing reading to improve their reading skills even though it is not through digital reading. Nevertheless, being used to reading digitally lifts some energy for reading better.

Lastly, for a future researcher, first, this study was done in the post-Covid-19 era which made the researcher could not do the interview session face-to-face due to the academic year had not started yet which made most participants were contacted virtually. Then it is expected for the next researcher could conduct the interview face-to-face. Also, a future researcher is expected to do the study with the additional instrument to get more detailed results.

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